



Council *on* Education *for* Public Health

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June 24, 2014

Stephen A. Privett, SJ
President
University of San Francisco
2130 Fulton Street
San Francisco, CA 94117-1080

Dear President Privett:

On behalf of the Council on Education for Public Health, I am pleased to advise you that the CEPH Board of Councilors acted at its June 12-14, 2014 meeting to accredit the MPH Program at the University of San Francisco for a five-year term, extending to July 1, 2019, with an interim report due in spring 2015. The interim report will address issues related to assessment of student learning.

We are enclosing a copy of the Council's final accreditation report. This is identical to the team's report that you received prior to our meeting. We appreciated the many courtesies extended to the site visit team during its visit.

Sincerely,

A handwritten signature in black ink that reads "Stephen W. Wyatt".

Stephen W. Wyatt, DMD, MPH
President

Enclosure

cc: Kia James, EdD, MPH, RN, BSN
CEPH Councilors



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June 24, 2014

Kia James, EdD, MPH, RN, BSN
MPH Program Director & Assistant Professor
University of San Francisco
School of Nursing and Health Professions
2130 Fulton Street
San Francisco, CA 94117

Dear Dr. James:

On behalf of the Council on Education for Public Health, I am pleased to advise you that the CEPH Board of Councilors acted at its June 12-14, 2014 meeting to accredit the MPH Program at the University of San Francisco for a five-year term, extending to July 1, 2019 with an interim report to be submitted in spring 2015. The interim report must address the criterion for which there was a “partially met” assessment.

Specifically, the interim report due in spring 2015 should provide evidence that the program has implemented a systematic process for tracking employer assessments of graduates’ ability to perform competencies in an employment setting. The report must contain preliminary data. (Criterion 2.7)

The report will be due on April 28, 2015. Please be aware that failure to come into compliance with all accreditation criteria must trigger specific actions on CEPH’s part. These actions, mandated in federal regulations governing accrediting agencies that are recognized by the US Department of Education, include initiating adverse action or, if good cause is demonstrated, extending by one year the period during which the program or school may come into compliance with the remaining criteria, after which CEPH must take adverse action. CEPH is required to deny or revoke accreditation when a school or program fails to demonstrate that it has come into compliance. Thus, interim reports have serious consequences. Additional information about preparing interim reports is available on the [CEPH website](#).

We are enclosing a copy of the Council’s final accreditation report. The report is also being transmitted to the chief executive officer of your university as the Council’s official report. This is identical to the team’s report that you received prior to our meeting.

I would call your attention to the disclosure provisions in our adopted procedures. The program is expected to make its official accreditation report available to the public on request 60 days following the accreditation decision. The program may make the report (with the final self-study) available in full on its website, or it must clearly indicate on the website how to request a copy of either document. See p. 29 of the [Accreditation Procedures, amended October 2013](#) for additional information. You may append a written response whenever you distribute the report. The official report also will be available on request from CEPH after 60 days, but it is our intent to refer all initial requests to you. If you provide this office with a copy of a written response by August 15, 2014, we will be pleased to append it whenever we respond to a request for the report. Please note that this response is optional.

Kia James, EdD, MPH, RN, BSN


June 24, 2014

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We would also like to remind you that whenever an accredited school or program undergoes a substantive change, it is obligated to provide written notification to CEPH of the intended change. Substantive changes are defined in the procedures manual, but generally include offering a new degree, adding or discontinuing an area of specialization, offering a degree program in a different format or at a distant site and making major revisions to the curricular requirements. Additional information about substantive changes is available on our [website](#).

We appreciated the many courtesies and helpfulness extended to the site visit team.

Sincerely,

A handwritten signature in black ink that reads "Stephen W. Wyatt". The signature is written in a cursive style with a large, stylized "S" and "W".

Stephen W. Wyatt, DMD, MPH
President

Enclosure

cc: CEPH Councilors



UNIVERSITY OF
SAN FRANCISCO

School of Nursing and
Health Professions

University of San Francisco

School of Nursing and Health Professions

Master of Public Health Program

CEPH FINAL SELF STUDY

DUE: December 27th, 2013

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TABLE of ABBREVIATIONS

Abbreviation	Definition
ACP	Academic Career Prospectus
APA	American Psychological Association
APHA	American Public Health Association
ASPPH	Association of Schools and Programs of Public Health
BSN	Bachelor of Science in Nursing
CBA	Collective Bargaining Agreement
CEPH	Council on Education for Public Health
CIT	Center for Instructional Technology
CTE	Center for Teaching Excellence
CV	Curriculum Vitae
DNP	Doctorate of Nursing Practice
FTE	Full-time equivalent
ITS	Instructional Technology Services
MPH	Master of Public Health
MPHSA	Master of Public Health Student Association
MSBH	Master of Science in Behavioral Health
MOU	Memorandum of Understanding
MSN	Master's of Science in Nursing
NA	Not applicable
OCG	Office of Contracts and Grants
ODECO	Office of Diversity Engagement and Community Outreach
P & T	Promotion and Tenure
PH	Public Health
PsyD	Doctor of Clinical Psychology
SFDPH	San Francisco Department of Public Health
SFR	Student Faculty Ratios
SONHP	School of Nursing and Health Professions
SUMMA	Summary Evaluation and Formative Feedback <i>(USF student instructor evaluation tool)</i>
USF	University of San Francisco
USFFA	University of San Francisco Faculty Association

Introduction

The School of Nursing and Health Professions at the University of San Francisco is both a unique and well-suited setting in which to house a Master of Public Health (MPH) program and advance public health learning, research, scholarship, and service. The school is a model for interdisciplinary education and collaboration as expressed through its public health mission. As a response to the dynamic changes in health and healthcare, in 2011, the University embarked on an outreach program to explore what 21st century health professions programs might enhance the university mission and its commitment to the *San Francisco* community, its *passion for justice* and promise of a *higher academic standard*. To this end, USF president, Fr. Stephen Privett, S.J. named a Commission on Health Professions Education to help inform the university, its schools, and colleges regarding the educational programming that might resonate with our Mission while addressing emerging issues in health. (For further information as well as the commission's charter statement, please see <http://www.usfca.edu/nursing/PCHPE/>.)

Endorsement of the MPH program was the first act of the health commission. Their wholehearted support of the program was grounded in the knowledge that it would be, by design, an interprofessional approach to public health education and practice. The climate that has evolved since then is electrifying. The MPH program has developed outreach efforts and initiatives both within the university and the school and made strong linkages to the community. Ongoing connections with members of the commission have helped create networking opportunities. For example, MPH students are working with Dr. Mark Smolinski, a member of the USF Health Commission on the *Flu Near You* initiative started by the Skoll Global Threats Fund in collaboration with HealthMap. Barbara Garcia, the Director of the San Francisco Department of Health, also a member of the Commission, was the inaugural speaker in the MPH *Conversations with Public Health Leaders* Series. She also serves as a member of the MPH Advisory Committee. In 2012, the second speaker for the *Conversations with Public Health Leaders* Series was Dr. Donna Peterson, Dean of the School of Public Health at the University of South Florida and Chair of the "Framing the Future: The Next 100 Years of Public Health Education" Task Force as sponsored by the Association of Schools and Programs of Public Health (ASPPH).

Electives available to MPH students are not only those in the program but include courses from other on-campus graduate programs including the MPA program in the School of Management, the Leo T. McCarthy Center for Public Service and the Common Good, and courses that are part of the Master of Science in Behavioral Health (MSBH) and of the Doctorate in Clinical Psychology (PsyD) programs in the SONHP. That the MPH program now exists at USF has spawned interest among students in other majors to seek out opportunities to take MPH courses as they progress through their education. Health and public health is part of the USF lexicon. The MPH program resonates with the university Mission, Vision, and Values and the belief that students and graduates really can "change the world from here."

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.

a. **A clear and concise mission statement for the program as a whole.**

Mission of the Master of Public Health Program

The Mission of the MPH program at the University of San Francisco is to develop a cadre of public health (PH) leaders and generalists who will advance public health, social justice, and well being in the City of San Francisco, the State of California, the United States, and the world; and to create an educational public health presence that promotes community engagement, professional collaboration, evidence-based practice, and public health advocacy.

The Mission of the USF MPH program aligns well with the Vision and Mission of the University and of the School of Nursing and Health Professions (SONHP). Most specifically, the USF MPH program was created and is administered with the perspective of educating leaders who will fashion a more humane and just world through socially responsible learning within a community of high quality scholarship and academic rigor and sustained by a faith that does justice. For more information about the specific Mission and Vision of the University of San Francisco and the School of Nursing and Health Professions within the university, please see the electronic resource file (ERF).

b. **A statement of values that guides the program.**

The University of San Francisco seeks to be an internationally recognized premier Jesuit Catholic, urban university with a global perspective that educates leaders who will fashion a more humane and just world. The core values of the university (global focus, social justice, leadership, compassion and humanity, and the development of a moral, spiritual compass) along with those of the SONHP are threaded throughout the MPH curriculum and program outcomes. It is the expectation that all SONHP graduate programs utilize and operationalize the school values in a unique and appropriate fashion. The MPH program, its policies, curriculum, and learning culture demonstrate the adoption of these values in a very tangible fashion.

c. **One or more goal statements for each major function through which the program intends to attain its mission, including at a minimum, instruction, research and service.**

Goal I – Education: To educate individuals for professional careers in public health by offering a high-quality educational program focused on identified core competencies in public health using innovative and effective pedagogy rooted in the University’s Jesuit roots (e.g. Ignatian Pedagogy), taught by well-qualified faculty and practicing professionals, while incorporating faculty, student, and community feedback for continuous improvement.

Goal II - Discovery: To increase and enhance public health knowledge in the local, national, and global public health communities through evidence-based public health research and practice.

Goal III- Service: To provide faculty leadership and expertise in forms of managerial and programmatic support that enhances student learning through active service to local, national, and global public health communities.

Goal IV – Workforce Development: To provide the pedagogy to prepare public health professionals who implement socially just strategies to identify, prevent, and solve community health problems with a focus on the needs of vulnerable populations.

d. A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c. In some cases, qualitative indicators may be used as appropriate.

A detailed table describing the goals and measurable objectives for education, research, service, and workforce development, as well as assessment tools and persons responsible, is shown below in Table 1.1.d:

Table 1.1.d Program Goals, Objectives, Evidence, Targets and Responsibilities			
Goal I - Education: To educate individuals for professional careers in public health by offering a high-quality educational program focused on identified core competencies in public health using innovative and effective pedagogy rooted in the University's Jesuit roots (e.g. Ignatian Pedagogy*), taught by well-qualified faculty and practicing professionals, while incorporating faculty, student, and community feedback for continuous improvement.			
Objective 1.1: Provide high-quality educational programs while incorporating feedback for continuous improvement			
Target	Evidence/Sources of Data	Responsibilities	Frequency
1. MPH Curriculum will reflect 100% of MPH Program Outcomes as informed by the USF MPH Program Competencies; CEPH Core Knowledge Areas; ASPPH Interdisciplinary/cross-cutting values and threads	USF MPH Program Competencies CEPH Core Knowledge Areas ASPPH Interdisciplinary/ Cross-cutting threads Syllabi	MPH Faculty MPH Chair MPH Advisory Committee	Each spring
2. 100% of students will complete the Competency Assessment Inventory Worksheet and Student E-Portfolio	Competency Assessment Inventory – Worksheet; Student E-Portfolio	Students; Faculty; MPH Chair	Each summer and fall
3. $\geq 60\%$ of SUMMA teaching effectiveness scores for all classes will be above the university mean	SUMMA Evaluation Means	Students; MPH Chair; Faculty	Each semester
4. $\geq 80\%$ of course evaluation data will be collected and reviewed; used to make curriculum change	Online Course Evaluation Tool - Qualitative Data	Students; MPH Chair; Faculty	Each semester
5. $\geq 80\%$ of graduate responders will indicate satisfaction with program and their preparation	Exit Survey	Graduating Students; MPH Program Assistant; MPH Chair	End of program
6. $\geq 80\%$ of employer responders will indicate that graduates are prepared for PH practice	Employer Survey	Employers; MPH Program Chair	1 & 3 year employer survey
7. $\geq 80\%$ of alumni responders will indicate that they were prepared for PH practice	Alumni Survey	Graduates; MPH Program Assistant	1 & 3 year alumni survey
8. $\geq 50\%$ of students will participate in service learning immersion courses and volunteer opportunities	Service Learning opportunities and student information	Students; MPH Program Assistant; MPH Chair	Ongoing tracking

• **Ignatian Pedagogy** - is a way of learning and a method of teaching taken from the Spiritual Exercises of Ignatius of Loyola, the patron saint of the Society of Jesus – a religious order of the Roman Catholic church that founded the University of San Francisco. The three main elements are Experience, Reflection, and Action. Context, and a post-learning element, Evaluation, are also necessary for the method's success, bringing the total to five elements.

Objective 1.2: Recruit and graduate students with excellent prospects for becoming public health leaders			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. Average undergraduate GPA will be ≥ 3.0	Student Transcripts	MPH Chair; MPH Admissions Officer	Each fall and spring admission cycle
2. $\geq 25\%$ of admitted students will be fluent in a foreign language	Student Self-report of Language Fluency; Admissions data	MPH Chair; MPH Admissions Officer	Each fall and spring admission cycle
3. $\geq 25\%$ of admitted students will have public health work experience	Student Resumes; Admissions data	MPH Chair; MPH Admissions Officer	Each fall and spring admission cycle
Objective 1.3: Recruit and graduate a culturally and ethnically diverse student body			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. $\geq 20\%$ of admitted students will reflect racial/ethnic diversity relative to underrepresented populations	Admission and retention rates of ethnically diverse students	MPH Chair; MPH Faculty and staff	Each fall and spring admission cycle
2. $\geq 10\%$ of admitted students will reflect gender diversity* <i>* Gender diversity means equal representation of both male and female students in the context of gender representation in the profession</i>	Student Self Identification on Application	MPH Chair; MPH Faculty and staff	Each fall and spring admission cycle
3. $\geq 90\%$ of admitted ethnically diverse students will graduate with their cohort.	Graduation rates of ethnically diverse students	MPH Chair; MPH Faculty and staff	Each fall and spring admission cycle
Objective 1.4: Assure that students have fieldwork training in public health practice			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. Number of placements will be equal to or more than the total number of students	Field Placement Lists	Fieldwork Coordinator; MPH Program Assistant; MPH Advisory Committee	Ongoing tracking
2. $\geq 10\%$ of students will be awarded paid internships/fellowships	Internships and Fellowships Awarded	Fieldwork Coordinator; MPH Program Assistant	Ongoing tracking
3. $\geq 90\%$ of MPH students will be placed in public health practice settings	Field Placement Lists	Fieldwork Coordinator; MPH Program Assistant; MPH Advisory Committee	Ongoing tracking

Objective 1.5: Encourage interdisciplinary educational options			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. ≥80% of electives that are available for MPH students will be open to other graduate students	USF Catalog – Listing of Electives Open to MPH Students	MPH Chair; MPH Program Assistant	Each semester
2. ≥20% of MPH core courses will be available to non-MPH graduate students	Banner – MPH Elective Course Enrollment	Registrar; MPH Program Assistant	Each semester
Objective 1.6: Provide services that effectively support a positive student experience			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. 100% of applications will be submitted electronically	Apply Yourself Electronic Application	Graduate Admissions; MPH Program Assistant	Each admission cycle
2. 100% of students will participate in MPH Orientation	MPH Orientation Attendance	Graduate Admissions; MPH Program Assistant	Start of each semester
3. 100% of courses will use blended format* <i>*All courses offered in the USF MPH program are delivered in blended format. This means that classes are delivered on the ground and in the classroom approximately 55% of the time and the rest of the classes are conducted online in an asynchronous fashion.</i>	Core Course Syllabi and Blackboard/Canvas Site MPH Course Schedule – see ERF	Graduate Admissions; MPH Program Assistant; MPH faculty and Chair	End of each semester
4. ≥50% of students will participate in the annual forum: <i>Conversations with Public Health Leaders</i>	Conversations with Public Health Leaders Lecture Attendance Sheets	MPH Program Assistant	Annually

Goal II - Discovery: To increase and enhance public health knowledge in the local, national, and global public health communities through evidence-based public health research and practice.			
Objective 2.1: Build a portfolio of sponsored research and applied scholarship related to public health			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. ≥60% of faculty will receive funding for research scholarship in 3 year time-frame	Award Letters Faculty CVs; Academic Career Prospectus (ACP)	Faculty; MPH Program Assistant; Dean	ACP - fall
2. ≥80% of faculty will submit manuscripts to peer reviewed journals/conferences annually	Professional Journals; Conference Materials	Faculty; MPH Program Assistant; Dean	ACP - fall
3. ≥80% of faculty will attend a professional conference annually	Conference Materials; Academic Career Prospectus (ACP)	Faculty; MPH Program Assistant; Dean	ACP - fall
4. ≥60% of faculty will publish in peer reviewed journals and/or present at professional PH conference annually	Conference Materials; Academic Career Prospectus (ACP)	Faculty; MPH Program Assistant; Dean	ACP - fall
5. ≥90% of students' Final Fieldwork Projects will showcase applied scholarship relevant to public health practice.	Fieldwork/Capstone Final Fieldwork Summary/ Presentations Student E-Portfolios	Faculty; MPH Chair. MPH Program Assistant	Ongoing
Objective 2.2: Recruit and retain high quality faculty members			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. 100% of faculty will hold doctoral degrees	Faculty CVs Faculty Roster	Dean; Provost	Annually
2. At least 4 full-time faculty will be hired to meet program needs by year two of the program	Faculty CVs Faculty Available Lines	Dean; MPH Chair	Upon Hire; ACP
3. 100% of faculty will have graduate public health degrees;	Faculty CVs	Dean; MPH Chair; Search Committee	Upon Hire
4. 100% of faculty will have history of professional work experience in public health (consulting, research, teaching, and/or service);	Faculty CVs	Dean; MPH Chair; Search Committee	Upon Hire

Objective 2.3: Build interdisciplinary/interprofessional collaboration & scholarship			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. \geq 25% of faculty will have joint appointments within the university and the SONHP	Faculty CVs	Dean; Provost; Faculty; MPH Chair	Ongoing
2. \geq 1 collaborative award (with an agency external to USF) will be secured in a 3 year time-frame	Award Letters; Project Descriptions	Dean; Provost; Faculty; MPH Chair	Ongoing
3. \geq 2 interdisciplinary/interprofessional projects will be developed within a 3 year time-frame	Award Letters; Project Descriptions	Dean; Provost; Faculty; MPH Chair	Ongoing

Goal III- Service: To provide faculty leadership and expertise in forms of managerial and programmatic support that enhances student learning through active service to local, national, and global public health communities.			
Objective 3.1: Provide technical assistance to local, state, federal, and global public health programs			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. ≥50% of faculty will be on panels/boards/Advisory Councils	ACPs	Faculty; Dean; MPH Advisory Committee; Alumni	Annually
2. ≥20% of alumni will be on panels/boards/Advisory Councils 5 years post graduation	Alumni Survey	Faculty; MPH Program Assistant; Dean; MPH Advisory Committee; Alumni	1 & 3 year alumni survey
Objective 3.2: Develop programs and projects to improve public health practice			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. ≥1 annual MPH program outreach programs will be held every year – Annual Conversations with Public Health Leaders will be ongoing	MPH Program Outreach Flyers	Students; Faculty; MPH Chair; MPH Program Assistant; MPH Advisory Committee	Annually
2. The department will publish a MPH Program Newsletter bi-monthly	MPH Program Newsletter	Agencies; Students; Faculty; MPH Chair; MPH Program Assistant; MPH Advisory Committee	Ongoing
3. ≥5 collaborative programs* with public health agencies within the Bay Area <i>*Refers to activities and established programming that students and faculty engage in with Bay Area public health agencies</i>	News Stories/MPH Newsletters; Collaborative Programs – Flyers	Agencies; Students; Faculty; MPH Chair; MPH Program Assistant; MPH Advisory Committee	Ongoing
Objective 3.3: Promote leadership in public health and related professional associations and related activities			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. ≥25% of faculty will be in leadership roles	Faculty CVs; Awards; ACPs	Faculty; MPH Program Assistant; MPH Advisory Committee	Annually
2. ≥2 awards will be received within 3 year time-frame (leadership award; teacher effectiveness)	Faculty CVs; ACPs; Awards	Faculty; MPH Program Assistant; MPH Advisory Committee	Ongoing

Objective 3.4: Reward faculty participation in programs of service to public health or public health practice			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. $\geq 80\%$ of faculty will be successful with promotion &/or tenure	CVs; P & T Minutes; Announcements; News Stories	Faculty; Dean; SONHP P&T Committee; Provost	USFFA Cycle
2. ≥ 2 of faculty will be recognized (public service or public health practice) within a 3 year time-frame	CVs; P & T Minutes; Announcements; News Stories	Faculty; Dean; SONHP P&T Committee; Provost Advisory Committee	Ongoing

Goal IV – Workforce Development: To provide the pedagogy to prepare public health professionals who implement socially just strategies to identify, prevent, and solve community health problems with a focus on the needs of vulnerable populations.			
Objective 4.1: Graduate well-prepared professionals for public health practice.			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. ≥80% students will graduate within 8 semesters	Transcripts; Exit Survey	MPH Chair; MPH Program Assistant; Preceptors	Yearly Tracking
2. Students will maintain an average GPA 3.2 for USF MPH Program performance	Transcripts	Students; Faculty Graduates; MPH Program Assistant	Yearly Tracking
3. ≥80% of students evaluated by preceptor will be “recommended for public health practice”	Preceptor Evaluation Tool	Employers; MPH Program Assistant	Completion of fieldwork
4. ≥80% of students’ final presentations will be focused on strategies to address PH needs of vulnerable populations	Student Presentations; Student E-Portfolios	Graduates; MPH Program Assistant	Student presentation on Public Health Day
5. 100% of students will receive a passing grade on the e-portfolio	Student E-Portfolios	Faculty; Department Chair	Completion Fieldwork Experience
6. ≥80% of graduate responders will indicate satisfaction with program and their preparation	Exit Survey	Graduates; MPH Program Assistant	1& 3 year employer and alumni surveys
7. ≥80% of employer responders will indicate that graduates are prepared for PH practice	Employer Survey	Graduates; MPH Program Assistant	1& 3 year employer and alumni surveys
8. ≥80 % of alumni responders will indicate that they were prepared for PH practice	Alumni Survey	Graduates; MPH Program Assistant	1& 3 year employer and alumni surveys

Objective 4.2: Provide training for professionals already in the public health workforce			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. $\geq 25\%$ of admitted MPH students will have some experience (volunteer or occupational) in public health	Student Resumes	MPH Chair; MPH Program Assistant	Annually 1 & 3 year alumni survey
2. $\geq 20\%$ of admitted students will currently be employed in public health while enrolled in the USF MPH program	Student Resumes	MPH Chair; MPH Program Assistant	1 & 3 year alumni survey
3. $>80\%$ of graduates will be employed in public health	Alumni Survey	MPH Chair; MPH Program Assistant	1 & 3 year alumni survey
Objective 4.3: Increase financial support for the cost of education			
Targets	Evidence/Sources of Data	Responsibilities	Frequency
1. \$20,000 of financial aid* will available and allocated to MPH students in a 3 year time-frame <i>*This number is measured annually</i>	Scholarship/Financial Aid; Awards	Financial Aid Officer; Dean; MPH Chair; MPH Program Assistant; VP - Student Services; MPH Advisory Committee	Measure annually and report every 3 years

e. Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.

The initial decision to add a Master of Public Health (MPH) program to the educational offerings at the University of San Francisco was a product of an ongoing dialog among USF faculty, administration, and students as well as interactions with professional and community partners in San Francisco and the Bay Area. Before the implementation of the MPH program, the SONHP focused on the preparation of professional nurses. A fifty-plus year history of preparing highly qualified new nurses and nurse leaders who embody the USF attributes of becoming men and women for others with a commitment to social justice has established a strong USF identity for value in health professions education. Over the past several years a number of community agencies consistently urged the school to explore options for academic programming that focused on organized efforts for health promotion and disease prevention efforts.

Prior to the development of the USF MPH program, the USF Office of Institutional Research completed an initial needs assessment in 2010 with the San Francisco community, current students, faculty, and USF alumni that documented the interest and mission-centric nature of an MPH program. To view this needs assessment, please view the ERF. "Among the potential students who responded to our survey, a clear majority felt that an MPH would benefit their professional and personal goals... We believe that the results of our marketing research, in concert with MPH environmental scanning report we conducted in June 2010.... [the MPH program] is an excellent fit with the University of San Francisco's *Vision, Mission and Values Statement*." <http://www.usfca.edu/about/values/>

In 2010, Dr. Kia James spearheaded the initial curriculum development work and was appointed Director of the MPH program by Dean Judith Karshmer. In 2013, Dr. James was elected by the SONHP faculty to serve in the MPH Department Chair position in accordance with the University of San Francisco Faculty Association (USFFA) bylaws and regulations. During the development of the MPH program, Dr. James provided the leadership to develop the guiding statements and initial curriculum structure for the USF MPH program. A review of contemporary public health policy and educational standards was conducted and incorporated into the original plan.

As the program has grown, input from all of the MPH faculty, staff and USF SONHP administration and MPH students has been used to review, revise and refine the overall MPH curriculum. This was and continues to be achieved via a faculty retreat held in the fall of every academic year. Efforts focus on building on the mission, goals, and values of the university and the school while paying close attention to the trends and needs of the public health community. The MPH program has its own unique contribution to advancing the university priorities and public health practice, and it was in this context that the curriculum was originally developed. Thus, foundational to program development was the inclusion of the public health core knowledge areas, biostatistics, epidemiology, environmental health sciences,

health services administration, and social and behavioral health, and an integrated approach to the overall competency domains (Communication and Informatics, Diversity and Culture, Leadership, Professionalism, Program Planning, Public Health Biology, and Systems Thinking). It was clear that the MPH program would thrive in a school that had, among its longer-range plans, inclusion of additional health professions graduate degree programs.

As mentioned above, the mission, goals, and objectives of the MPH program are reviewed annually at a mid-fall faculty meeting. As professional standards change or with input from the various stakeholder groups, students, faculty, employers, and advisory board members, modifications are suggested, assessed, and modifications made as appropriate.

f. Description of how the mission, values, goals and objectives are made available to the program's constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.

Program mission, goals, and objectives are available to the public and clearly stated on the website at http://www.usfca.edu/nursing/mp_h_program_outcomes/

As part of the evaluation process of the MPH program, all students in their final fieldwork experience semester participate in a facilitated discussion during which they review the mission, values, goals, and objectives of the program in order to assess their relevance and how well the program facilitated actualization of them. These data are used as part of the annual discussion among faculty meeting in their review and affirmation or alteration of the essential MPH underpinnings. At the MPH Advisory Committee meetings, an update of this discussion is given and input solicited from board members.

g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses, and plans relating to this criterion.

This criterion is met. The mission statement for the program is concise and clear. There is clarity in the USF and SONHP values that guide the program and the manner through which the mission, values, goals, and objectives were developed and modified is described. The goal statements reflect how the program will achieve its mission through instruction, discovery/research, service, and workforce development. The program has a set of measurable objectives with quantifiable indicators related to each goal statement, and made available to stakeholders.

Strengths: USF administration and faculty are supportive of the program and have facilitated a streamlined process for the development and deployment of this initiative.

Challenges: Evaluating the achievement of the target outcomes is ongoing, as the program is young and has only been active for two and a half years. The planned practices and use of the tools are undergoing continuous review and evaluation.

Plans: Program faculty and the MPH Department Chair will continue to monitor the stages of implementation and target outcomes to determine how processes can be modified to enhance outcomes.

1.2 Evaluation. 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.

- a. Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole.**

The USF MPH program has a variety of evaluation and assessment procedures in place to monitor its effectiveness in meeting the USF MPH program mission, goals, and objectives. They include:

Course Evaluations

Through course evaluations, students provide feedback regarding course content, learning resources, and teaching methods. The final question from each section of the survey provides insights into the students’ perceptions on course quality (e.g. Syllabus: “Overall, an essential course resource for me;” Tests and Assignments: “Overall, fair and acute test of my learning in this course”). When faculty receive the results of the surveys for their courses (after grades are posted), they are required to complete an analysis (Faculty Threshold Review) and submit their results and any plans for change as warranted by the data. When 30% or more of responding students rate an item in the two lowest categories (disagree or strongly disagree for positive stems, and strongly agree or agree for negative stems), the evaluation of the courses is determined to be below the positive threshold of 70% and requires that a plan of action is submitted to the program department chair. These data are used to shape and improve program curriculum.

Evaluation of Teaching Effectiveness

As outlined by the USFFA (faculty union at USF) contract, students complete an SUMMA evaluation for each instructor in each class at the end of each semester. The evaluation is considered a “whole” metric, composed of several subparts and uses the standardized SUMMA instrument. However, in particular, SUMMA questions #18 “In this course I am learning much” and #22 “Overall, I rate this instructor a good teacher” are used by the university to gauge teacher effectiveness. The results of these student evaluations provide feedback for faculty that enable them to focus their efforts on improved teaching and are used as part of the continued appointment, tenure, and promotion process.

Annual Review of Faculty Performance–Academic Career Prospectus (ACP)

Through annual review of progress toward tenure and/or promotion via the Academic Career Prospectus (ACP) review, full-time faculty are evaluated in terms of teaching effectiveness as well as research and service productivity and performance. This review is based on a combination of faculty self-evaluation, evaluation by the Dean of the SONHP, student evaluations, and other documentation in support of effectiveness in teaching, research, and service. The review process begins with the submission of the ACP form to the Dean (along with a copy of an

updated CV) and is completed with a one on one meeting with the Dean to review progress of stated goals and achievements.

Exit Survey

The exit survey assesses the graduates perceived mastery of program competencies as well as their satisfaction with various aspects of the MPH program. The survey also documents the level of student involvement in research and service activities.

Employer Survey

The employer survey obtains valuable feedback from supervisors of the MPH program graduates in regard to the graduates' ability to effectively perform the competencies in the practice setting and the extent to which our graduates are prepared to work in public health.

Faculty Evaluation of Student Performance and Attainment of Program Competencies

Student performance and attainment of program competencies are evaluated by faculty not only through monitoring of course grades, but through evaluation of performance on the capstone project and the fieldwork experience as well. This process includes an analysis of:

- Course Grades
- Fieldwork Field Summary
- E-Portfolio

Preceptor Evaluations of Students

Students evaluate their field placement site, experiences, and preceptor at the conclusion of their placements. This is accomplished through a new site-evaluation tool recently included in the *USF MPH Fieldwork Experience Handbook* (available in electronic resource file).

Student Self-Evaluation

At the end of the MPH program, students complete a self-evaluation with regard to their perceived learning, insights, and growth. This is administered at the end of the fieldwork semester.

Alumni Survey

An Alumni Survey is sent to graduates of the program. Alumni are asked about job placement, current positions, and application of skills learned in the MPH program to provide feedback with regard to their educational process and perception of effectiveness of coursework and fieldwork placements. Finally, they are asked if they feel they were well prepared for their positions and if not, why not.

Program Updates

Each spring semester, an Annual Program Update is prepared and submitted to the SONHP Dean and SONHP faculty providing information on the program's progress and success in terms of major achievements, contributions towards university and SONHP goals, student recruitment, admissions retention, graduation, student and faculty awards, and faculty research productivity, as well as other evidence. A separate report to the MPH Advisory Committee is also prepared that includes

information from the spring report to the Dean along with additional data specific to outcome measures related to the program's instruction, research, service and workforce development goals and objectives. These reports are available in electronic resource files.

Planning for MPH program evaluation and assessment began with the launch of the program. In November 2012, a faculty retreat was held to revisit the program's vision and mission, goals and current objectives. At that time these foundational premises were reaffirmed and minor revisions made. Continued planning continues at MPH Department and CEPH Self-Study meetings.

Throughout implementation, the CEPH Self-Study Committee met face-to face, at least monthly, in addition to smaller working group meetings and communication via email. In so doing, this committee 1) identified program outcome measures and established targets for such; 2) identified and established evaluation and assessment procedures used by the program; 3) developed the program's Evaluation and Assessment Plan, presented in Table 1.2.a., and 4) developed surveys and other evaluation and assessment tools.

Faculty, students, advisory committee members and the SONHP administration have been active in attending scheduled meetings and completing committee assignments. The MPH Evaluation Committee (chaired by the MPH Chair) will continue to play a major role in developing, monitoring, and carrying out program evaluation and assessment activities.

Table 1.2.b.i MPH Program Evaluation Activities and Tools						
Procedure/ Activity/Tools	How often/ Last date	Initiated by	Executed by	Input from	Reviewed by	Objective/Target Numbers
Course Evaluations	Each semester - spring 2013	MPH Chair	Faculty	Students	Faculty member evaluated; SONHP and MPH Program Evaluation Committees; MPH Chair; Dean	<u>Objective 1.1</u> <ul style="list-style-type: none"> • $\geq 80\%$ of Course Evaluations will be collected and reviewed
Teaching Evaluations (SUMMAs)	Each semester - spring 2013	Dean's Office	Faculty (through student proctor)	Students	Faculty member evaluated; SONHP and MPH Program Evaluation Committees; MPH Chair; Dean	<u>Objective 1.1</u> <ul style="list-style-type: none"> • $\geq 60\%$ of SUMMA teaching effectiveness scores for all classes will be above the university mean
Student Evaluation of Preceptor and Fieldwork Experience Site	Each semester of fieldwork experience [1 st will be summer 2013]	Fieldwork faculty	Students	Students	Fieldwork faculty; MPH Chair; SONHP & Evaluation Committees; MPH Advisory Committee	•
Academic Career Prospectus (ACP) and Faculty CV	Every year - fall 2012	Dean's Office	Faculty	Faculty, students and Dean	Faculty and SONHP Dean	<u>Objective 2.1</u> <ul style="list-style-type: none"> • $\geq 60\%$ of faculty will receive funding for research scholarship in 3 year time-frame • $\geq 80\%$ of faculty will submit manuscripts to peer reviewed journals/ conferences yearly • $\geq 80\%$ of faculty will attend a professional conference yearly

Procedure/ Activity/Tools	How often/ Last date	Initiated by	Executed by	Input from	Reviewed by	Objective/Target Numbers
Academic Career Prospectus (ACP) and Faculty CV (Cont.)	Every year – fall 2012	Dean's Office	Faculty	Faculty, students, and Dean	Faculty and SONHP Dean	<p><u>Objective 2.2</u></p> <ul style="list-style-type: none"> • 100% of faculty will hold doctoral degrees • 100% of faculty will have graduate PH degrees • 100% of faculty will have history of professional work experience in public health (consulting, research, teaching, and/or service) <p><u>Objective 2.3</u></p> <ul style="list-style-type: none"> • ≥25% of faculty will have joint appointments within the university and the SONHP • ≥1 collaborative award will be secured in a 3 year time-frame • ≥2 interdisciplinary/ interprofessional projects will be developed within a 3 year time-frame <p><u>Objective 3.1</u></p> <ul style="list-style-type: none"> • ≥50% of faculty will be on PH panels/boards/ Advisory Committees <p><u>Objective 3.3</u></p> <ul style="list-style-type: none"> • ≥25% of faculty will be in leadership roles • ≥2 awards will be received within 3 year time-frame (leadership award; teacher effectiveness) <p><u>Objective 3.4</u></p> <ul style="list-style-type: none"> • ≥80% of faculty will be successful with promotion &/or tenure • ≥2 of faculty will be recognized (public service or public health practice) within a 3 year time-frame

Procedure/ Activity/Tools	How often/ Last date	Initiated by	Executed by	Input from	Reviewed by	Objective/Target Numbers
Employer Survey	Annually [1st will be sent in spring, 2014]	MPH Program Evaluation Committee	MPH Chair	Employers	MPH Chair; SONHP and MPH Program Evaluation Committees; MPH Advisory Committee	<u>Objective 1.1</u> <ul style="list-style-type: none"> • ≥80% of employer responders will indicate that graduates are prepared for PH practice <u>Objective 4.1</u> <ul style="list-style-type: none"> • ≥80% of employer responders will indicate that graduates are prepared for PH practice
Exit Survey	Every semester that students graduate	MPH Program Evaluation Committee	MPH Chair	MPH students graduating	MPH Chair; SONHP and MPH Program Evaluation Committees; MPH Advisory Committee	<u>Objective 1.1</u> <ul style="list-style-type: none"> • ≥80% of graduate responders will indicate satisfaction with program and their preparation <u>Objective 4.1</u> <ul style="list-style-type: none"> • ≥80% of admitted students will graduate within 8 semesters • ≥80% of graduate responders will indicate satisfaction with program and their preparation

Table 1.2.b.ii - Faculty Evaluation of Student Performance and Attainment of Program Competencies

Procedure/Activity/Tools	How often/Last date	Initiated by	Executed by	Input from	Reviewed by	Objective/Target Numbers
Fieldwork Project Summary Fieldwork Placement Lists	Each semester of fieldwork experience [1 st will be summer 2013]	Fieldwork faculty & MPH Chair	Fieldwork faculty	MPH Faculty; Students; Practitioners	Faculty; MPH Chair	<u>Objective 1.1</u> <ul style="list-style-type: none"> • ≥80 % of students will participate in service learning immersion projects <u>Objective 1.4</u> <ul style="list-style-type: none"> • Number of field placements – will be equal to or more than the total number of students • ≥10% of students will be awarded paid internships/ fellowships • ≥90% of MPH students will be placed in public health practice settings
Course Grades/ Transcripts	Each semester	Fieldwork faculty & MPH Chair	Fieldwork faculty	MPH Faculty; Students; Practitioners	Faculty; MPH Chair	<u>Objective 1.2</u> <ul style="list-style-type: none"> • Average undergraduate GPA will be ≥ 3.0 <u>Objective 4.1</u> <ul style="list-style-type: none"> • ≥80% students will graduate within 8 semesters • Students will maintain an average GPA 3.2 for USF MPH Program performance
Alumni Survey	Every 2 years/ [1 st will be fall 2014)	MPH Program Evaluation Committee	MPH Chair	MPH graduates	MPH Chair; SONHP and MPH Program Evaluation Committees; MPH Advisory Committee	<u>Objective 1.1</u> <ul style="list-style-type: none"> • ≥80 % of alumni responders will indicate that they were prepared for PH practice <u>Objective 4.1</u> <ul style="list-style-type: none"> • ≥80 % of alumni responders will indicate that they were prepared for PH practice <u>Objective 4.2</u> ≥80% of graduates will be employed in public health

Procedure/ Activity/Tools	How often/ Last date	Initiated by	Executed by	Input from	Reviewed by	Objective/Target Numbers
E-Portfolio	Each semester of fieldwork experience [1 st will be summer 2013]	Fieldwork faculty & MPH Chair	Fieldwork faculty	MPH Faculty; Students; Practitioners	Faculty; MPH Chair	<u>Objective 1.1</u> <ul style="list-style-type: none"> 100% of students will complete the Competency Assessment Inventory Worksheet and Student E-Portfolio <u>Objective 1.4</u> <ul style="list-style-type: none"> ≥90% of MPH students will be placed in public health practice settings <u>Objective 2.1</u> <ul style="list-style-type: none"> ≥90% of students' Final Fieldwork Projects will showcase applied scholarship relevant to public health practice <u>Objective 4.1</u> <ul style="list-style-type: none"> ≥80% of students' final presentations will be focused on strategies to address PH needs of vulnerable populations 100% of students will receive a passing grade on the e-portfolio
Preceptor Evaluations of Student	Each semester of fieldwork experience [1 st will be summer 2013]	Student (submits form to preceptor)	Preceptors	Preceptors	Student; Fieldwork faculty; MPH Chair; MPH Advisory Committee	<u>Objective 4.1</u> <ul style="list-style-type: none"> ≥80% of students evaluated by preceptor will be "recommended for public health practice"
Student Self-Evaluations	Each semester of fieldwork experience [1 st will be summer 2013]	Fieldwork faculty	Students	Students	Preceptor; Faculty supervisor; Program Director; SONHP & MPH Program Evaluation Committees; MPH Advisory Committee	<u>Objective 1.2</u> <ul style="list-style-type: none"> 100% of students will complete the Competency Assessment Inventory Worksheet and the Student E-Portfolio

Procedure/ Activity/Tools	How often/ Last date	Initiated by	Executed by	Input from	Reviewed by	Objective/Target Numbers
Program Updates	Every spring	MPH Chair	MPH Chair	Students and Faculty	All faculty of the SONHP; Dean and Associate Dean	<p><u>Objective 1.1</u></p> <ul style="list-style-type: none"> MPH Curriculum will reflect 100% of MPH Program Outcomes as informed by the USF MPH Program Competencies; CEPH Core Knowledge Areas; ASPPH Interdisciplinary/Cross-Cutting Threads <p><u>Objective 1.3</u></p> <ul style="list-style-type: none"> ≥ 20% of admitted students will reflect racial/ethnic diversity ≥ 90% of admitted ethnically diverse students will graduate with their cohort <p><u>Objective 1.5</u></p> <ul style="list-style-type: none"> ≥80% of electives that are available for MPH students will be open to other graduate students <p><u>Objective 1.5</u></p> <ul style="list-style-type: none"> ≥20% of MPH core courses will be available tonon-MPH graduate students <p><u>Objective 1.6</u></p> <ul style="list-style-type: none"> 100% of core courses will use blended format ≥50% of students will participate in the annual forum: <i>Conversations with Public Health Leaders</i> <p><u>Objective 3.2</u></p> <ul style="list-style-type: none"> ≥1 annual MPH program outreach programs will be held every year – Annual <i>Conversations with Public Health Leaders</i> will be ongoing ≥5 collaborative programs with public health agencies within the Bay Area

Procedure/ Activity/Tools	How often/ Last date	Initiated by	Executed by	Input from	Reviewed by	Objective/Target Numbers
Student Application Packet	On admission	MPH Chair	MPH Chair	Students	MPH Faculty, Dean and Associate Dean	<p><u>Objective 1.2</u></p> <ul style="list-style-type: none"> • $\geq 25\%$ of admitted students will be fluent in a foreign language • $\geq 25\%$ of admitted students will have public health work experience <p><u>Objective 1.3</u></p> <ul style="list-style-type: none"> • $\geq 10\%$ of admitted students will reflect gender diversity <p><u>Objective 4.2</u></p> <ul style="list-style-type: none"> • $\geq 25\%$ of MPH students will have some experience (volunteer or occupational) in public health • $\geq 20\%$ of students will currently be employed in public health while enrolled in the USF MPH program

b. Description of how the results of the evaluation processes described in Criterion 1.2.a are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.

Data are collected by the responsible person/office as designed in the MPH Evaluation Table. The MPH Program Department Chair is responsible for overall coordination of the data and analyses and manages the feedback to the MPH faculty, Dean, students, Advisory Committee, and university offices as needed. Each spring, the MPH faculty, as a whole, review the evaluation plan, the collected data and analyses and make recommendations and modifications as necessary.

For example, Student Course Evaluations provided feedback that the graduate level textbook being used in the Introduction Course (MPH 611) did not provide essential background information for students to master concepts in the textbook. As a result, a primer was added to the textbook requirements to meet the needs of those students who require expanded information to be successful. Another example was the request by students for a lecture/discussion of how to create an effective PowerPoint presentation – this too was incorporated into the MPH 611 Introduction course as foundational material necessary for success in the program.

Student feedback from the course evaluations and student surveys has prompted the program to initiate a template for the online portion of each course. Students asked for a more streamlined approach to finding information on Blackboard (Online Instructional Tool) and this problem was solved with a common template laying out course syllabi, course assignments, and course rubrics. Faculty continue to work with the Jacquelyn Coronel, support staff in the school, as they develop online instructional materials.

c. Data regarding the program's performance on each measurable objective described in Criterion 1.1.d must be provided for each of the last three years.

Data collection is ongoing and as data are collected a 3-year running summary is continually updated. CEPH Outcome Measures Templates provided a substantial base for this reporting process. Ongoing use of this data collection approach has already resulted in modification of assignments and teaching methodologies. It has enabled the faculty to understand where there might be issues for students in regard to admission processes, teaching modalities, research opportunities, and workforce development needs.

Current data as compared to targets is found in Table 1.2.c. – MPH Program Performance related to Education, Discovery/Research, Service and Workforce Development Goals, Objectives, Outcomes, and Targets Measured.

Table 1.2.c - MPH Program Performance related to Education, Discovery/Research, Service and Workforce Development Goals, Objectives, Outcomes and Targets Me

Goal I: Education - To educate individuals for professional careers in public health by offering a high-quality educational program focused on identified core competencies in public health using innovative and effective pedagogy rooted in the University's Jesuit roots (e.g. Ignatian Pedagogy*), taught by well-qualified faculty and practicing professionals, while incorporating faculty, student, and community feedback for continuous improvement.

Objectives	Outcomes	Target Measure	AY 11/12	AY 12/13	*AY 13/14
1.1: Provide high-quality educational programs while incorporating feedback for continuous improvement	<ul style="list-style-type: none"> MPH Curriculum will reflect 100% of MPH Program Outcomes as informed by the USF MPH Program Competencies; CEPH Core Knowledge Areas; ASPPH Interdisciplinary/Cross-Cutting Threads 	100%	100%	100%	100%
	<ul style="list-style-type: none"> During the Fieldwork Experience and Capstone course, students will complete the Competency Assessment Inventory Worksheet and Student E-Portfolio 	100%	Not yet implemented	100%	Not available yet
	<ul style="list-style-type: none"> Teaching effectiveness scores (SUMMA) for all classes will be above the university mean 	≥60%	60%	60%	Not available yet
	<ul style="list-style-type: none"> Course Evaluations will be collected and reviewed each semester 	≥80%	82%	80%	Not available yet
	<ul style="list-style-type: none"> Graduate responders will indicate satisfaction with program and their preparation at graduation 	≥80%	NA	100%	Not available yet
	<ul style="list-style-type: none"> Employer responders will indicate that graduates are prepared for PH practice 	≥80%	NA	NA	Will be conducted Feb. 2014
	<ul style="list-style-type: none"> Alumni responders will indicate that they were prepared for PH practice 	≥80%	NA	NA	Will be conducted Feb. 2014
	<ul style="list-style-type: none"> Admitted students will participate in service learning immersion courses (excluding fieldwork) and PH volunteer opportunities 	≥20%	19% (6 of 32)	10% (7 of 67)	15% (10 of 69) to date

Objectives	Outcomes	Target Measure	AY 11/12	AY 12/13	AY 13/14
1.2: Recruit and graduate students with excellent prospects for becoming public health leaders	• Admitted students will have an undergraduate GPA \geq 3.0	Average \geq 3.0 GPA	3.8	3.7	3.4
	• Admitted students will have public health work experience (volunteer or occupational)	\geq 25%	47% (15 of 32)	54% (19 of 35)	74% (25 of 34)
	• Admitted students will be fluent in a foreign language	\geq 25%	44% (14 of 32)	46% (16 of 35)	38% (13 of 34)
1.3: Recruit and graduate a culturally and ethnically diverse student body	• Admitted students will reflect racial/ethnic diversity relative to underrepresented populations	\geq 20%	53% (17 of 32)	55% (20 of 35)	50% (17 of 34)
	• Admitted students will reflect gender diversity (genders will be equally represented)	\geq 10% male	10% (3 of 32)	11% (4 of 35)	21% (7 of 34)
	• Admitted ethnically diverse students will graduate with their cohort	\geq 90%	NA	82% (14 of 17)	Cohort graduates in 8/2014
1.4: Assure that students have fieldwork training in public health practice	• Number of placements – equal to or more than the total number of students enrolled in fieldwork and capstone courses	Per cohort #	NA	100% (28 of 28)	Data available 08/2014
	• Students will be awarded paid internships/fellowships for fieldwork opportunities	\geq 10%	NA	11% (4 of 32)	Data available 08/2014
	• MPH Students will be placed in Public Health practice settings	\geq 90%	NA	95%	100%
1.5: Encourage interdisciplinary educational options	• MPH electives that are available for MPH students will be available to other graduate students	\geq 80%	Electives not offered	100%	100%
	• MPH core courses will be available to non-MPH graduate students	\geq 20%	0	25% (2 of 5)	0 to date

1.6: Provide services that effectively support a positive student experience	• Admission applications will be submitted electronically	100%	100%	100%	100%
	• Admitted students will participate in MPH Orientation	100%	100%	100%	100%
	• Courses will use blended format to conduct program classes	≥100%	100%	100%	100%
	• Enrolled students will participate in Conversations with Public Health Leaders	≥50%	67% (14 of 21)	57% (30 of 53)	Will occur in Feb. 2014

***AY 2013 -2014** – Reported data is valid up through December 15th, 2013 or fall semester of the 2013-2014 academic year.

Goal II – Discovery/Research: To increase and enhance public health knowledge in the local, national, and global public health communities through applied evidence-based research in public health research and practice.					
Objectives	Outcomes	Target Measure	AY 11/12	AY 12/13	*AY 13/14
2.1: Build a portfolio of sponsored research and applied scholarship related to public health	• Faculty will receive funding for research scholarship	≥60% within 3 years	0%	75% (3 of 4)	50% (2 of 4)
	• Faculty will submit manuscripts to peer reviewed journals/conferences annually	≥80%	33% (1 of 3)	75% (3 of 4)	50% (2 of 4)
	• Faculty will attend professional PH conference annually	≥80%	100% (3 of 3)	100% (4 of 4)	100% (4 of 4)
	• Faculty will publish in peer reviewed journals and/or present at professional PH conference annually	≥60%	33% (1 of 3)	50% (2 of 4)	50% (2 of 4)
	• Students final Fieldwork Projects will showcase applied scholarship relevant to public health practice	≥90%	NA	100%	Data available 08/2014
2.2: Recruit and retain high quality faculty members	• Primary faculty will hold terminal degrees relevant to public health	100%	100%	100%	100%
	• Fulltime primary faculty will adequately meet program teaching needs	4 FTE	3 FTE	4 FTE	5 FTE
	• Fulltime primary faculty will hold graduate PH degrees	100%	100%	100%	100%
	• Fulltime primary faculty will have a history of professional work experience in public health (consulting, research, teaching and/or service)	100%	100%	100%	100%
2.3: Build interdisciplinary & interprofessional collaboration & scholarship	• Faculty will secure collaborative awards within a 3 year time-frame	≥1 within 3 years	0	2	0 to date
	• Faculty will engage in interdisciplinary & interprofessional projects	≥2 within 3 years	0	2	2
	• Faculty will have joint appointments with other schools and programs within USF	≥25%	66% (2 of 3)	75% (3 of 4)	75% (3 of 4)

***AY 2013 -2014** – Reported data is valid up through December 15th, 2013 or fall semester of the 2013-2014 academic year.

Goal III- Service: To provide faculty leadership and expertise in forms of managerial and programmatic support that enhances student learning through active service to local, national, and global public health communities.					
Objectives	Outcomes	Target Measure	AY 11/12	AY 12/13	*AY 13/14
3.1: Provide technical assistance to local, state, federal, and global public health programs	• Faculty will have presence and membership on PH panels/boards/advisory committees	≥50%	33% (1 of 3)	50% (2 of 4)	40% (2 of 5)
	• Alumni will have presence and membership on panels/boards/advisory committees within 5 years post graduation	≥20%	No grads	1 st cohort graduates August 2013	0 to date
3.2: Develop programs and projects to improve public health practice	• The MPH Department will conduct an annual MPH program outreach initiative entitled <i>Conversations with Public Health Leaders</i>	≥1	1	1	1
	• The MPH Program will publish a monthly newsletter for faculty and students	2013	NA	Started spring 2013	10-12 issues
	• The MPH Program will engage in collaborative programs with public health agencies within the Bay Area	≥5/year	2	28	0 to date
3.3: Promote leadership in public health and related professional associations and related activities	• Faculty will attain and hold leadership roles	≥25%	33% (1 of 3)	50% (2 of 4)	50% (2 of 4)
	• Faculty will receive leadership and teacher effectiveness awards	≥2 within 3 year time-frame	1	0	0 to date
3.4: Reward faculty participation in programs of service to public health or public health practice	• Faculty will be successful with promotion &/or tenure process	≥80%	NA	100% (2 of 2)	NA
	• Faculty will be recognized for public health service and/or public health practice.	≥2 within 3 year time-frame	0	2	1 to date

*AY 2013 -2014 – Reported data is valid up through December 15th, 2013 or fall semester of the 2013-2014 academic year.

Goal IV – Workforce Development: To provide the pedagogy to prepare public health professionals who implement socially just strategies to identify, prevent, and solve community health problems with a focus on the needs of vulnerable populations.					
Objectives	Outcomes	Target Measure	AY 11/12	AY 12/13	AY 13/14
4.1: Graduate well-prepared professionals for public health practice.	• Admitted students will graduate within a maximum of 8 semesters	≥80%	NA	96% (27 of 28)	Data available 08/2014
	• Students will maintain at least a 3.2 GPA for all USF MPH courses.	GPA 3.2	3.88	3.77	Data available 08/2014
	• Fieldwork preceptors will deem students as “recommended for public health practice”	≥80%	NA	100%	Data available 08/2014
	• Graduating students final projects will focus on strategies to address PH needs of vulnerable populations	≥80%	NA	100%	Data available 08/2014
	• Graduating students will receive a passing score grade on e-portfolio	100%	NA	100%	Data available 08/2014
	• Graduate responders will indicate satisfaction with program and their preparation	≥80%	NA	100% (n=9)	Data available 08/2014
	• Employer responders will indicate that graduates are prepared for PH practice	≥80%	NA	Will be surveyed in spring 2014	Will be surveyed in spring 2015
	• Alumni responders will indicate that they were prepared for PH practice	≥80 %	NA	Will be surveyed in spring 2014	Will be surveyed in spring 2015
4.2: Provide training for professionals already in the public health workforce	• Admitted MPH students will have some experience (volunteer or occupational) in public health	≥25%	47% (15 of 32)	54% (19 of 35)	74% (25 of 34)
	• Admitted MPH students will be currently employed in public health while enrolled in the USF MPH Program	≥20%	38% (12 of 32)	23% (8 of 35)	20% (4 of 20) to Date
	• USF MPH graduates will be employed in public health	≥80%	NA	47% (9 of 19) Cohort 1	Data available 08/2014

Objective 4.3: Increase financial support for public health education	<ul style="list-style-type: none"> Financial aid is available and allocated to MPH students 	\$20,000 within a 3 year time-frame	\$0	\$9,000	\$12,000
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*AY 2013 -2014 – Reported data is valid up through December 15th, 2013 or fall semester of the 2013-2014 academic year.

d. Description of the manner in which the self-study document was developed.

The MPH self-study process and document compilation mirrors the process used in developing and testing the vision, mission and values, program outcomes, and curriculum of the MPH program. CEPH Self Study Committee meetings were initially held monthly and then biweekly starting in spring 2013. These meetings included the MPH faculty, staff and the department chair. The Dean and Associate Dean were included as appropriate.

As issues were identified, it was the job of the MPH Program Department Chair to follow-up and seek resolution as possible. For instance, as the faculty worked to address the program issues raised as a result of the self-study process, Dr. James brought a concern regarding space for the MPH program to the Dean. With the goal of identifying a designated “home” for the program, improving the interconnection of classrooms and faculty offices, and creating an inviting collaborative environment, the Dean secured space for the entire MPH program at the university’s site in the Presidio.

For the actual writing of the self-study document, the department chair worked to develop a single voice for the document. The entire report was circulated to the faculty and the MPH students for comment and feedback, as well as with USF Academic administration. Parts of the report were shared with members of the MPH Advisory Committee and all MPH faculty members were consulted in creating this document.

e. Assessment of the extent to which this criterion is met, and an analysis of the program’s strengths, weaknesses, and plans relating to this criterion.

This criterion is met with commentary.

Strengths: USF, SONHP, and MPH faculty are fully committed to implementing effective evaluation processes and using data to make decisions. It is a priority that the programs in the SONHP use evaluative data to monitor and improve their offerings. All the programs in the school that are eligible are either accredited or seeking accreditation and the total SONHP evaluation plan has been designed such that individual programs use tools and data that are both general across the school and specific for each program

Challenges: The program is new. The robustness of an evaluation plan needs real-time testing in order for faculty to understand its strengths and weaknesses in order to make improvements.

Plans: Program faculty and the MPH Department Chair will continue to monitor the stages of implementation and take account of how processes can be modified to enhance outcomes.

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

- a. **A brief description of the institution in which the program is located, and the names of accrediting bodies (other than CEPH) to which the institution responds.**

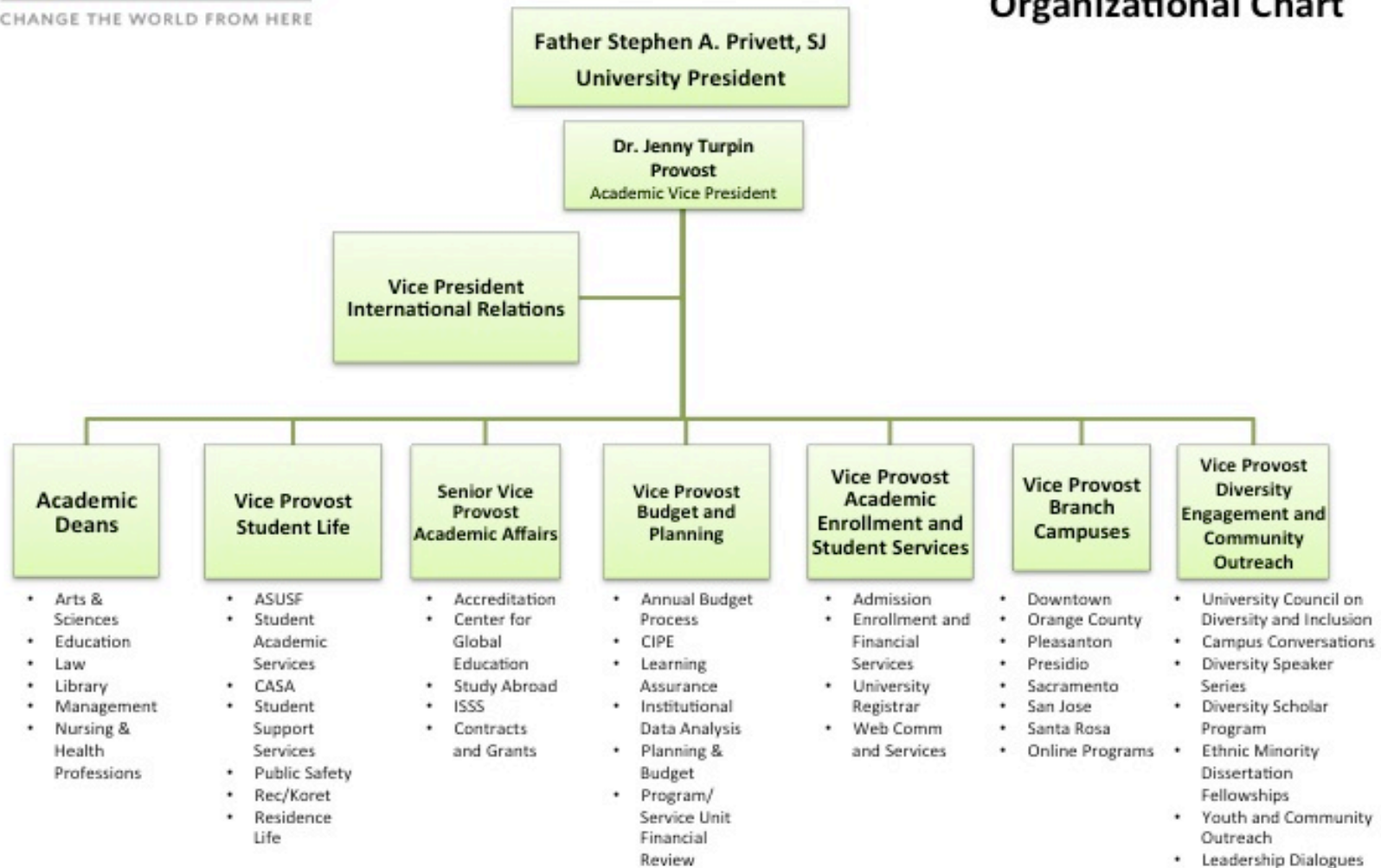
The University of San Francisco (USF) was founded by the priests of the Society of Jesus (Jesuits) in October 1855 under the name Saint Ignatius Academy. It was San Francisco's first institution of higher education and was initially located in the downtown area of San Francisco. In 1930, on the occasion of the Diamond Jubilee, the name was changed to the University of San Francisco to better reflect the growing size and complexity of the educational institution and the organization of distinct units within the University. Currently there are five colleges and schools that make up the university, including the College of Arts and Sciences and Schools of Law, Management, Education, and Nursing and Health Professions. USF is accredited by the Western Association of Schools and Colleges (WASC). Accreditation was reaffirmed by WASC in March 2010, for ten years.

The nursing programs in the SONHP have been continuously accredited and committed to advancing the preparation of professional nurses within the Jesuit academic tradition: a strong liberal arts and science foundation coupled with professional knowledge in the discipline of nursing. The nursing programs (BSN, MSN, DNP) are accredited by the Commission on Collegiate Nursing Education (CCNE). With the expansion to include health professions programming, the school changed its name to the School of Nursing and Health Professions in 2011. The MPH program started in fall 2011 and the Doctor of Psychology in Clinical Psychology (PsyD) program and Master of Science in Behavior Health (MSBH) admitted students in fall 2013. WASC has approved the degree offerings and the PsyD program has been designed in accord with the standards outlined by the American Psychological Association (APA) and plans are in place to seek APA accreditation as soon as the program is eligible. In addition, various programs at the University of San Francisco are accredited by AACSB (Management), NASPAA (Public Administration), ABA (Law), CTC (California Teaching Credentials), and ACS (Chemistry). The university is certified by the US Departments of Homeland Security, the VA, the Department of Education and is a member of Division I (non-football) of NCAA. In addition, the university is or will be seeking accreditation from the American Psychological Association for its psychology internships and for its PsyD degree.

- b. **One or more organizational charts of the university indicating the program's relationship to the other components of the institution, including reporting lines and clearly depicting how the program reports to or is supervised by other components of the institution.**

See below.

University of San Francisco Organizational Chart



- c. **Description of the program's involvement and role in the following:**
- **budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees and support for fund-raising**
 - **personnel recruitment, selection and advancement, including faculty and staff**
 - **academic standards and policies, including establishment and oversight of curricula**

The MPH program is delivered through the MPH Program Department, a separate, autonomous program department within the School of Nursing and Health Professions. Currently there are five departments in the school: Bachelor of Science in Nursing Program Department, Master of Science in Nursing Program Department; Doctor of Nursing Practice Program Department, Behavioral Health Programs Department, and the Master of Public Health Program Department.

The budgeting and resource allocation at USF is centralized. The Deans of the Schools and the College participate equally in the budget negotiations, spending requests, and indirect cost recovery. As a private, non-profit institution, 98% of the budget is tuition dependent. Tuition is collected centrally and dispersed to units based on the approved budget. Operating costs and faculty lines are awarded to departments based on the financial plan submitted. The financial plan for the MPH program included the addition of five new faculty lines over three years, part time faculty salary, a full-time program assistant, and the operating budget. When the program started in 2011, there were three full-time MPH faculty. In 2012-13, there were four full-time MPH faculty members, and the fifth MPH faculty member joined the department in August 2013. For the 2013-2014 academic year, the USF MPH program has a total of five full-time faculty on its roster. In addition to providing the department with designated MPH space for student and faculty community building, the program moved into a newly renovated space in the historic Presidio Trust. This has provided the MPH program with the physical space to fully develop an academic identity and collaborative learning environment.

Each school or college works with the Provost and Vice Provost for Budget and Planning and Evaluation to review fiscal needs for an upcoming academic year. All faculty and most support staff are part of negotiated collective bargaining agreements and based-budgeted for each school. Additional salary support can be garnered through new program development and expansion. There is no set "margin of contribution" for each school, and additional resources are made available with the approval of a new program or modification for existing academic options.

The Office of Contracts and Grants (OCG) encourages and supports USF faculty and staff in their pursuit of federal, state, and local funding for research, scholarship, and outreach. The OCG helps faculty identify prospective funding opportunities, interpret federal and state agency guidelines, develop realistic budgets, complete application requirements, and prepare competitive proposals. OCG also provides

post-award support to faculty and staff to help them manage their grants and contracts by providing financial information, interpreting agency requirements, and helping them to request approvals for no-cost extensions and budget reallocations. The Dean has successfully worked with the Provost to secure a portion of the indirect costs from select grants and contracts as part of a project plan and the University also approves submission of grant proposals that do not allow indirect costs to be charged. With external funding, faculty are able to reduce teaching loads, support research assistants, and boost summer funding.

Faculty in the school have access to faculty development funds to advance their professional development as outlined in their ACPs. Funds are awarded to those who submit requests that focus on either advancement in teaching effectiveness, research, or scholarship. In the academic year 2012-13, all of the full-time MPH faculty received funding: Dr. James received \$900; Dr. Nosek received \$6300; Dr. Sattler received \$2200; and, Dr. Keeler received \$650. Decisions about funding are made by a joint faculty/dean committee and priority is given to junior faculty who use the funding consistent with their career objectives.

The SONHP has a Development Officer, Gertrude Arnold, assigned to the school. She works closely with the Dean, Associate Dean, and MPH Program Department Chair to engage in focused fund raising activities for the MPH program. Development funds and school endowments are managed locally, by the dean. A 2013-14 development priority is scholarship funding for MPH students. Ms. Arnold, the SONHP Development Officer also works with faculty in the program to set the parameters and fundraising strategies. Allocation of MPH student scholarships is under the authority of the Assistant Dean of the SONHP (Mary Kate Wood) and the MPH program faculty. Currently \$12,000 has been secured for MPH scholarship and financial aid for 2013-2014 academic year.

The recruitment and hiring of faculty and staff for the MPH program are the sole responsibility of the MPH faculty, program department chair, the Dean and the Provost. When undertaking a search, a committee of MPH program faculty is constituted, advertisements posted, interviews conducted, references checked, and offers made - all at the department and school level after the Provost's approval. In order to expand the diversity of the committee, the school often enlists the help of the USF Diversity Officer in the search process. Dr. Mary Wardell (Vice Provost for Diversity Engagement and Community Outreach) has been a member of several SONHP searches and she has also facilitated involvement of other USF administrators as part of the diversity strategy.

Full-time and part-time faculty salaries are a result of the Collective Bargaining Agreement between USF and the faculty unions (for examples, see USFFA <http://www.usfca.edu/usffa/legal/salary.html>). For salary schedule information, please see the ERF. The length of appointment for full-time faculty is nine months. Summer teaching may be part of the annual workload or may be calculated as additional income. Faculty and administrative salary levels support recruitment and retention of highly qualified individuals.

Excellent part-time faculty are an important part of USF success. It is ideal to enhance full-time faculty expertise with that of part-time faculty. The MPH department seeks out public health professionals who are actively employed full-time in public health practice and will appoint them as affiliate faculty. They are hired by the MPH Director with input from faculty to teach specific courses and they receive pay as adjunct faculty. In order to keep highly qualified part-time faculty, the university has a preferred hiring pool (PHP) that provides financial and seniority incentives. Part-time faculty who receive outstanding teaching evaluations may be placed in the PHP and receive enhanced compensation and preferential treatment in their assignments.

The SONHP has an Academic Standards Committee that oversees student progress and implements specific program policies. However, all MPH policies related to students are made by faculty in the MPH program department. The MPH program curriculum is managed at the department level. Changes, new courses, and other curricular issues, unique to the department are brought to the SONHP Curriculum Committee for review, but all programmatic decisions are made by the MPH department faculty.

d. If a collaborative program, descriptions of all participating institutions and delineation of their relationships to the program.

Not applicable

e. If a collaborative program, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the program's operation.

Not applicable

f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met. A description of USF and the SONHP accredited programs is provided. The organization of the university and the school is outlined and provides clarity in how the MPH program is a fully independent program within the SONHP. The centralized budgetary standards across USF departments are described. Recruitment decisions and academic standards are the purview of the department.

Strengths: The MPH Program Department is an independent department with the same rights and responsibilities of every other USF department. The faculty in the department have full autonomy over academic decisions, hiring, and program development. USF has a centralized financial process and budget decisions are built upon a financial plan that includes input from the department, the school and the university. Because it is centralized, the highs and lows sometimes encountered in higher education in one particular academic area, are muted.

Challenges: The strength of the financial model is also its weakness. The MPH program shares in the risks and benefits of the entire university.

Plans: USF and the SONHP strive to be transparent in financial and university decision-making. The MPH program is committed to being an integral part of USF and take on a leadership as an independent, mission-centric department in the university.

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.

- a. One or more organizational charts delineating the administrative organization of the MPH program, indicating relationships among its internal components.**

Dean:

The Dean, Dr. Judith Karshmer, is responsible for the administration and leadership of the School of Nursing and Health Professions. The Dean meets regularly with the MPH Program Chair to discuss programmatic issues and implications for school policy. Dr. James serves as the liaison between school administration and the MPH Program.

Associate Dean for Graduate Programs and Community Partnerships:

Dr. Wanda Borges was hired as Associate Dean, within the SONHP in summer 2013 and comes at an opportune time to help advance graduate programming in the health professions. She works closely with Dr. James and the department faculty, helping them operationalize their program plans, evaluation process, and actions to improve quality.

MPH Advisory Committee:

The MPH Advisory Committee provides formative and evaluative input to the program for planning and evaluation. The committee is formally invited to two times a year under the direction of the Dean, the Associate Dean and the MPH Program Department Chair.

MPH Program Department Chair:

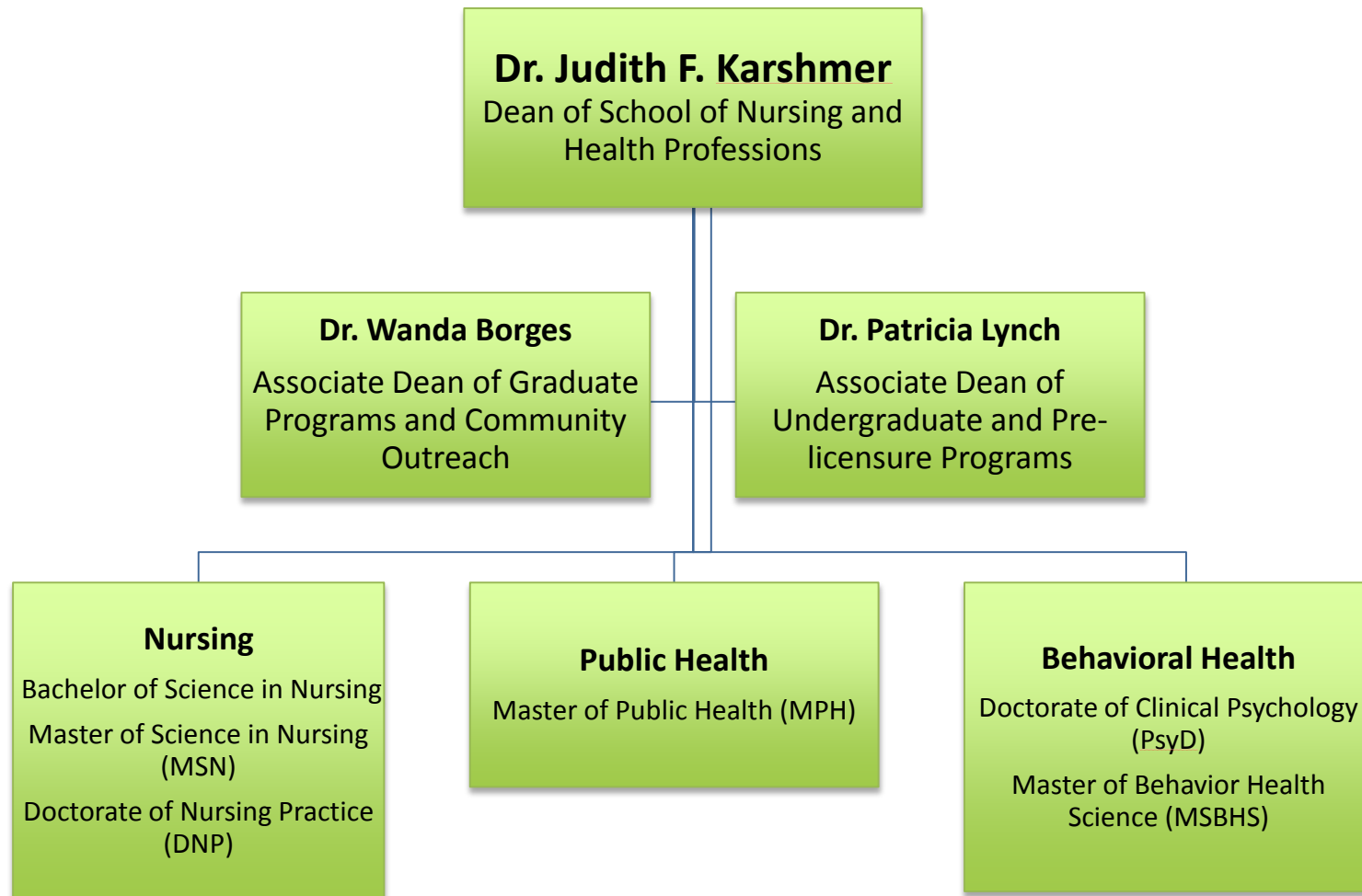
Dr. Kia James, MPH Program Department Chair, convenes the program faculty, presides over all program meetings, ensures accurate written records, encourages continued improvement of classroom teaching and the steady pursuit of scholarly research, and assists the Dean and the Associate Dean in recommending staff changes, developing course schedules, etc. The MPH Program Department Chair receives nine workload hours for program administration each academic year.

Faculty:

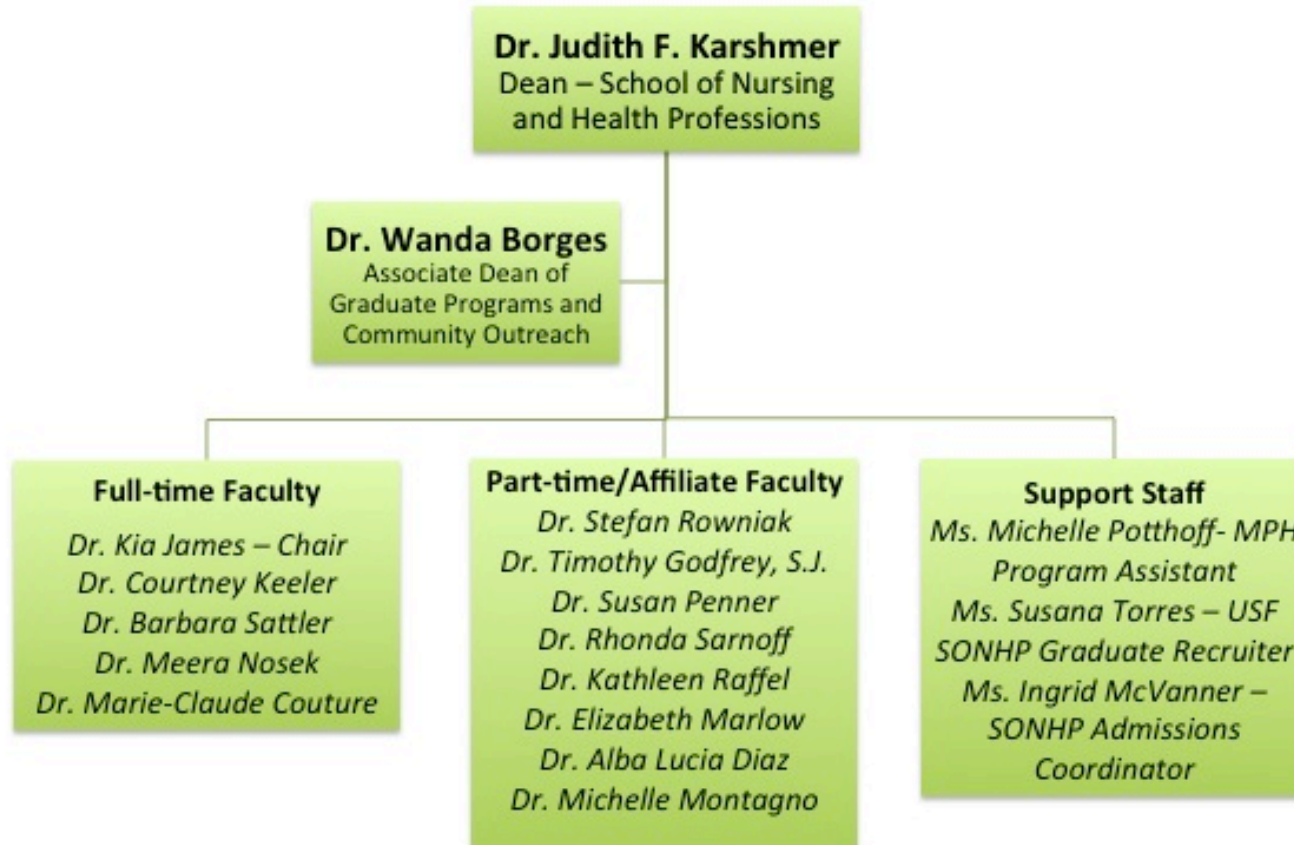
As of fall 2013, the MPH program has five full-time faculty members (including the MPH Program Department Chair). Full-time faculty in the SONHP also teach specific courses in the MPH program (Drs. Rowniak, Godfrey, and Montagno). In addition there are a number of part time faculty with public health expertise that are a very important part of the MPH teaching team. Drs. Raffel, Diaz, Sarnoff, and Marlow consistently teach in the program and lend their expertise to the learning environment. All faculty members are available to serve the needs of the program, teach in the classroom, supervise fieldwork, and advise students.

MPH Program Support Staff:

The School of Nursing and Health Professions employs Ms. Michelle Potthoff Wylie as Graduate Program Assistant to support the MPH program. Ms. Wylie is a liaison between students and faculty and works to keep the processes in the department functional, including maintaining databases and assuring accuracy of reporting information to the CEPH. The MPH Program Assistant attends all MPH program meetings and is responsible for coordinating program events and projects. The MPH program shares a student recruiter, Susana Torres, with other SONHP departments and the admission process in the school is managed by the Graduate Admissions Coordinator, Ingrid McVanner, and Admissions Program Assistant, Erin Doran.



University of San Francisco
School of Nursing and Health Professions
MPH Program Department Organizational Chart



b. Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning, research and service.

The programs within the School of Nursing and Health Professions as well as the entire university interact as a cohesive entity. Cooperation is facilitated as faculty meet together in the School. Full Faculty Meetings are held twice a semester. Faculty are committed to interdisciplinary and interprofessional coordination. For example, the MPH Epidemiology course is cross-listed with the Nursing Epidemiology course in the University course catalog and is taught by an MPH faculty member. Likewise, the MPH elective course “Cultural and Linguistic Preparation for Health Care” is also cross-listed as a Nursing and an MPH course and attracts students from all sectors of the University and the SONHP.

Scholarship across departments is developing. For example, Dr. Sattler’s 2013 Environmental Health and Nursing: Integrating the Basics into Nursing Education Conference has established a forum for nursing faculty to engage around the public health core knowledge area of environmental health. Likewise, Dr. Stefan Rowniak’s course entitled “Sexual Health and Public Health” has created a student platform across the school for public health planning related to gender health. In fall of 2013, the SONHP initiated a Master of Science of Behavioral Health (MSBH) Program. Coordination and cooperation between this program and the MPH department has resulted in including students in some of the core MPH classes such as Biostatistics and Communicating for Health Behaviors and Change. Further, a new Master of Health Informatics degree will be offered starting January 2014. This new master’s track will also look to offer some borrowed instruction and/or curriculum guidance from the MPH program curriculum and faculty.

c. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses, and plans relating to this criterion.

This criterion is met.

Strengths: The program provides an organizational setting conducive to public health learning, research, and service. The organizational setting facilitates interdisciplinary communication, cooperation, and collaboration that contribute to achieving the program’s public health mission.

Plan: Continue to work synergistically with the larger university to enhance and promote the program’s public health mission.

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.

- a. A list of standing and important ad hoc committees, with a statement of charge, composition and current membership for each.**

The MPH Department has several autonomous committees in place that do the majority of the work of the overall department.

MPH Admissions Committee

Charge: The MPH Admissions Committee reviews student applications and makes decisions regarding admission to the program. The Committee also reviews admission/readmission policies and procedures and acts in advisement to the MPH Department Chair with regard to suggestions about modifications to these policies and procedures. The committee meets one to two times each semester and communicates by email and phone as necessary.

Composition: The committee is comprised of the Department Chair, two MPH faculty, one MPH Program Assistant and one Admissions Coordinator.

Dr. Kia James	MPH Department Chair/Chair
Dr. Marie-Claude Couture	MPH Faculty
Dr. Courtney Keeler	MPH Faculty
Michelle Potthoff Wylie	MPH Program Assistant
Ingrid McVanner	SONHP Admissions Coordinator

MPH Curriculum Committee

Charge: The MPH Curriculum Committee is responsible for curricular oversight of the MPH program to ensure the educational program, fieldwork experiences, and other curricular activities adequately prepare public health practitioners while adhering to established public health competencies and CEPH accreditation guidelines. The committee meets at least monthly (usually in conjunction with an MPH department meeting), and conducts additional work by email and phone. The MPH Curriculum Committee also works in conjunction with the school-wide Curriculum Committee to ensure that curriculum and programming are consistent with the mission, values, and efforts of the SONHP as a whole. The MPH Program Chair is a member of the SONHP Curriculum Committee and shares information about new programming or curricular changes with this group.

Composition: The committee is comprised of the Department Chair, all MPH faculty, one MPH Program Assistant and one MPH student.

Table 1.5.c.2. Current Membership of the MPH Curriculum Committee	
Dr. Kia James	MPH Department Chair/Chair
Dr. Marcianna Nosek	MPH Faculty (on sabbatical AY 2013-2014)
Dr. Courtney Keeler	MPH Faculty
Dr. Marie-Claude Couture	MPH Faculty
Dr. Barbara Sattler	MPH Faculty
Michelle Potthoff Wylie	MPH Program Assistant
Alison Bell	MPH Student

MPH Program Evaluation Committee

Charge: The MPH Evaluation Committee assists the Department Chair in the evaluation oversight of the MPH program to ensure the educational program, fieldwork experiences, and other activities adequately prepare public health practitioners while adhering to established program mission, goals, and competencies and to CEPH accreditation guidelines. The Committee provides much of the structure and support for implementation of the program’s evaluation and assessment plan which includes a full spectrum of activities used to monitor the program’s effectiveness. The committee meets once a semester, and conducts additional work by email and phone.

Composition: The committee is comprised of the Department Chair, all MPH faculty, one MPH Program Assistant, the SONHP Associate Dean of Graduate Studies and a current MPH student.

Table 1.5.c.3. Current Membership of the MPH Program Evaluation Committee	
Dr. Kia James	MPH Department Chair/Chair
Dr. Marcianna Nosek	MPH Faculty (on sabbatical AY 2013-2014)
Dr. Courtney Keeler	MPH Faculty
Dr. Marie-Claude Couture	MPH Faculty
Dr. Barbara Sattler	MPH Faculty
Michelle Potthoff Wylie	MPH Program Assistant
Dr. Wanda Borges	SONHP Associate Dean of Graduate Studies
Madeline Peyton	MPH Student

MPH CEPH Self Study Steering Committee (CEPH)

Charge: The MPH CEPH Self Study Steering Committee plans and oversees the comprehensive self-study process (conducted throughout 2011-present) and coordinates the writing of the self-study document. This committee has met on a monthly basis until recently (April 2013), when meetings increased in frequency to biweekly meetings.

Composition: The committee is comprised of the SONHP Dean, the SONHP Associate Dean, the SONHP Assistant Dean, SONHP Recruiter, MPH Department Chair, all MPH faculty, one MPH Program Assistant and one MPH student.

Table 1.5.c.4. Current Membership of the MPH CEPH Self Study Steering Committee	
Dr. Judith Karshmer	Dean, School of Nursing and Health Professions (SONHP)
Dr. Wanda Borges	Associate Dean, SONHP
Mary Kate Wood	Assistant Dean, SONHP
Susana Torres	Recruitment Coordinator, SONHP
Dr. Kia James	MPH Department Chair/Chair
Dr. Marcianna Nosek	MPH Faculty (On sabbatical AY 2013-2014)
Dr. Courtney Keeler	MPH Faculty
Dr. Marie-Claude Couture	MPH Faculty
Dr. Barbara Sattler	MPH Faculty
Michelle Potthoff Wylie	MPH Program Assistant
Alison Bell	MPH Student

Workforce Development Task Group

Charge: The purpose of this task group is to develop plans to assess the needs of the public health workforce in and around the San Francisco Bay Area and to support professional development of such.

Composition: The committee is comprised of the SONHP Dean, the Associate Dean of Graduate Studies, the MPH Department Chair, two MPH faculty, one MPH Program Assistant and one MPH student.

Table 1.5.c.5. Current Membership of the Workforce Development Task Group	
Dr. Judith Karshmer	Dean, School of Nursing and Health Professions (SONHP)
Dr. Wanda Borges	Associate Dean, SONHP
Dr. Kia James	MPH Department Chair/Chair
Dr. Courtney Keeler	MPH Faculty
Dr. Barbara Sattler	MPH Faculty
Michelle Potthoff Wylie	MPH Program Assistant
Maryam Ebadi	MPH Student

MPH Advisory Committee

Charge: The purpose of the advisory committee is to advise and consult with the USF MPH faculty and administrators regarding issues related to preparing leaders and practitioners in public health. Advisory board members are asked to provide feedback and recommendations with regard to curricular programming of the MPH program, support for developing the public health workforce, and leadership and knowledge related to trends and contemporary matters related to public health in the community.

Composition: The committee is comprised of the SONHP Dean, the Associate Dean of Graduate Studies, the MPH Department Chair, two MPH faculty, one MPH Program Assistant, one MPH student, and seven public health community members.

Dr. Mark Smolinski, MD, MPH	Skoll Global Threats Fund
Barbara Garcia, MPA, Director	San Francisco Department of Public Health (SFDPH)
Dr. Jan Gurley, MD, MPH	PH Physician and Medical Journalist, SFDPH
Dr. David Vlahov, PhD, MPH	UCSF – Dean, College of Nursing
Ms. Jacquelyn Duerr, MPH	California APHA – North
Ms. Adrienne Davis, MPH	Kaiser Permanente - Santa Rosa, CA
Ms. Ellen Shaffer, MPH	Center for Health Policy Analysis
Dr. Judith Karshmer, PhD	Dean, SONHP
Dr. Wanda Borges, PhD	Associate Dean, SONHP
Dr. Kia James EdD, MPH	MPH Department Chair/Program Director
Dr. Courtney Keeler PhD	MPH Faculty
Dr. Barbara Sattler DrPH	MPH Faculty
Michelle Potthoff Wylie	MPH Program Assistant
Ms. Alison Bell	MPH Student

b. Identification of how the following functions are addressed within the program’s committees and organizational structure:

- **general program policy development**
- **planning and evaluation**
- **budget and resource allocation**
- **student recruitment, admission and award of degrees**
- **faculty recruitment, retention, promotion and tenure**
- **academic standards and policies, including curriculum development**
- **research and service expectations and policies**

Faculty across all programs participate in the governance of the school in accordance with the University of San Francisco Faculty Association collective bargaining agreement (<http://www.usffa.net/legal/collective-bargaining-agreement>) and the Bylaws of the SONHP Faculty Association. Program department

meetings, which include full-time and part-time faculty are held monthly. There are five standing committees within the School of Nursing and Health Professions: Curriculum Committee, Faculty Development Committee, Program Evaluation Committee, Peer Review Committee, and Academic Standards Committee. A faculty member from the MPH program is a member on each SONHP standing committee. At the last spring semester meeting each year, a chairperson is elected by committee members. The Associate Dean co-chairs the Curriculum and the Program Evaluation Committees and the Dean serves as co-chair of the Faculty Development Committee and is an advisor to the Academic Standards Committee. All committees meet monthly and the minutes are posted for faculty review on the SONHP Faculty Portal on Blackboard.

The governance of the USF MPH Program occurs in an atmosphere of collaboration with and mutual support from the MPH Department Chair, the SONHP Dean and Associate Dean, the MPH faculty, the MPH committees, and the MPH Advisory Committee.

Policy Development

The MPH Department Chair oversees policy development, which is a shared responsibility within the program. Recommendations may be made by any MPH working committee, the MPH Advisory Committee, or a faculty member and must then be approved by a majority vote of all full-time MPH faculty members. If proposed policies could be affected by those of the university and/or the SONHP, then, these proposed policy changes are subsequently channeled through appropriate SONHP and university committees.

Planning

The MPH faculty has a retreat each fall semester and meets on a regular basis (approximately one time per month) throughout the semester. Additional meetings are held as needed. During these meetings, all faculty members participate in discussions of plans for the program.

Curriculum Review and Decisions

The MPH Curriculum Committee monitors the effectiveness of the curriculum in developing student competence and preparing students to work in the field of public health. Recommendations for curricular changes may be initiated in response to feedback from the Curriculum Committee, the Program Evaluation Committee, the Advisory Committee, MPH students, faculty, and Program alumni. The Department Chair brings all recommendations for curricular revisions to the MPH faculty for discussion and approval. The MPH Department Chair shepherds and advocates for any proposed changes approved by the MPH faculty through the SONHP Curriculum Committee.

Budget and Resource Allocation

At USF, all salaries and general operating expenses are managed centrally. The school has resources allocated in relationship to a historical spending model that has a growth incentive as well as average cost of living increase. The MPH program receives a small budget, controlled by the MPH Director to use for program enhancement. Faculty development funds (travel and scholarship support) are allocated at the school level by the Faculty Development Committee. The Assistant Dean for Operations and the SONHP Business Manager are responsible for overseeing and maintaining the budget accounting in the school to assure compliance with university standards.

Student Recruitment, Admission, and Awarding of Degrees

The SONHP employs a Graduate Student Recruiter within the school who works with the MPH Department Chair and the MPH faculty to recommend and develop recruitment strategies. The MPH Admissions Committee makes recommendations regarding recruitment, but their main role is to make decisions regarding student admissions and propose any changes to admission policies.

The SONHP Dean at USF recommends the awarding of degrees. However, the MPH faculty and Department Chair are responsible to ensure and inform the SONHP Administration that students have met program requirements for graduation. Meeting of graduation requirements are analyzed centrally by the Academic Enrollment Services Office before a diploma is issued.

Academic Standards and Policies

The MPH Director is responsible for ensuring the program maintains high quality academic standards that align with the policies of the SONHP and the university. The SONHP has an Academic Standards Committee that serves all programs within the school.

Faculty Recruitment, Retention, Promotion and Tenure

New faculty lines are requested by the MPH Department Chair, and the Dean negotiates with the Provost for centrally funded new positions. When vacancies exist, a Search Committee is established by the Dean and charged with the development of a recruitment plan that is approved by the University's Provost Office. Membership on the Search Committee includes MPH faculty (including the Department Chair) and staff as well as other SONHP faculty, and as needed, representatives of the Office of Diversity. The Search Committee Chair provides a summary and recommendation of the search recommendations to the SONHP Dean, who is responsible for negotiating salary and other hiring terms after obtaining approval for the appointment from the Provost's Office.

Faculty retention, promotion and tenure follow the USFFA Collective Bargaining Agreement (available online at <http://www.usffa.net/legal/collective-bargaining-agreement>). Criteria for appointment to and promotion of tenure-track faculty ranks are defined in the collective bargaining agreement. Currently, the USF MPH Program has 4 tenure track lines and one full-time term line.

In order to be considered for promotion and tenure, a faculty member is judged by USF faculty peers to be superior in two of the three categories of teaching, research, and service. Term (contract) faculty also participate in the promotion process at USF and must be judged to be superior in the categories of teaching and service.

Part of the overall teaching evaluation for promotion and tenure is the use of the SUMMA summaries completed by enrolled students at the end of each class of each semester. In addition, innovation in pedagogy and course development constitutes the teaching assessment and is incorporated in the teaching evaluation. For research/scholarship, four external reviews are solicited in order to evaluate a faculty member's work in 1) quality of scholarship, 2) significance of contribution to the field, 3) originality of scholarship, and 4) quality of publication media. Service contribution is assessed by committee work, outreach, service learning, and efforts on behalf of the profession.

An ongoing evaluation process for all faculty members occurs annually when the Dean and faculty member review the faculty's Academic Career Prospectus (ACP). During this process the Dean and faculty review accomplishments from the previous year and develop goals and strategies for the future in accord with their interests, the mission of the school, and needs of the program. The ACPs provide the basis upon which the faculty prepare for tenure and promotion.

Annual reviews of all full-time faculty (tenure track and term) involve the ACP. However, the formal evaluations and recommendations for promotion and tenure also include a number of steps including the SONHP Peer Review Committee. The Peer Review committee reviews the candidate's Promotion and Tenure packet (a portfolio of work showing mastery in teaching, research, and service) and makes a recommendation. The next step in the process is the university-wide Peer Review Committee and the SONHP Dean. These recommendations move forward to the Provost Office (Provost and deans) and ultimately the President. Rank of current MPH faculty include Dr. Sattler, who was hired as a full professor, two associate professors, including Dr. Nosek who earned tenure in 2012-13, and two assistant professors.

Research and Service Expectations and Policies

The MPH Department Chair is responsible for ensuring that the research and service expectations and policies are in line with the program mission, goals and objectives. The MPH Evaluation Committee plays an important role in this responsibility, and assists in this process by establishing outcome measures and related targets for the program's research and service goals and objectives, as well as through helping to collect data on faculty and student research and service activities. These research and service expectations developed by the MPH Evaluation Committee were endorsed by the MPH faculty.

In addition to teaching, faculty are expected to advise students, including career counseling, and to participate in extracurricular academic activities, (e.g.,

Conversations with Public Health Leaders Annual Event, social events, MPHSA (Master of Public Health Student Association) and events such as “Awakening the Dream” in collaboration with the Pacha Mamma Alliance. MPH faculty members participate in seminars, lend their professional expertise to colleagues, serve on committees, and participate in the monthly MPH Department faculty meetings. They attend SONHP faculty events (faculty meetings, school-wide committee functions) and at least one university-wide commencement exercise a year.

c. A copy of the bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the program, if applicable.

The MPH Program adheres to university and program documents that are the primary sources used to determine the rights and obligations of administrators, faculty, and students in governance of the program. As presented throughout this self-study report, these documents are available to faculty, staff, and students via various websites and are available in the program’s electronic resource files. The documents are noted below:

- University of San Francisco USFFA CBA (available at <http://www.usffa.net/legal/collective-bargaining-agreement>).
- University of San Francisco *Fogcutter - Student Handbook* (available at <http://www.usfca.edu/fogcutter/studentconduct/>).
- Faculty of the School of Nursing & Health Professions Bylaws (FASONHP) (see in Electronic Resource File)
- *USF General Catalog* available at <http://www.usfca.edu/catalog/>
- *SONHP Faculty Handbook* (see in Electronic Resource File)
- *MPH Student Handbook* (see in Electronic Resource File)

d. Identification of program faculty who hold membership on university committees, through which faculty contribute to the activities of the university.

Dr. Kia James, MPH Department Chair	<ul style="list-style-type: none"> • University Curriculum Committee, Member • University Assessment Steering Committee, Member • University Jobs Initiative Task Force • SONHP Curriculum Committee, Chair
Dr. Marcianna Nosek	<ul style="list-style-type: none"> • President’s Advisory Council on the Status of Women [PACSW] University Women, Member • USF Institutional Review Board, Member • SONHP Program Evaluation Committee, Chair
Dr. Courtney Keeler	<ul style="list-style-type: none"> • USF Board of Trustees, University Life Committee, Member • Flu Near You – Health Surveillance Liaison – USF/SONHP • SONHP Program Evaluation Committee, Member
Dr. Barbara Sattler	<ul style="list-style-type: none"> • McCarthy Center for Neighborhood Outreach Program Steering Committee, Member • SONHP Faculty Development Committee, Member
Dr. Marie-Claude Couture	<ul style="list-style-type: none"> • University Wellness Committee, Member • Flu Near You – Health Surveillance Liaison, USF/SONHP and Skoll Global Health Threats

e. Description of student roles in governance, including any formal student organizations.

Students play a critical role in the governance and evaluation of the MPH program, as their input is highly valued. All program committees and the MPH Advisory Committee have at least one student representative. They have voting responsibilities, with rare exceptions, such as decisions about admitting a particular student to the program. Graduate assistants and members of the student organization are regularly asked for informal input/feedback by the Department Chair and faculty. Students are involved in program evaluation and assessment through the following ways:

- Course evaluations
- Student Survey
- Exit Survey
- Student Representation on MPH Program Evaluation Committee, MPH Curriculum Committee, and MPH Advisory Committee

Finally, students have their own, autonomous organization, Master of Public Health Student Association (MPHSA). Through this organization, students conduct their own meetings, bring in guest speakers, and participate in fundraising and community service activities. To view the MPHSA meeting minutes and a list of activities, please see the ERF.

f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

The criterion is met.

Strengths: The program administration and faculty have clearly defined rights and responsibilities regarding the USF MPH Program governance and academic policies. A strong departmental structure is in place to ensure that the MPH Program is a strong, independent department within the larger School of Nursing and Health Professions.

Plans: Continue to monitor and build the infrastructure of the MPH program to show evidence of a strong, autonomous program within the SONHP.

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.

a. Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities.

The fiscal and physical resources made available to the school are sufficient to enable it to fulfill its mission and goals across all programs. The overarching theme of the mission of the University of San Francisco is *change the world from here*. In order to realize this goal, the university has created an environment that encourages and supports leadership, innovation, and excellence in the educational endeavor to advance this mission. When the school expressed interest in exploring the possibility of starting an MPH program, the university provided enthusiastic support for the idea. Data from the 2010 MPH community needs assessment (see ERF) helped to advance planning and financial resources for the program were made available.

The budget for the SONHP is sufficient to enable the school to successfully implement all its offerings including the MPH program. The budget for the school includes faculty lines for full-time faculty and funds for part-time faculty, operating expenses, deans discretionary and advancement funds, student financial aid, and faculty development. The Dean and Department Chairs have the budgetary authority for administering the funds within the guidelines outlined by the university and funding source requirements.

The university has a yearly budgetary planning process during which fiscal and physical resources are reviewed and decisions made for changes. With input from the Dean, additional resources have been secured in order to effectively manage the programs in the school. Physical resources at the USF Hill Top campus are limited, but the move to USF space in the Presidio helps with the strained classroom and office space, while providing a common space for the MPH program.

Salaries

Full- and part-time faculty salaries are set forth in separate agreement between USF and the University of San Francisco Faculty Association (USFFA) and these documents can be found in the ERF. Appointments are for the academic year (nine months) and have explicit expectation in the three domains of the academic endeavor: teaching, research/scholarship, and service. Full-time effort for a USF faculty is 30 workload units a year, 15 units in the fall and spring semesters. Of that 30-unit total, all faculty have three units each semester allocated for service. Tenured or tenure earning faculty have three additional units/semester allocated for research/scholarship. The rest of the effort is allocated for teaching or administrative duties. As a result, the faculty across campus teach, on average, nine units each semester or 18 units in an academic year. Summer effort is outside of the

full-time contract, but summer teaching may be part of the annual workload or may be calculated as additional income. Faculty and administrative salary levels support recruitment and retention of prepared individuals. A table identifying salary schedules as negotiated by the USFFA is available in the ERF.

In addition to the salary, employment at USF assures a generous benefit package that includes health insurance, life and accident insurance, retirement planning, financial planning, a wellness program, and employee assistance.

<http://www.usfca.edu/hr/benefits/>

Student Financial Aid Allocations

The process for allocating university financial aid is based on the ideal of providing scholarship awards for 25% of tuition costs that are not covered by Direct Federal Loans to each student who applies for a scholarship from the USF SONHP. For example, the total cost of the MPH program in the 2013-2014 academic year is \$52,875. MPH students who are U.S. citizens or permanent residents have Direct Federal Loan eligibility of \$41,000 to pay for the total cost of the MPH program. This leaves a balance of \$11,875, which students must cover with a credit-based Federal PLUS loan, a private loan, or personal savings. The target of the USF/SONHP financial aid office is to provide scholarship funds to cover 25% of this balance, so a typical award is \$3,000 disbursed in 6 payments, or \$500 of scholarship assistance in each semester of the program.

- b. A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer.

	Year 1: 2011-12	Year 2: 2012-13	Year 3: 2013-14	Year 4: 2014-15	Year 5: 2015-16†
Source of Funds					
Tuition & Fees	\$570,340.00	\$1,309,746.00	\$1,552,014.00	\$1,629,614.70	\$1,711,095.44
Grants/Contracts		\$5,000.00			
University Student Financial Aid	\$5,000.00	\$8,000.00	\$10,000.00	\$10,500.00	\$11,025.00
Total	\$575,340.00	\$1,322,746.00	\$1,562,014.00	\$1,640,114.70	\$1,722,120.44
Expenditures					
Faculty Salaries & Benefits	\$190,440.00	\$444,360.00	\$634,800.00	\$666,540.00	\$699,867.00
Staff Salaries & Benefits	\$162,405.00	\$264,405.00	\$366,405.00	\$384,725.25	\$403,961.51
Operations*	\$75,000.00	\$78,750.00	\$82,688.00	\$86,822.40	\$91,163.52
Travel	\$20,000.00	\$21,000.00	\$22,050.00	\$23,152.50	\$24,310.13
Student Support	\$0.00	\$9,000.00	\$12,000.00	\$12,500.00	\$13,230.00
University Required Contribution**	\$112,495.00	\$489,731.00	\$432,847.00	\$454,489.35	\$477,213.82
Other (explain)					
Total	\$575,340.00	\$1,317,746.00	\$1,562,015.00	\$1,640,114.50	\$1,722,120.98

†Year 5: 2015-16 - This budget is not yet approved.

*Operations or operating costs include: office supplies, instructional/computer supplies, copying, postage, phones, travel, lodging, meals, accreditation fees, maintenance contracts, rental expenses, professional/consultation services, and event charges.

**The University Required Contribution is the amount of tuition revenue generated by the MPH program that is not allocated towards salary or operating costs. This amount is returned to the University's central budget.

- c. If the program is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by public health program faculty who may have their primary appointment elsewhere.

Not applicable

d. Identification of measurable objectives by which the program assesses the adequacy of its fiscal resources, along with data regarding the program’s performance against those measures for each of the last three years.

Table 1.6.d - Adequacy of Fiscal Resources*						
Cost of Instruction:	Year 1: 2011-12		Year 2: 2012-13		Year 3: 2013-14	
	Projected target	Actual target	Projected target	Actual target	Projected target	Actual target
Budget to meet cost of instruction	\$190,440	\$190,440	\$444,360	\$444,360	\$634,800	\$634,800
Faculty to cover instruction workload	24 credits offered; requires 2 FTE	25 credits offered; 3 FTE	81 credits offered; requires 4.5 FTE	83 credits offered; 6 FTE	120 credits offered; 5 FTE	120 credits offered; 7.0 FTE
Operating Cost:	Year 1: 2011-12		Year 2: 2012-13		Year 3: 2013-14	
	Projected target	Actual target	Projected target	Actual target	Projected target	Actual target
Budget to meet operating costs	\$95,000	\$95,000	\$99,750	\$99,750	\$104,708	\$104,708
Funds to cover marketing and recruitment costs	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
Financial Assistance for Students:	Year 1: 2011-12		Year 2: 2012-13		Year 3: 2013-14	
	Projected target	Actual target	Projected target	Actual target	Projected target	Actual target
Funds to cover 25% of unmet tuition cost	\$5,000	\$5,000	\$9,000	\$9,000	\$12,000	\$12,000
Total revenue to operationalize the program	\$575,340	\$575,340	\$1,322,746	\$1,322,746	\$1,562,014	\$1,562,014
Total Program Expenditures	\$315,440	\$442,400	\$578,110	\$895,510	\$776,508	\$966,948
University Overhead Contribution **	\$259,900	\$132,940	\$744,636	\$427,236	\$785,506	\$595,066

* This table was created as evidence of the adequacy of resources for the USF MPH program. The fiscal targets are different for each year due to the newness of the program and the fact that the program was in the growth stages during the first three years of its inception. Please note that resources were increased as student cohort size increased. Further, faculty resources and instruction workload also increased as the program size and offerings increase.

** University Overhead Contribution is the centralized university services provided to students and faculty (e.g. utilities, insurance, building maintenance, IT, administrative services, student services).

e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

The criterion is met with commentary.

Strengths: Resources for the program are adequate and continue to increase as the program grows.

Challenges: The MPH program needs to work to secure additional scholarship and funding opportunities and do a better job of outreach to students with financial needs, so they benefit from the resources provided to cover program costs.

Plan: When accredited, the USF MPH program intends to apply for Public Health Traineeship funds (HRSA) to supplement financial assistance to students. The SONHP has a plan to recruit graduate students from across the programs and prepare them as TAs for other SONHP programs. Students who have completed the TA training would be eligible to work as a TA in SONHP and USF undergraduate programs as a way to earn some program linked income as well as gain invaluable experience.

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.

- a. **A concise statement or chart defining the number (headcount) of primary faculty employed by the program for each of the last three years, organized by concentration.**

	2011	2012	2013
MPH Generalist	3	4	5

- b. **A table delineating the number of faculty, students and SFRs, organized by concentration, for each of the last three years (calendar years or academic years) prior to the site visit.**

USF faculty assignment responsibilities are governed by the USF Faculty Association (USFFA) Collective Bargaining Agreement, which defines full-time appointment as covering a nine month academic year, during which the faculty member is responsible for 15 units of effort for each semester. For a full-time appointment, the faculty devotes 9-12 units/semester to teaching (60-80%), 0-3 units/semester to scholarship (0-20%), and 3 units/semester (20%) to service. Additional units are also allocated for administrative responsibilities. Summer teaching assignments are additional to the full-time contract. The MPH program is offered over a calendar year. As a result, faculty either allocate their effort over 12 months or receive additional compensation for work in the summer.

Faculty FTE is computed on expected units taught in an academic year (nine teaching units/semester). As a result, teaching 18 units is equivalent to 1.0 faculty FTE and the effort can be spread over the calendar year. In the MPH program all the full-time faculty have 1.0 allocated to the program. In addition there are a number of full-time SONHP faculty who teach in the MPH program as well as adjunct faculty who bring their expertise to enrich the program. One FTE for part-time faculty effort is 18 units over the course of a calendar year. For example, if a part-time faculty member teaches 6 units within a calendar year, the MPH program assigns that faculty member a 0.33 FTE for their teaching load.

Student FTE is calculated as follows: One full-time graduate is defined as a student who is enrolled in 18 or more credit hours in an academic year including summer semester. In the MPH program students take six or more units per semester (including summer, thus, student FTEs are calculated as 1.0 FTE if the student is enrolled at six units or more per semester). There are no part-time students enrolled.

Table 1.7.2 Faculty, Students and Student/Faculty Ratios

	HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
2011-2012	3	3	3	0.9	6	3.9	32	32	10:1	8:1
2012-2013	4	4	7	1.8	11	5.8	67	67	16:1	11:1
2013-2014	5	5	8	2.2	13	7.2	69	69	13:1	9:1

Key

HC = Head Count

Primary = Full-time faculty who support the teaching programs

FTE = Full-time-equivalent

Other = Adjunct, part-time and secondary faculty

Total = Primary + Other

SFR = Student/Faculty Ratio

c. A concise statement or chart concerning the headcount and FTE of non-faculty, non-student personnel (administration and staff) who support the program.

The MPH program employs a full time Program Assistant, Michelle Potthoff Wylie, who supports the program. The Program Assistant works 12 months a year and supports the MPH program operations. She also provides faculty and student support. The three program departments at the Presidio Campus each have a program assistant and together they provide coverage across programs as needed. In addition, there is a great deal of central support for the MPH Program Department. Susana Torres is the MPH student recruiter. Ingrid McVanner and Erin Doran process all student applications and prepare the materials for the MPH admissions committee. Budget and finance issues, including student financial aid, are managed centrally by Assistant Dean Mary Kate Wood and her staff. Contracts and MOUs for student placements with fieldwork agencies are managed centrally by Anna Abbott and the scheduling of courses and rooms is the domain of Cecilia Mulcahy. The MPH program is part of the portfolio of Associate Dean, Wanda Borges, who works closely with the faculty, students, and department chair to support the program

d. Description of the space available to the program for various purposes (offices, classrooms, common space for student use, etc.), by location.

The University of San Francisco has a distributed campus model that includes the Hill Top campus, a 55-acre campus located near Golden Gate Park in the Western Addition neighborhood of San Francisco, four branch campuses located in Sacramento, Santa Rosa, San Jose, and Pleasanton, a newly acquired down-town campus, and the Presidio Space and other dedicated program-specific spaces in San Francisco and Orange County.

MPH faculty and students indicated that they wanted to make sure that they had a “front door” to the program – a place where they could create a positive learning environment and facilitate student-faculty collaboration. As a result, the program moved from the Hill Top to the Presidio in order to co-locate the MPH faculty and program assistant and have easy access to classroom space. The USF Presidio space has individual faculty offices, three large classrooms, a conference area, student lounge area, and study space. The kitchen area is available to faculty and students and provides an anchor for interactions.

e. A concise description of the laboratory space and description of the kind, quantity and special features or special equipment.

The MPH program does not have laboratory space within the confines of the university walls. The program considers the city of San Francisco and the Bay Area in general as a laboratory to assess, plan, and promote public health interventions.

f. A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.

USF's Information Technology Services (ITS) Division (at www.usfca.edu/its) has established a mature technology and support infrastructure currently supporting approximately 10,000 students. USF provides numerous technological capacities to support teaching and learning. These include comprehensive access to Blackboard (to be phased out in 2014) and Canvas Learning Management Systems (LMS), the Echo360 lecture capture system, Wimba virtual classroom, blog/wiki platforms, streaming media, and an enterprise faculty/student web portal.

USF has extensive learning technology and training services provided by the University's Center for Instruction and Technology (CIT). The CIT is a teaching, learning, and research facility designed to provide USF faculty, staff, and students with access to the tools for the successful integration of technology in on-campus and online programs. Please see www.usfca.edu/its/learning.

The ITS Help Desk provides knowledgeable, friendly, and responsive service to the University community. The Help Desk is staffed by certified Client Support Specialists as well as trained student employees.

Support Services include:

- Accounts/Access Management (see www.usfca.edu/its/help/accounts/)
- Advice & Recommendations
- Troubleshooting (see www.usfca.edu/its/help/troubleshooting/)
- Reservations (see www.usfca.edu/its/help/reservations/)
- Priority Guidelines (see www.usfca.edu/its/help/priority/)
- USFsupport&answers Online Support (see www.usfca.edu/its/help/onlinesupport/)
- Other Services (see www.usfca.edu/its/help/)

MPH students were surveyed during fall 2013 regarding their computer needs. Most students indicated that they had a computer and needed internet and printer access while studying or taking classes at the Presidio site. As a result of this survey, the Presidio site will acquire two standing Mac desktops for student use as well as increased printer accessibility and functionality.

The following sites are available for computer access for all USF students:

***Presidio**

Location: 920 Old E. Mason Street

Computers: 2 standing Mac desktops and connectivity to a large display. There are also four open collaboration pods that offer internet connectivity for laptops to connect to.

Printers: One Pharos Multi-Function Printer

CIT (Center for Instructional Technology)

Location: Presentation Building 001/002/010

Lab hours: Mon - Sun 8:00 am - 8:00 pm (When not needed for classes)

Lab consultant hours: Same as lab hours

Computers: 22 PCs, 35 Macs (17 Desktops, 18 Macbooks)

Printer: One Pharos Multi-Function printer

Scanners: Five for PCs, two for Macs

Cowell Hall

Location: Cowell 214/216

Lab hours: Mon-Sun, 8:00 am - 8:00 pm (When not needed for classes)

Lab consultant hours: Same as lab hours

Computers: 21 PCs in each lab

Printers: Two Grayscale in each lab

Scanners: None

Gleeson Library

Location: 1st and 2nd Floors

Lab hours: Same as library hours

Lab consultant hours: At 2nd Floor lab during all open hours

Computers: 12 PCs on 1st Floor, 28 PCs on 2nd Floor

Printers: Two Pharos Multi-Function Printers; one in 1st Floor Copy Room - GL 134, one in 2nd Floor Periodicals

Scanners: None

Lone Mountain Rossi Wing

Location: LMR B1

Lab hours: 24 hours daily, except as follows:

Mon - Friday, 5:30 pm to 9:00 pm, and when reserved for a class

Lab consultant hours: Lab monitor coverage available upon request

Computers: 40 PCs

Printers: One Grayscale, one Color

Scanners: None

Malloy Hall

Location: Malloy 101/102 (School of Management 1st Floor)

Lab hours: Mon-Sun 8:00 am - 8:00 pm (24/7 for BPS faculty & staff)

Lab consultant hours: Same as lab hours

Computers: 32 PCs

Printer: One Pharos Multi-Function Printer

Scanners: None

Parina Lounge Collaboration Lab

Location: University Center 3rd Floor

Lab hours: 24 hours daily

Computers: 12 standing Mac and eight PC workstations and four individual computer rooms each equipped with a Mac desktop and connectivity to a large

display. There are also four open collaboration pods that offer monitors for laptops to connect to.

Printers: One Pharos Multi-Function Printer

Residence Hall Computer Pods

Locations: Hayes-Healy (Informal Lounge), Gillson (Next to Laundry Room), Fromm (Formal Lounge), Phelan (Next to Laundry Room), Pedro Arrupe

Lab hours: 24 hours daily

Computers: six PCs and two Macs in each pod except for Gillson which will have four PCs and two Macs

Printers: One Pharos Multi-Function Printer in Hayes-Healy and Fromm computer pod. One Pharos Multi-Function Printer on 1st Floor of Gillson and Phelan.

Online Virtual Lab Pilot

The Online Virtual Lab of USF is based upon Virtual Desktop Infrastructure (VDI) technology.

Note: The Virtual Lab is available anytime except for Fridays between 8pm and 2am for maintenance.

SPSS

SPSS is available on all University computers as of January 2012. The Center for Instruction & Technology provides unlimited 24/7 access to the **lynda.com** online training library, which includes a five-hour **SPSS Statistics Essential Training** course, which can be completed at the learner's own pace.

NVivo

NVivo, a qualitative data analysis software application is offered free to current USF faculty, staff, and students. The vendor QSR has some tutorial resources: http://www.qsrinternational.com/support_getting-started.aspx

Wireless internet is available throughout the campuses. The online instructional tool (CANVAS) and library resources can be accessed via cellphone and tablet.

- g. A concise description of library/information resources available for program use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services.**

Library Resources:

<http://www.usfca.edu/library/>.

The Gleeson Library/Geschke Learning Resource Center (the latter dedicated in 1997) houses more than 765,000 books, including access to more than 50,000 e-books. More than 250 research databases are available in all subject areas, with access to more than 60,000 full-text journal, magazine, and newspaper titles. In addition, students and faculty have access to Link+, a union catalog of more than 50

libraries in California and Nevada; books from Link+ libraries can be requested online, and are delivered to the library in 2-4 business days. In addition, the library provides an Interlibrary Loan service for requesting books and articles from libraries across the country.

The library's web scale discovery system, provided by Ebsco Discovery Service, supports the multidisciplinary nature of public health research by allowing users to search, in one place, the majority of the library's books and databases. In addition, the library provides training and access to key individual databases highly relevant to public health, including PubMed, Scopus, SocIndex with Full Text, PsycInfo, ERIC, and LexisNexis Academic.

Librarians and staff in the Reference and Research Services Department assist with all aspects of research. A state-of-the art electronic classroom allows for collaborative, interactive classroom instruction in research methods. The library liaison (Ms. Claire Sharifi) has, in partnership with department faculty, created a course integrated information literacy instruction plan for the MPH program that utilizes both asynchronous and face-to-face instruction. Information literacy instruction sessions occur at regular, key points throughout the program. Research guides on the Library website support self-directed instruction on Library resources. There is currently a Public Health resource guide to support MPH students and faculty. The library liaison is a valuable resource for faculty and students across all programs and will continue to work closely with the department. As part of the MPH accreditation approval, an infusion of \$50,000 was made to the library to enhance relevant holdings.

h. A concise statement of any other resources not mentioned above, if applicable.

Not Applicable

- i. **Identification of measurable objectives through which the program assesses the adequacy of its resources, along with data regarding the program’s performance against those measures for each of the last three years.**

Table 1.7.3 Summary of Adequacy of Resources				
Outcomes	Target Measures	Year 1: 2011-12	Year 2: 2012-13	Year 3: 2013-14
The physical space will be adequate	8000 sq. ft.	4500 sq.ft.	4500 sq.ft.	8000 sq.ft
Total Faculty FTE will be ≥ 4	≥ 4	3	6	7
Student Faculty Ratios (by Total Faculty FTE) will be $\leq 10:1$	$\leq 10:1$	8:1	11:1	9:1
The USF MPH Program will employ a full-time (1 FTE) support person	1 FTE	1 FTE	1 FTE	1 FTE
Student Career Services will be available to all students	AVAILABLE*	AVAILABLE	AVAILABLE	AVAILABLE
Library Services will be available to all students and faculty	AVAILABLE	AVAILABLE	AVAILABLE	AVAILABLE
IT Services and Support will be available to all students and faculty	AVAILABLE	AVAILABLE	AVAILABLE	AVAILABLE

*Services are readily available on main campus and also via the internet and telephone. Availability is measured in terms of services that are accessible to all USF students.

- j. **Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.**

The criterion is met with commentary. Following the first year of operationalization, the USF MPH program has adequate personnel and other resources to fulfill its stated mission and goals, and its instructional, research, and service objectives.

Strengths: Revenue is adequate and covers expenditures. Additional faculty lines were added after year 1 to keep the SFR at 10:1. Student Services are and will continue to be available to students and faculty. Physical space for MPH Program has doubled.

Challenges: A move to a different instruction site occurred during Academic Year 2013-2014. As a result, many of the on campus resources are not “walkable” and must be reached online or by car or public transportation. The SONHP

administrative team is sensitive to the need to create a culture of academic excellence and moving the programs, (MPH, PsyD, MSBH, and DNP programs) to the Presidio campus is part of the strategy to address and enhance the climate.

Plans: As the USF MPH program grows and expands, regular campus services will be scheduled monthly for a physical presence on the Presidio campus in order to meet the needs of the MPH students. The long-term plan of the school is to acquire a space for all the departments to co-locate. This is a priority for the school and the number one strategic priority in SONHP 2020, the 6-year strategic plan of the school.

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.

- a. A written plan and/or policies demonstrating systematic incorporation of diversity within the program. Required elements include the following:**
- i. Description of the program’s under-represented populations, including a rationale for the designation.**

The University of San Francisco and the USF MPH department use the US Department of Education’s seven race and ethnicity categories to describe the program’s populations. Underrepresented populations include:

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Native Hawaiian or Other Pacific Islander
- Two or More Races

The seventh category – White or Caucasian – is not considered an underrepresented population.

- ii. A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the university’s mission, strategic plan and other initiatives on diversity, as applicable.**

The USF MPH program outcomes and goals are consistent with the university’s mission, strategic plan and other diversity initiatives. Threads of cultural competency and cultural diversity are woven throughout the USF MPH curriculum and within the MPH program outcomes. The following table outlines the USF MPH program outcomes that specifically relate to cultural diversity and competency:

1.	Assess, monitor, and review the health status of populations and their related determinants of health and illness.
2.	Apply theoretical constructs of social change, health behavior and social justice in planning community interventions.
3.	Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
4.	Effectively communicate public health messages to a variety of audiences from professionals to the general public.
5.	Advance the mission and core values of the University of San Francisco.

In addition to MPH Program Outcomes, the USF MPH program is also built on CEPH core knowledge areas and Association of Schools and Programs of Public Health (ASPPH) cross-cutting values and interdisciplinary threads. One of these threads is the thread of diversity and culture. The ASPPH defines “diversity and culture” as the “ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.” The MPH program has woven this thread throughout the entire MPH program as an underlying value by consciously including the terminology in syllabi, activities, and assignments. For example, in the MPH 611 course – Introduction to Public Health and Health Promotion – the final assignment asks the student to research a public health agency and to assess whether the organization provides culturally competent care to the population served. They make their assessments through interviews, review of mission and vision statements and patient education literature, and also via direct observation of public health practitioners and clientele.

USF, as a university, does not have a specific definition of cultural diversity but has created and published an Inclusion Statement verifying and acknowledging the institutional commitment to cultural diversity and cultural competence. This statement reads:

The University of San Francisco strives to promote safe, affirming, and inclusive communities for all students, faculty, and staff to learn and work together in alignment with the [University's mission](#).

These communities are enriched by the presence of people of different abilities, ages, colors, creeds, cultures, races, ethnicities, family models, gender identities, gender expressions, health statuses, nationalities, political views, religious, spiritual, and philosophical beliefs, sexual orientations, socioeconomic statuses, educational backgrounds and veteran statuses.

We welcome, expect, and encourage the continued pursuit of knowledge, skills, and abilities necessary to build a more inclusive community which celebrates diversity and works toward justice.

This designation of inclusivity is aligned with the mission of the university, the school and the MPH program. Extrapolation of a definition of diversity for USF would include the following: **Diversity is expressed in people of different abilities, ages, colors, creeds, cultures, races, ethnicities, family models, gender identities, gender expressions, health statuses, nationalities, political views, religious, spiritual and philosophical beliefs, sexual orientations, socioeconomic statuses, educational backgrounds and veteran statuses.** As a result of this extrapolated definition, there are many criteria that might serve to measure diversity within the USF community and the USF MPH program. Traditionally, diversity has been measured with the expression of race/ethnicity. As a result, the USF MPH program will measure its diversity based on these measures which when examined prove to show a diverse population of students within the MPH program.

USF was recently ranked first among non-HBCUs as having excellent programs in place for minority students. The magazine *Diverse Education* states: "Several factors were used to create the ranking: percentage of minority students enrolled, freshman retention rates, graduation rate gaps and general graduation rates (particularly over six years). With a 40 percent minority population, the graduation rates for all demographics are impressive. The school graduates 74 percent of Hispanic students, 51 percent of Black students, 71 percent of Asian and Pacific Islander students and 61 percent of White students. Though the private school has pricey tuition (\$33,500 for both in and out-of-state students), 59 percent of students receive grants from the university. The total grant aid received by the student body from all sources is nearly \$55 million." <http://diverseeducation.com/article/53530/#>. The USF MPH program as a microcosm of the university at large has, and continues to enjoy, a diverse enrolled student population. See Table 1.8.1.a

Building upon the USF demonstrated commitment to diversity, the MPH Program has developed a curriculum and a student learning environment that advances an ongoing practice of cultural competence. The MPH program of study prepares its graduates to effectively serve locally and globally as agents of change and social justice for improved health care. Overt and explicit dialogue and analysis of power, voice, and presence are ubiquitous. At USF the "hard questions" are asked in an environment that is safe for the student and faculty to explore the impact of diversity and health options for underserved populations. For example, in many of the MPH classes (MPH 611 and MPH 622) the documentary "Unnatural Causes" is shown which highlights the importance of social determinants of health in populations. These concepts are then discussed in the context of public health and as a result, often stimulate students to reflect about their own health status and social determinants of health. Many students gain new insights and a greater appreciation of the challenges faced in our society with health promotion and health education.

Recent diversity initiatives across the university have included the establishment of a Diversity Office as part of the Provost's office. The San Francisco locus has meant a continual emphasis on representative voices and tolerance; here diversity is a fact of life. The USF Office of Diversity Engagement and Community Outreach <http://www.usfca.edu/diversity/> seeks to promote an organizational culture that values diversity in all its forms through inclusive dialogues, experiences, and appreciation and value of others to leverage people as a source of collective learning, campus unity, and institutional strength.

Office of Diversity Engagement and Community Outreach Strategic Goals:

1. Enrich the campus climate for diversity and inclusion.
2. Support diversity of faculty, staff and administrative and executive leadership across campus.
3. Strengthen recruitment, retention, achievement and graduation of diverse students.

4. Create diversity education and professional development for university employees related to diversity.
5. Strengthen and promote curricular and co-curricular (cross-cultural) programs related to diversity.
6. Enrich the urban community and university community engagement through outreach, service and partnerships with diverse communities.
7. Enhance the diversity of the vendor supply chain.

iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining/using these policies.

USF and the SONHP have policies in place to support a climate free of harassment and discrimination and procedures to review formal complaints and analyze the issues. As an executive officer of the university, the Dean is responsible to report any formal complaint to the appropriate office including the Office of General Counsel. The USF Prevention of Sexual & Other Unlawful Harassment Policy <http://www.usfca.edu/catalog/policies/harassment/> spells out the steps that must be taken if there is an issue related to harassment. The MPH program is committed to maintaining and implementing these policies; all faculty and staff in the program complete harassment prevention/reporting training every two years.

iv. Policies that support a climate for working and learning in a diverse setting.

USF has the policies and culture in place that support working and learning in diverse settings. Examples of this commitment can be seen in the work of the Office of Diversity Engagement and Community Outreach. In order to support a climate for working and learning in a diverse setting, the following programs are in place: (Please click on the hyperlinks below to gain more information about these programs)

- [Bridging Cultural Gaps for International Students](#)
- [Campus Climate](#)
- [Campus Diversity Council](#)
- [Faculty Development](#)
- [Gender Diversity](#)
- [LGBTQ Faculty and Staff](#)
- [Vendor Supply Chain Diversity](#)

v. Policies and plans to develop review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

USF MPH students are ingrained with a commitment to community throughout their programs at USF. The University's Jesuit tradition engages students across the university by placing importance on *exposure to the voices of the underserved, the disadvantaged and the poor as well as making it possible for students to serve others and learn from those service experiences.*

Cultural competence and cultural diversity are a very real part of the MPH program that can be found in the course syllabi, student-learning environments, and the focus of field placements. In addition, there are practices in the program that facilitate the development and oversight of the curriculum through syllabi review and student outcome evaluation as well as those that are part of the university community. Curriculum is currently reviewed on a yearly basis at the faculty retreat in the fall. Building competency in diversity and cultural awareness is woven throughout the coursework and observable in course syllabi, assignments, and course materials.

During the past two years, a service learning immersion course "Food, Agriculture and Nutrition in Public Health" was created to expose USF MPH students to issues of public health and nutrition in the San Francisco Bay Area community. Further, service learning trips to Cuba and Colombia (with an accompanying course in cultural linguistics) have also been created and taught to increase cultural competence and to expose students to diverse cultures.

vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.

Faculty diversity is an issue facing the higher education academy throughout the United States today and this translates into an active priority and plan for the university and the USF MPH program. The university as a whole is very serious about this issue and about increasing the number of diverse faculty within the institution. In 2011, the USF Office of Diversity Engagement and Community Outreach was established and Vice Provost Dr. Mary Wardell-Ghirarduzzi was assigned to lead and promote this initiative. Increasing faculty diversity is included in this overall initiative.

To date, the university has been successful in increasing faculty diversity. As of the fall of 2012, 48.1% of the full-time faculty at USF were women, 7.2% were Latino, 10.7% were Asian, and 5.1% were African American. In comparison, the fall of 2005, 43.7% were women, 6.5% were Latino, 7.1% Asian, and 4.8% African American.

Despite the progress made at the university and within the SONHP, the MPH program is working to increase their faculty diversity. For future faculty

recruitments, the plan is to focus on recruiting a diverse applicant pool, providing culturally competent mentorship in the faculty role, and faculty development resources for external collaborative connections. The plan includes the following steps:

- a. **Recruitment:** Positions will be posted in ethnically diverse outlets (conferences, population focused meetings); active outreach via faculty and the MPH program recruiter will be conducted with candidates from underrepresented minorities; and underrepresented population USF faculty will serve on search committees and in the selection of new MPH faculty.
- b. **Culturally Competent Mentorship:** Because the current MPH faculty are not from diverse ethnic backgrounds, the program has enlisted faculty and staff from other USF units to serve as mentors for faculty. These include SONHP faculty, Drs. Trevathan, Banks, Kwong, and Ngyuen, and from other units, Drs. Wardell, Cannon, Calhoun, and Perez, all of whom have served on SONHP search committees and are part of a minority faculty community. As new faculty are hired, they are assigned to a faculty mentor and the Provost's Office provides them with a number of incentives to work at developing a working relationship. The Faculty Mentor Program is an initiative directed at facilitating the adaptation of new full-time faculty to San Francisco, USF, and the School. The program is intended to help new faculty meet other members of the faculty and administration and to provide an informal source of information about procedures, expectations, traditions, history, and even lore at USF. Faculty mentors provide advice and support on research and help new faculty connect with other faculty in their area of specialty and in this case advance the success of the minority faculty member. There are also yearly, sponsored Minority Faculty Writing Retreats for minority faculty across units to have weekend immersions to increase their scholarly productivity and generate the environment for developing a connection among the participants. Faculty are asked to participate in the Office of Diversity Engagement and Community Outreach initiatives. Faculty are encouraged to pursue culturally diverse mentors. For example, Dr. Marie-Claude Couture is being mentored by Dr. Enna Trevathan. As a result of this relationship, they have discovered some common areas of teaching and research.
- c. **Faculty Development Resources:** Minority faculty are encouraged to identify a minority mentor from outside of USF and the faculty development resources are provided that include funding for travel to the mentor home institutions, mentor travel and accommodation for a USF visit, and time for collaborative consultation. Dr. Courtney Keeler has effectively sought out a culturally diverse faculty research mentor at the University of California San Francisco. Dr. Keeler is being mentored by Dr. Hai-Yen Sung as she conducts funded research regarding the

economic impact of tobacco taxes in African-American communities in the Bay Area.

- d. **Grow our Own Initiative:** This initiative is predicated on identification of a rising star minority student in the MPH program and providing him/her with the financial resources to pursue doctoral education with the stipulation that upon graduation, s/he will return as a USF faculty member. This has yet to be operationalized for the MPH, but it is part of the successful diversity strategy of the school and a priority for actualization.
 - e. **Evaluate:** Work with the Office of Diversity Engagement and Community Outreach to evaluate progress in increasing faculty diversity. Measures such as recruitment efforts, faculty applications, interviews, and hiring data will be monitored in Project SONHP – a new tracking database that is being implemented in the SONHP for all departments to measure outcomes. Data will be analyzed on a quarterly basis and used to make adjustments in the recruiting plan and the efforts towards increasing and retaining culturally diverse faculty within the USF MPH program.
- vii. Policies and plans to recruit, develop, promote and retain a diverse staff.**

The MPH program places diversity of students and faculty at the center of its mission, equal to the commitment to academic rigor and social justice. The mission of the MPH program aligns with USF's *Vision, Mission, and Values Statement*, to "recruit and retain a diverse faculty of outstanding teachers and scholars and a diverse, highly-qualified, service-oriented staff, all committed to advancing the University's mission and its core values." USF is serious about increasing the number of diverse staff. In the SONHP, 40% of the staff are members of underrepresented minorities. As positions are added or become available, the priority is on recruiting a diverse workforce. The plan includes the following steps:

- a. **Recruitment:** Positions will be posted in ethnically diverse outlets (conferences, population focused meetings); active outreach via faculty and the MPH program recruiter will be conducted with candidates from underrepresented minorities; and underrepresented population USF faculty will serve on search committees and in the selection of new MPH faculty.
- b. **Promotion:** The SONHP is committed to succession planning as a way to develop, promote, and retain a diverse staff. In 2012-13, the school contracted with an African American leadership development facilitator, Golden Ventner, to hold faculty/staff development programs. The program was comprised of eight sessions over the course of four months and 20% of the participants were SONHP staff members.

- c. **Ethnic Minority Dissertation Fellowship:** Each academic year the Provost’s Office, under the leadership of the Office of Diversity Engagement and Community Outreach, invites scholars from underrepresented ethnic minorities to apply for the USF Ethnic Minority Dissertation Fellowship. In this program, scholars are expected to complete their dissertation on a diversity related research topic, while teaching one course per semester in the school where they are placed. Through this program, promising scholars from diverse backgrounds become familiar with the responsibilities of a USF faculty member. http://www.usfca.edu/Provost/Diversity/Ethnic_Minority_Dissertation_Fellowship/

viii. Policies and plans to recruit, admit, retain and graduate a diverse student body.

To date, the MPH program has been very successful at recruiting a diverse student population. Each admitted cohort shows that a significant number of underrepresented minorities were admitted at the time and the graduation expectation is 100%. See Table 1.8.viii for percentages of students admitted and enrolled with non-Caucasian backgrounds by cohort.

Cohort	% Non-Caucasian	% Caucasian
Cohort 1 – Admitted Fall 2011	42%	58%
Cohort 2 – Admitted Spring 2012	89%	11%
Cohort 3 – Admitted Fall 2012	55%	45%
Cohort 4 – Admitted Spring 2013	60%	40%
Cohort 5 – Admitted Fall 2013	45%	55%
Cohort 6 – Admitted January 2014	57%	43%

Successful retention of these students is a result of learning from a culturally competent faculty whose courses include readings, concepts, and authors with an inclusion of concepts related to gender, race, sexual orientation, social class, and disabilities awareness. The USF learning environment makes explicit an emphasis on social justice and diverse perspectives as a continuous stream of thought throughout the educational experience. Concepts of diversity and social justice are not limited to one or two course offerings. For instance, in MPH 611, the first course, students’ research demographic changes influencing public agencies, programs and budgets; public employee demographics and consequences to lack of representation in a diverse population; and current public health practices that might systematically disadvantage certain demographics. Rather than superficially

studying a concept several times, students analyze matters with more sophistication as they progress.

Lastly, students engage with students different from themselves through student associations that host activities such as panels on cultural competence or women in state and local government, as well as in their interactions with a highly diverse campus population.

Despite this general success, there is room for improvement. For example, there are fewer male students than is proportional to the external community. Though this is not a historically underrepresented group, the goal is for the graduates to be increasingly representative of the constituent population.

ix. Regular evaluation of the effectiveness of the above-listed measures.

The above listed measures are tracked and evaluated on an ongoing basis and in conjunction with the Office of Diversity and Engagement and Community Outreach, the Registrar's office, and Project SONHP. Retention rates are tracked by the MPH Program, the SONHP, the Registrar's office, and Human Resources. Evaluation of these meeting the targets occurs on an ongoing basis and on admission and graduation from the program.

b. Evidence that shows that the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.

Support for cultural diversity plans and policies is found in the USF mission.

USF MISSION

The core mission of the University is to promote learning in the Jesuit Catholic tradition. The University offers undergraduate, graduate, and professional students the knowledge and skills needed to succeed as persons and professionals, and the values and sensitivity necessary to be men and women for others.

The university has been connected to the diverse communities that are San Francisco for over 150 years. The nature of the populations continues to shift, but the number of first generation college students who have attended and graduated from USF operationalize the goal of "changing the world from here."

The university had a diverse student body from the beginning. Although most American institutions of higher learning partly reflected the country's immigration experience, St. Ignatius College (as USF was then known) was at the heart of the immigration experience during the 19th century and beyond. A Latino is found among the third entering class of just a few students and an Asian American was a member of USF's first law class in 1918 and was the first Asian American admitted to the bar in California. In 1929 an organization named the Filipino Ignatian Society

was founded at USF, and in 1930, the first of many African Americans attended USF, well before most universities and colleges were integrated. In 1951, the USF football team had an undefeated season, but because the team refused to travel without their African American players, they were “uninvited” to any post-season bowl games. In 1954-55, USF’s basketball team became the first major university team to win a national title with three African American players among its five starters. During the 1970s, USF saw an increase in the number of ethnic minority students on campus. Today USF has one of the most diverse student bodies in the nation. USF was listed as a Tier One National University in the 2013 and 2014 *U.S. News & World Report*, and was tied in 2013 for 8th place in undergraduate student ethnic diversity, 6th for success in graduating low-income (Pell-Grant) students, and 10th for the percentage of international students, among 281 national universities.

The USF MPH program obviously benefits from the university-wide policies and plans and has significant diversity representation of underrepresented populations in its overall student cohorts. Please note Table 1.8.viii. However, despite the diversity in student population, the diversity of faculty from a racial/ethnicity perspective, is lacking. Currently, all primary full time faculty are Caucasian. This is not true with respect to our part-time adjunct faculty that are important contributors to the program. Currently there are two Hispanic part time instructors that teach within the USF MPH program. The USF MPH program is aware of this lack of diversity and has plans in place to increase faculty diversity within the MPH program.

c. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

Diversity plans and policies have been developed over time with attention paid to federal laws and recommendations. San Francisco is a diverse city and as such, the university tries to represent the cultural diversity within which it is housed. Most importantly, the value of diversity and the recognition of the importance thereof is a fundamental basic tenet for the USF community and its employees. It is central to the mission of the University and as such, permeates the culture and classrooms of the institution. The Vice Provost for Diversity Engagement and Community Outreach (ODECO) is responsible for organizing the University’s efforts around plans and policies. Dr. Wardell calls upon USF administrators, faculty, community members, students, and alumni to help shape the future of the USF diversity initiative. The MPH program faculty collaborate with the ODECO and the Dean to make sure that their constituent groups are informed and included as plans are developed. The MPH advisory committee also contributes to the direction of our diversity plan and this is evidenced by the diversity displayed in the MPH advisory committee membership.

d. Description of how the plan or policies are monitored, how the plan is used by the program and how often the plan is reviewed.

Student demographics measures are tracked and evaluated on an annual basis and in conjunction with the Office of Diversity and Engagement and Community Outreach and the Registrar's office. Retention rates are monitored by the MPH Program, the SONHP, the Registrar's office, and Human Resources. Evaluation of these measures occurs on an ongoing basis and on admission and graduation from the program.

e. Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years.

The racial and ethnic diversity of the USF MPH program is expected to be reflective of the San Francisco Bay Area community. Student enrollment by race and ethnic diversity is defined by Table 1.8.1.a. The target of ≥ 1 for student representation in the racial/multi ethnic category is a target that reflects the Department of Education's definition of underrepresented populations and how they are categorized in academia. Nevertheless, the university and the MPH program wish to go well beyond such minimal targets.

Table 1.8.1.a Diversity Summary Data for Faculty, Students and Staff

Group Category/Definition	Method of Collection	Data Source	Target	Year 1	Year 2	Year 3
STUDENT-Male	Self-Report	Admissions Forms	≥10%	10% (3 of 32)	11% (4 of 35)	30% (6 of 20)
FACULTY- Fluent in Multi Languages	Self-Report	Faculty CVs	≥50%	66% (2 of 3)	50% (2 of 4)	50% (2 of 4)
FACULTY – Race/Multi Ethnic – other than Caucasian	Self-Report	Departmental Data	≥1	0	0	0
STAFF- Race/Non-Caucasian	Self-Report	Departmental Data	≥1	0	1	1
STUDENT – Race/Non-Caucasian	Self-Report	Admission Forms	≥20%	47%	57%	50%
Student Break down by race/ethnicity by academic year						
STUDENT - Race / African American	Self-Report	Admission Forms	≥1	3	4	4
STUDENT - Race / Ethnicity Asian	Self-Report	Admission Forms	≥1	8	8	5
STUDENT - Race/ Ethnicity Hispanic or Latino	Self-Report	Admission Forms	≥1	2	7	4
STUDENT - Race / Ethnicity Native American	Self-Report	Admission Forms	≥1	1	0	1
STUDENT - Race / Ethnicity Pacific Islander	Self-Report	Admission Forms	≥1	1	0	0
STUDENT - Race / Ethnicity Two or more	Self-Report	Admission Forms	≥1	0	0	3
STUDENT - Race / Ethnicity White	Self-Report	Admission Forms	≥1	12	15	17

f. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion has been met with commentary.

Strengths: USF is rated as one of the most diverse higher education student bodies in the United States. Situated in a region and city where cultural diversity is ubiquitous, the USF MPH program prides itself on the laboratory environment it has with regard to cultural competence and cultural immersion experiences available on the doorstep of the university. The USF MPH program students are quite diverse in their racial/ethnic backgrounds.

Challenges:

The MPH Program faculty are not diverse in ethnic/racial or gender makeup.

Action Plans:

The USF MPH program will continue to be involved with university-wide Diversity Initiatives. The “Grow our Own Initiative” is in place and the USF MPH program will continue to actively seek out qualified faculty candidates with diverse ethnic/racial backgrounds.

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.

- a. An instructional matrix presenting all of the program's degree programs and areas of specialization.

	Academic	Professional
Master's Degree		
Degree Conferred - Generalist	None	MPH

- b. The bulletin or other official publication, which describes all degree programs listed in the instructional matrix, including a list of required courses and their course descriptions. The bulletin or other official publication may be online, with appropriate links noted.

Details of the curriculum are available online on the USF MPH program website at <http://www.usfca.edu/nursing/mph>, as well as in the MPH Student Handbook (available both online and as a hardcopy from the MPH program administrator), the University of San Francisco Graduate Academic Catalog (available both online and as a hardcopy from the registrar's office), and in admissions materials and flyers. Copies of all materials described above made available in the Electronic Resource File.

- c. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The USF MPH Program offers a generalist MPH degree that reflects its stated missions and goals.

2.2 Program Length. An MPH degree program or equivalent professional master’s degree must be at least 42 semester-credit units in length.

a. Definition of a credit with regard to classroom/contact hours.

According to the USF Graduate Catalog, one (1) semester credit hour is given for one 50-minute class per week for 15 weeks or the equivalent. The University of San Francisco academic year is based on a semester-based schedule with a 3-week winter intersession opportunity. Fall and spring semesters are generally 15 weeks long. The summer session is 12 weeks in length. Contact hours for classes in the summer are adjusted by adding 10 minutes to the length of the class so that one (1) semester credit hour is given for a 60-minute class per week or the equivalent. This definition is applied throughout the University and has been approved by our regional accreditor (WASC).

b. Information about the minimum degree requirements for all professional public health master’s degree curricula shown in the instructional matrix.

A total of 45 credit hours are required for successful completion of the USF MPH program. The program consists of the following required core courses, each at four (4) credit hours each, for a total of 20 credit hours: Communicating for Healthy Behavior and Social Change, Environmental Health, Epidemiology, Public Health Leadership, and Biostatistics. In addition to the core coursework, there are an additional 17 credit hours of required coursework for the program: Introduction to Public Health and Health Promotion (3 units); Program Planning and Evaluation, and Social Justice (4 units); Public Health Policy, Law and Ethics (4 units); MPH Fieldwork/Internship each at four (4) credit hours each, and the Fieldwork Capstone seminar is taught simultaneously with Fieldwork at two (2) credit hours. Finally, eight (8) credit hours of elective coursework are required for successful completion of the program. The following table outlines the curriculum requirements of the MPH program:

Master of Public Health				Credits
I.	Required Courses			37
	MPH 611	Introduction to Public Health and Health Promotion	3	
	MPH 612	Biostatistics	4	
	MPH 621	Epidemiology	4	
	MPH 622	Communicating for Healthy Behavior & Social Change	4	
	MPH 631	Public Health Systems Leadership & Administration	4	
	MPH 632	Environmental Health	4	
	MPH 635	Social Justices, Public Health Policy, Law and Ethics	4	
	MPH 636	Program Planning, Implementation & Evaluation	4	
	MPH 641	MPH Fieldwork/Internship	4	
	MPH 642	Capstone and Fieldwork Seminar	2	
II.	Elective Courses			8
	Additional Coursework		8	
TOTAL HOURS REQUIRED FOR THE MPH DEGREE				45

Elective Coursework for MPH Program			Credits
I.	Elective Courses		
	MPH 602	Global Health – Emphasis on Latin America	2
	MPH 633	Community Based Participatory Research	2
	MPH 644	Addressing Issues of Mental Health in Public Health Practice	2
	MPH 645	Sexual Health in Public Health Practice	2
	MPH 646	Advanced Epidemiology with Statistical Software Applications	2
	MPH 655	Global Health	2
	MPH 656	Agriculture, Food and Nutrition in Public Health	2
	MPH 657	Health Economics and Public Health	2
	MPH 658	MPH Mobile Applications for Public Health	2
	MPH 659	Essential Tools for Making Public Health Change	2
	MPH 693	Cultural and Linguistic Preparation for Health Care	2
	MPH 699	MPH Special Topics/Independent Study	2

- c. Information about the number of professional public health master’s degrees awarded for fewer than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.**

The minimum requirement for the completion of the MPH degree at USF is 45 hours. No degrees have been awarded for less than 45 hours.

- d. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.**

This criterion is met.

Strengths: The USF MPH Program has a broad cadre of MPH core courses and electives available to students.

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.

a. Identification of the means by which the program assures that all graduate professional public health degree students have fundamental competence in the areas of knowledge basic to public health.

The MPH Program core curriculum requires the successful completion of 20 credit hours specific to the five core areas of knowledge basic to public health as identified in Table 2.3.a. Syllabi for these core courses (as well as for courses noted, above, in Table 2.1.b.) are available in the program’s electronic resource files.

Table 2.3.a.1 MPH Core Courses			
CEPH Required Public Health Core Coursework	USF Course Number	USF MPH Program Core Courses	Semester Credits
Biostatistics	MPH 612	Biostatistics in Public Health	4
Epidemiology	MPH 621	Epidemiology	4
Environmental Health Sciences	MPH 632	Environmental and Occupational Public Health Issues	4
Health Services Administration	MPH 631	Public Health Systems Leadership and Administration	4
Social and Behavior Health Sciences	MPH 622	Communicating for Healthy Behavior and Social Change	4

b. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met.

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.

a. Description of the program's policies and procedures regarding practice placements, including the following:

All students are required to complete a fieldwork experience in an approved public health setting under the mentorship of a faculty member (Fieldwork Course Instructor) and the supervision of an on-site public health professional (Preceptor). Students are eligible for the fieldwork experience after they have successfully completed all core courses within the MPH program.

The program's policies and procedures as they relate to successful completion of the field experience are extensively described in the ***MPH Fieldwork Experience Handbook*** that is included in this self-study package. All students are required to complete a minimum of 300 contact hours in the public health fieldwork experience setting. No waivers are granted for the fieldwork experience.

Selection of Sites

Identifying a range of the potential fieldwork sites is an effort that is supported program wide. The decision and selection of fieldwork site is the co-responsibility of the student and the Faculty Fieldwork Coordinator. The USF MPH faculty and staff have been identifying public health and population-based programs in the greater San Francisco Bay area that will provide students with meaningful public health field experiences. A resulting directory of such programs is available for the students to review on the MPH Students online portal. Faculty have set up meetings with senior staff at local health departments and non-profit organizations. These meetings have produced a number of potential fieldwork sites. In addition, students have contacted guest speakers from their MPH courses to explore potential fieldwork experiences.

The fieldwork site and proposed experience must be approved by the Faculty Fieldwork Coordinator, a faculty member who is designated to work with the students starting two semesters before the actual fieldwork experience takes place. The following steps must be followed prior to placement:

1. Student identifies and interviews with a potential health department or other public health organization.
2. The student submits a Fieldwork Organizational Profile Form, which includes the web address of the organization, the name of the prospective preceptor (including his/her CV), and contact information regarding who should receive the organizational Memorandum of Agreement from USF.
3. Once the Organizational Profile form is reviewed by the Faculty Fieldwork Coordinator, the student meets with the preceptor to draft a Student/Preceptor Agreement and Learning Contract in which a project description is developed

and the student and the faculty identify the public health program competencies; core public health knowledge areas and interdisciplinary/cross-cutting values that they will likely engage in during their fieldwork experience. Expectations for both the preceptor and the student are reviewed.

4. The Student/Preceptor Agreement and Learning Contract (complete with identified objectives), is reviewed by the Faculty Fieldwork Coordinator with adjustments made as necessary. Once this form is approved, with the signatures from the student, preceptor, and faculty, the student can then register for the two concurrent courses: MPH 641 Fieldwork Experience and MPH 642 Capstone Course.
5. Students must satisfy any additional organizational requirements for IRB certification, HIPAA certification and health screenings/certificates as designated by the precepting agency.
6. The university engages in a Memorandum of Understanding with the organization/agency.

Note: If the USF MPH program within the School of Nursing and Health Professions already has an agreement with the same agency; step six is not necessary.

Methods for Approving Preceptors

Prior to the actual execution of the fieldwork experience, the Faculty Fieldwork Coordinator will:

- Meet with students to ascertain their interests and career objectives;
- Suggest potential fieldwork avenues to explore;
- Review and approve the students' prospective organizations and preceptors;
- Review and approve the Student/Preceptor Agreement and Learning Contract in which overall goals and objectives for the field experience and program competencies are articulated;
- Ensure that USF has an executed MOU with the organization prior to the student starting the fieldwork experience;
- Serve as a resource and consultant to students during their field experience preparation via email and/or telephone

Opportunities for Support and Orientation for Preceptors

After the student and preceptor have met, the preceptor is given a copy of the *Fieldwork Manual* and is invited to an orientation breakfast and/or orientation conference call. During this time the student and preceptor roles are described and preceptors are given an opportunity to ask questions. This includes reviewing the evaluation processes. The preceptor is given a faculty number to call should any questions or concerns arise.

During the course of the fieldwork experience faculty will have at least one phone conversation and/or an in-person meeting. The preceptors are encouraged to call at any time that they wish to discuss any part of their preceptorship.

At the end of the fieldwork experience, the preceptors are asked about the value that the student has brought to their organization and whether they would be willing to precept another student in the future.

Approaches for Faculty Supervision of Students

Each semester a core of MPH faculty members (usually two) are scheduled to supervise student placements during the Fieldwork Experience. The faculty supervisor (or Fieldwork Course Instructor) facilitates the relationship between the student and the preceptor so as to support the learning objectives of the practicum experience and to assess student performance. Because there are two different types of faculty work in arranging, coordinating, and supervising the fieldwork experience, two separate roles have been created in the department: 1) the Faculty Fieldwork Coordinator and 2) Fieldwork Course Instructor. The individual responsibilities are spelled out below:

During the fieldwork experience, the Fieldwork Course Instructor will:

- Serve as a resource and consultant to students during their field experience via email and/or telephone;
- Communicate via phone and/or email with the student and the preceptor early in the field experience to re-assess and make sure that the placement is satisfactory and that everyone has a clear understanding of expectations;
- Determine and discuss student progress with the student and site preceptor/supervisor during an on-site visit approximately half way through the placement (may be done via phone conference for distant sites);
- Evaluate student's accomplishments in light of the specified goals and objectives of the placement and assign a final grade;
- Forward all evaluation forms to the MPH Department Chair in a timely fashion to be maintained in the student's official file.

Means of Evaluating Student Performance

The Fieldwork Course Instructor also has the responsibility for assigning the final grade for the field experience. The basis of evaluation of student performances is as follows:

- Each student creates a fieldwork summary report, which is presented at the end of his or her fieldwork experience at the USF MPH Public Health Day in APHA concurrent panel session format. Preceptors, alumni, current students, and faculty make up the audience for the MPH Public Health Day. This is reviewed by fieldwork Course Instructors and given a grade.
- Each student completes an e-portfolio showing evidence of their learning and synthesis of USF MPH Program competencies, core knowledge areas and cross-cutting interdisciplinary values. This is submitted shortly at the end of the fieldwork experience and graded by the fieldwork Course Instructor.
- Each student completes a self-evaluation of the fieldwork experience and reviews such with his/her preceptor, and submits to his/her faculty fieldwork Course Instructor.

- The preceptor completes a final evaluation of the student's performance and reviews such with the student and submits this to the faculty Fieldwork Course Instructor.

All forms for the above-mentioned evaluations are in the USF MPH Fieldwork Handbook, as well as the online MPH Student Portal.

Means for evaluating practice placement sites and preceptor qualifications

The fieldwork site and preceptors are evaluated before, during, and at the conclusion the actual fieldwork experience. As noted above, the organization is reviewed, as well as the CV of the preceptor, and then approved. The students take MPH 641 Fieldwork Course at the same time that they are engaged in their fieldwork placement. During the MPH 641 Fieldwork Course, the students participate in a bi-weekly discussion with their colleagues regarding the nature and challenges in the fieldwork. The Course Instructor serves as the supervising faculty and is responsible for a mid-course contact with the preceptor. At any point in time, the student and/or preceptor can contact the Fieldwork Course Instructor or MPH Department Chair with questions and/or concerns.

During the fieldwork semesters for MPH cohorts 1 and 2 (summer 2013 and fall 2013), there were no complaints and/or student concerns relative to the actual performance of students in the fieldwork experience. One issue that did arise at the beginning of the fieldwork semester was when a student suffered a torn achilles tendon and had surgery to repair the injury. Disability and the need for recuperation forced the student to take an incomplete for the fieldwork/capstone courses and he will need to complete his fieldwork experience during the spring 2014.

The students evaluate the practice site, their fieldwork experiences and their preceptor at the conclusion of their placement. The Student Site and Preceptor Evaluation Form is part of the MPH Fieldwork Handbook. The Fieldwork Course Instructor formally reviews students' evaluations of the practice sites, experiences, and preceptors at the end of each fieldwork semester and prepares a summary of these evaluations for review by the MPH Evaluation Committee and the MPH Advisory Council.

Potential preceptors are required to have an MPH degree or five years, full-time experience in a public health-related field. All preceptor CVs are reviewed by the Faculty Fieldwork Coordinator.

Criteria for waiving, altering, or reducing the experience, if applicable.

The fieldwork experience is recognized for the practice exposure that it offers the MPH students as part of their overall educational experience. It comprises a substantial part of the curriculum, offering students an opportunity to develop a range of their public health competencies. In exceptional circumstances, students

may be given permission to complete a fieldwork experience where he or she is currently employed. In such cases, the students must be precepted by someone other than their work supervisor and the fieldwork work project must be separate from the student's daily scope of work. Additionally, the student, supervisor, and preceptor must all be in agreement that the arrangement will be workable. Care is taken to document the experience.

b. Identification of agencies and preceptors used for practice experiences for students, by specialty area, for the last two academic years.

A list of the agencies and corresponding preceptors used for field placements for the summer and fall 2013 Fieldwork Experiences is provided in Table 2. 4.b

Table 2.4.b Fieldwork Experience Placements - Summer 2013		
Agency	Location	Preceptor
Green Science Institute	Oakland, CA	Veena Singla, MPH, DrPH
San Francisco Dept. of Public Health	San Francisco, CA	Jan Gurley, MPH, MD
Glide Clinic	San Francisco, CA	Karen Hill, PhD, RN
Cirsinc.org – Migrant Farm Worker Public Health	Walnut Creek, CA	Gail Wadsworth
Alameda County PH – Asthma Program	Alameda, CA	Washington Burns MD
San Francisco Dept. of Public Health	San Francisco, CA	Toni Rucker, EdD, MPH
Planned Parenthood	Santa Cruz, CA	Ally Mayer
Salt Spring Centre's Farm	British Columbia, Canada	Jack Teng, MPH, MD
Suicide Study – University of San Francisco	San Francisco, CA	Bryan Whaley, PhD
Yolo County Public Health	Yolo, CA	Hoa Tan
Physicians for Social Responsibility	Oakland, CA	Lucia Sayre
Young Family Resource Center	San Francisco, CA	Prasanthi Patel, MPH
Dept. of PH and Environment - World Health Organization (WHO)	Geneva, Switzerland	Susan Wilburn, MPH
SF CARD	San Francisco, CA	Elizabeth Whitney
UCSF – Office of Compliance and Regulatory Affairs	San Francisco, CA	Deborah Yano-Fong, RN, MSN
Every Life Foundation	Novato, CA	Julia Jenkins
Breast Cancer Fund	San Francisco, CA	Adrienne Fitch-Frankel, MPH
Pacific Gas and Electric	San Francisco, CA	Chanda Mollers
HOPE Collaborative	San Jose, CA	Lucrecia Farfan – Ramirez

Fieldwork Experience Placements – Fall 2013		
Agency	Location	Preceptor
California Program of Access to Care	University of CA, Berkeley, CA	Perfecto P. Munoz, MPH
California Institute for Rural Studies (CIRS)	Walnut Creek, CA	Gail Wadsworth
Flu Near You/Skoll Global Threats Fund	San Francisco, CA	Courtney Keeler, PhD, MS
San Francisco Department of Public Health	San Francisco, CA	Joe Imbriani
SF Card	San Francisco, CA	Brian W. Whitlow, MPH
Kaiser Permanente	Santa Rosa, CA	Christina Sanford, RN
Santa Clara Department of Public Health	Santa Clara, CA	Jennifer, Kaahaaina, MPH
The Food Education Project	Oakland, CA	Amanda Lesky, MPH

c. Data on the number of students receiving a waiver of the practice experience for each of the last three years.

Not applicable – No waivers were given

d. Data on the number of preventive medicine, occupational medicine, aerospace medicine and general preventive medicine and public health residents completing the academic program for each of the last three years, along with information on their practicum rotations.

Not applicable

e. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion is met with commentary.

Strengths: The USF MPH Program faculty and Fieldwork Coordinator have worked hard to put together and promote meaningful fieldwork guidelines and placement opportunities. The school has a history of being well connected with health agencies in the Bay Area. The Dean is a member of the seven member San Francisco Health Commission and has developed relationships across the city/county.

Challenges: Until the program is more mature, the challenge will remain to find adequate and suitable fieldwork sites for our students. The Bay Area is home to many health professions programs that compete for placement.

Plan: Continue to assess fieldwork placement experiences and gather data relative to student need and experience. Continue to network with public health agencies/leaders to find more fieldwork placements.

2.5 Culminating Experience.

a. Identification of the culminating experience required for each professional public health degree program.

In the final semester of the USF MPH program, all students concurrently take the Fieldwork (MPH 641) and Capstone (MPH 642) courses. The combination of these two courses serves as the culminating experience for the MPH program. The prerequisite for enrolling in these combined courses is the completion of all core MPH courses. Students can continue to take elective courses while doing the Fieldwork and Capstone courses.

What distinguishes these two courses is that the Fieldwork is primarily experiential and the Capstone is primarily a cumulative process of reflection and synthesis that is based on both their fieldwork experience and their entire MPH experience. In the Fieldwork experience the students are doing public health and in the Capstone they are sharing their experiences with faculty and fellow students, comparing and contrasting their experiences of public health competencies, and considering their prospective roles as public health professionals.

At the end of the Fieldwork experience the students write a 12-page summary of their efforts. This summary is graded as part of their Fieldwork course and discussed in the Capstone course. The summary includes the following elements:

- a. Description of the agency
- b. Description of the public health problem(s)
- c. Overall project plan, including learning objectives
- d. Implementation of the project/methods used
- e. Theoretical foundations
- f. Application of results/public health significance
- g. Competencies addressed
- h. Application of MPH coursework
- i. Overall quality of the fieldwork experience

During the Fieldwork experience the students document both the number of hours worked and also the way in which the work helps them to exhibit public health competencies. Equally importantly, students are expected to write about their personal reflections regarding their public health endeavors with regard to engagement and impacts.

In the Capstone course students critically evaluate their fieldwork experience in light of the lessons learned in their MPH experience. They are given opportunities to look through the lenses of the individual core public health competencies to see how these competencies are exhibited in their fieldwork organizations and in the actual public health work at their fieldwork placement. This process includes an in-depth review of the individual core competencies as presented by small groups of

students. In the Capstone course, the students' combined fieldwork experiences provide a wide range of areas for students to explore and enrich the class discussions.

In addition to the discussions and oral presentation that are part of the Capstone course, the students are responsible for writing a summary report of their Fieldwork experience and present this summary in an oral presentation during the final Public Health Day. The Public Health Day is organized to replicate an APHA Annual Meeting format, in which the students have 15 minutes to present as part of a panel of presenters. All MPH students are encouraged to attend this event. Faculty, the Dean and Associate Deans, Fieldwork Preceptors, and family members also attend this event, giving the students a large and diverse audience to whom they present and from whom they field questions after their presentation.

Finally, in the Capstone course, students create an e-portfolio of their MPH experience. This teaching tool provides students with an opportunity to reflect upon the combined knowledge, skills, and experiences they have gained and to "present themselves" in a format that highlights their unique attributes. They also provide a personal statement that allows them to consider how they are stepping into the public health profession.

As noted in the syllabus:

"The nature of the capstone project should be viewed as a culminating display of ability and achievements while in the MPH Program that demonstrates that the MPH graduate is prepared to become a professional in the field of public health. The demonstration of excellence in writing and oral presentation requirement reflects the competencies that are essential to success in the field of public health. The e-portfolio is intended to be a synthesis of fieldwork and scholastic experiences in the USF MPH Program."

b. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met with commentary.

Strengths: A required capstone project course combined with a fieldwork experience course have been developed and are designed as the culminating experience for MPH students. These courses require knowledge and application of the five core knowledge competencies in public health as well as synthesis of USF MPH program competencies and cross-cutting interdisciplinary values.

Challenges: It has become apparent that the culminating project needs to be described earlier in the program and discussed upon admission to the program. The usefulness of the project for the learner and the agency need to be a focus of the evaluation.

Plans:

MPH faculty members teaching core knowledge area courses will be more involved in the beginning of creating the final e-portfolio. Instructions and content will be introduced during the first semester and reviewed every semester thereafter. A metric will be developed with preceptors to gauge the impact of the project on public health priorities.

2.6 Required Competencies.

a. Identification of a set of competencies that all graduate professional public health degree students must attain.

Competencies include the skills and knowledge that a successful learner should be able to demonstrate upon the completion of an educational program of study. There are three pillars of educational process that make up the USF MPH Program:

- **USF MPH Program Competencies** (expected outcomes and behaviors as a result of successfully learning in this program) – (See table 2.6.a.1)
- **MPH Program Core Knowledge Areas** (areas of study that are essential to becoming a competent public health practitioner) (See Table 2.6.a.2)
- **MPH Interdisciplinary/Cross-Cutting Values** (those values that span the core knowledge areas and program competencies to enhance the depth and value of the MPH educational process) (See Table 2.6.a.3)

USF MPH Program Competencies

The **MPH Program Competencies** were established by the Master of Public Health Program faculty at the University of San Francisco and should be referenced in the preparation of the fieldwork experience. At the completion of the USF MPH Program, students will be able to:

1.	Assess, monitor, and review the health status of populations and their related determinants of health and illness.
2.	Demonstrate the ability to utilize the proper statistical and epidemiologic tools to assess community needs and program outcomes.
3.	Identify and prioritize the key dimensions of a public health problem by critically assessing public health literature utilizing both quantitative and qualitative sources.
4.	Specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.
5.	Apply theoretical constructs of social change, health behavior and social justice in planning community interventions.
6.	Articulate the relationship between health care delivery and financing, public health systems, and public policy.
7.	Apply evidence-based principles to the process of program planning, development, budgeting, management, and evaluation in public health organizations and initiatives.
8.	Demonstrate leadership abilities as collaborators and coordinators of evidence based public health projects.
9.	Identify and apply ethical, moral, and legal principles in all aspects of public health practice.
10.	Develop public health programs and strategies responsive to the diverse

	cultural values and traditions of the communities being served.
11.	Effectively communicate public health messages to a variety of audiences from professionals to the general public.
12.	Advance the mission and core values of the University of San Francisco.

The Council on Education for Public Health (CEPH) Core Knowledge Areas

The Council on Education for Public Health (CEPH), the accrediting body for programs that provide MPH degrees, requires that our public health program teach content for mastery in five core knowledge areas:

CEPH Core Knowledge Area	Definition
Biostatistics	The development and application of statistical reasoning and methods in addressing, analyzing, and solving problems in public health-, health care-, and biomedical-, clinical-, and population-based research.
Epidemiology	The study of patterns of disease and injury in human populations and the application of this study to the control of health problems.
Environmental Health	The study of environmental factors, including biological, physical, and chemical factors that affect the health of a community.
Public Health Services Administration and Leadership	The multidisciplinary field of inquiry and practice concerned with the delivery, quality, and costs of health care for individuals and populations.
Social and Behavioral Sciences	The study of behavioral, social, and cultural factors related to individual and population health and health disparities over the life course.

Students must show evidence of command and synthesis of these core knowledge areas in the development and implementation of their fieldwork experience objectives and final project.

Association of Schools and Programs of Public Health (ASPPH) Interdisciplinary/Cross-Cutting Values

Finally, the interdisciplinary values or cross-cutting program values defined by the Association of Schools of Public Health (ASPH) are referenced in planning and

identifying the focus and activities of the fieldwork experience and their implementation and the culminating experience project – the e-Portfolio.

The **Association of Schools and Programs of Public Health (ASPPH) Interdisciplinary/Cross Cutting Values** are as follows:

Table 2.6.a.3 ASPPH Interdisciplinary/Cross Cutting Values	
Values	Definition
Communication and Informatics	The ability to collect, manage and organize data to produce information and meaning that is exchanged by use of signs and symbols; to gather, process, and present information to different audiences in-person, through information technologies, or through media channels; and to strategically design the information and knowledge exchange process to achieve specific objectives.
Diversity and Culture	The ability to interact with both diverse individuals and communities to produce or impact an intended public health outcome.
Leadership	The ability to create and communicate a shared vision for a changing future; champion solutions to organizational and community challenges; and energize commitment to goals.
Professionalism	The ability to demonstrate ethical choices, values and professional practices implicit in public health decisions; consider the effect of choices on community stewardship, equity, social justice and accountability; and to commit to personal and institutional development.
Program Planning	The ability to plan for the design, development, implementation, and evaluation of strategies to improve individual and community health.
Public Health Biology	Public health biology is the biological and molecular context of public health.
Systems Thinking	The ability to think critically and to recognize system level properties that result from dynamic interactions among human and social systems and how they affect the relationships among individuals, groups, organizations, communities, and environments.

Please see Table 2.6.a.4 for an analysis and matrix of the relationships between the USF MPH Competencies, CEPH Core Knowledge Areas and the ASPH Cross-cutting/Interdisciplinary Values.

Table 2.6.a.4. Relationship matrix between USF MPH Core Competencies and CEPH Core Knowledge Areas and ASPPH Cross-cutting/ Interdisciplinary Values

USF MPH PROGRAM COMPETENCIES	CEPH CORE KNOWLEDGE AREAS					ASPPH CROSS-CUTTING/ INTERDISCIPLINARY VALUES						
	Epidemiology	Biostatistics	Social and Behavioral Theory	Environmental Health	Public Health Systems Leadership and Admin.	Communication and Informatics	Diversity and Culture	Leadership	Professionalism	Program Planning	Public Health Biology	Systems Thinking
1. Assess, monitor, and review the health status of populations and their related determinants of health and illness.	√	√	√	√	√	√	√			√	√	
2. Demonstrate the ability to utilize the proper statistical and epidemiologic tools to assess community needs and program outcomes.	√	√		√						√	√	√
3. Identify and prioritize the key dimensions of a public health problem by critically assessing public health literature utilizing both quantitative and qualitative sources.	√	√	√	√	√		√	√		√		
4. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.	√	√		√	√	√	√	√	√	√	√	√
5. Apply theoretical constructs of social change, health behavior and social justice in planning community interventions.			√		√	√	√	√	√	√		√
6. Articulate the relationship between health care delivery and financing, public health systems, and public policy.					√	√	√	√	√	√		√
7. Apply evidence-based principles to the process of program planning, development, budgeting, management, and evaluation in public health organizations and initiatives.	√	√			√			√		√		√
8. Demonstrate leadership abilities as collaborators and coordinators of evidence based public health projects.					√	√		√	√			√
9. Identify and apply ethical, moral, and legal principles in all aspects of public health practice.		√	√	√	√	√	√	√	√	√		√
10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.	√	√	√	√	√	√	√	√	√	√		√

	CEPH CORE KNOWLEDGE AREAS					ASPPH CROSS-CUTTING/ INTERDISCIPLINARY VALUES						
	Epidemiology	Biostatistics	Social and Behavioral Theory	Environmental Health	Public Health Systems Leadership and Admin.	Communication and Informatics	Diversity and Culture	Leadership	Professionalism	Program Planning	Public Health Biology	Systems Thinking
USF MPH PROGRAM COMPETENCIES												
11. Effectively communicate public health messages to a variety of audiences from professionals to the general public.	√		√	√	√	√	√	√		√		√
12. Advance the mission and core values of the University of San Francisco.	√	√	√	√	√	√	√	√	√	√	√	√

- b. Identification of a set of competencies for each concentration, major or specialization (depending on the terminology used by the program) identified in the instructional matrix, including professional and academic graduate degree curricula and baccalaureate public health degree curricula.**

USF has a generalist curriculum; therefore program competencies as well as public health core knowledge areas serve as MPH major competencies. In addition, the cross-cutting/interdisciplinary threads are expected to be threaded throughout the curriculum and demonstrated as evidence of competency at the end of the program.

- c. A matrix that identifies the learning experiences (e.g., specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a and 2.6.b are met.**

Please see **Table 2.6.a.5 USF MPH Program Competencies – Learning Experience Matrix by Required Course**. Required course numbers and course titles for the matrix are listed below:

MPH 611	Introduction to Public Health and Health Promotion
MPH 612	Biostatistics
MPH 621	Epidemiology
MPH 622	Communicating for Healthy Behavior & Social Change
MPH 631	Public Health Systems Leadership & Administration
MPH 632	Environmental Health
MPH 635	Social Justice, Public Health Policy, Law and Ethics
MPH 636	Program Planning, Implementation & Evaluation
MPH 641	MPH Fieldwork/Internship
MPH 642	Capstone and Fieldwork Seminar

Elective course numbers and course titles are as follows:

MPH 602	Global Health – Emphasis on Latin America
MPH 633	Community Based Participatory Research
MPH 644	Addressing Issues of Mental Health in Public Health Practice
MPH 645	Sexual Health in Public Health Practice
MPH 646	Advanced Epidemiology with Statistical Software Applications
MPH 655	Global Health
MPH 656	Agriculture, Food and Nutrition in Public Health
MPH 657	Health Economics and Public Health
MPH 658	MPH Mobile Applications for Public Health
MPH 659	Essential Tools for Making Public Health Change
MPH 693	Cultural and Linguistic Preparation for Health Care

Table 2. 6.a.5. USF MPH Program Competencies - Learning Experience Matrix by Required Course

USF MPH PROGRAM COMPETENCIES	MPH 611	MPH 612	MPH 621	MPH 622	MPH 631	MPH 632	MPH 635	MPH 636	MPH 641/642
1. Assess, monitor, and review the health status of populations and their related determinants of health and illness.	P	P	P	S		P		S	S
2. Demonstrate the ability to utilize the proper statistical and epidemiologic tools to assess community needs and program outcomes.		P	P					S	S
3. Identify and prioritize the key dimensions of a public health problem by critically assessing public health literature utilizing both quantitative and qualitative sources.		P	P	P		P	S		S
4. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.	S					P	S		S
5. Apply theoretical constructs of social change, health behavior and social justice in planning community interventions.	S			P	S		P	S	S
6. Articulate the relationship between health care delivery and financing, public health systems, and public policy.	S				P		P		S
7. Apply evidence-based principles to the process of program planning, development, budgeting, management, and evaluation in public health organizations and initiatives.	S				S	S		P	S
8. Demonstrate leadership abilities as collaborators and coordinators of evidence based public health projects.		S	S		S				P
9. Identify and apply ethical, moral, and legal principles in all aspects of public health practice.	P				S		P		S
10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.	P				S	S	S	S	S
11. Effectively communicate public health messages to a variety of audiences from professionals to the general public.	P			S	P			S	S
12. Advance the mission and core values of the University of San Francisco.	P	S	S	S	P	S	S	S	S

Competency Key:

P = Primary S = Secondary

Table 2.6.a.6. USF MPH Program Competencies - Learning Experience Matrix by Elective Course

USF MPH PROGRAM COMPETENCIES	MPH 602	MPH 633	MPH 644	MPH 645	MPH 646	MPH 655	MPH 656	MPH 657	MPH 658	MPH 659	MPH 693
1. Assess, monitor, and review the health status of populations and their related determinants of health and illness.	P	S	P	S	P	P	P	S	S	S	P
2. Demonstrate the ability to utilize the proper statistical and epidemiologic tools to assess community needs and program outcomes.	S	P	S	S	P	S	S	P	S	S	S
3. Identify and prioritize the key dimensions of a public health problem by critically assessing public health literature utilizing both quantitative and qualitative sources.	S	P	S	P	P	S	S	P	S	S	S
4. Specify approaches for assessing, preventing, and controlling environmental hazards that pose risks to human health and safety.	S	S	S	S	S	S	P	S	S	S	S
5. Apply theoretical constructs of social change, health behavior and social justice in planning community interventions.	P	P	P	P	S	P	P	S	S	P	P
6. Articulate the relationship between health care delivery and financing, public health systems, and public policy.	S	S	S	S	S	P	S	P	S	P	P
7. Apply evidence-based principles to the process of program planning, development, budgeting, management, and evaluation in public health organizations and initiatives.	P	P	S	P	P	S	P	P	S	P	S
8. Demonstrate leadership abilities as collaborators and coordinators of evidence based public health projects.	S	P	S	P	P	S	S	S	S	P	S
9. Identify and apply ethical, moral, and legal principles in all aspects of public health practice.	P	P	P	S	S	P	P	S	S	P	S
10. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.	P	P	P	P	S	P	S	P	S	P	P
11. Effectively communicate public health messages to a variety of audiences from professionals to the general public.	P	P	P	P	S	P	P	P	S	P	P
12. Advance the mission and core values of the University of San Francisco.	S	S	S	S	S	P	P	S	S	P	P

Competency Key:

P = Primary S = Secondary

- d. **Analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.**

Not Applicable

- e. **Description of the manner in which competencies are developed, used and made available to students.**

Competencies were developed in a series of meetings in 2011 and 2012 that included faculty of the MPH program, the students of the program, the Advisory Committee, and the University of San Francisco administration including the Dean. The competencies are published on the program website with feedback encouraged from any interested parties.

MPH Program competencies are used as the framework for the USF MPH program curriculum. Syllabi from all program courses clarify which competency is covered by which course. Furthermore, the competencies provide the basis for the framework of the practicum proposal. Each practicum proposal utilizes the competencies as a rubric for the practicum experience as well as a self-assessment after the practicum ends.

- f. **Description of the manner in which the program periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.**

The USF MPH program works to stay current to the changing needs of public health practice and make any necessary changes to public health curriculum competencies by attending local, state, and national public health meetings; regularly conferring with the San Francisco Department of Public Health, and the USF MPH Advisory Committee members; participating in local and state public health service activities and organizations; and networking with any other public health organizations that are involved in public health education (such as SOPHE, ASPPH and CEPH).

The USF MPH Advisory Committee consists of both local and state public health practitioners, including the current director of the San Francisco Public Health Department. One of the main functions of the Advisory Committee is to act as a liaison between public health practice or service and the academic setting. The initial meetings of the USF MPH Advisory Committee have focused on curriculum development. As we work to develop our local public health workforce, the USF MPH Advisory Committee, in particular, is in a unique position to communicate and recommend any changes to the competencies and to the program to meet these needs.

All full time faculty members in the program participate in the Northern California Public Health Association (NCPHA), the American Public Health Association (APHA), and other local and national professional organizations. Full time faculty members

attend the APHA conference annually and in 2012, three USF MPH students gave presentations at the conference. Students from the USF MPH Program are also engaged with the APHA by attending the conference and participating in student caucus and activities. Engaging in local and national public health professional activities keeps the faculty and students aware of contemporary issues and needs for curriculum/program competency revisions.

Course evaluations, as well as syllabi, are assessed as to whether the faculty members address the public health core competencies. Any deficiencies in addressing the public health core competencies are reviewed by the MPH faculty as a whole and communicated to the faculty members. Syllabi for courses taught by adjunct faculty are reviewed by the MPH Program Director periodically to determine whether public health core competencies are met. The Program Director may also observe the courses. If deficiencies are discovered, the Program Director meets with the adjunct faculty and develops a plan to correct the deficiencies. Any changes to syllabi must be approved by the Program Director and, if changes are significant, the School of Nursing and Health Professions curriculum committee must approve these changes.

g. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths: The USF MPH Program has developed a strong curriculum plan based on USF Program Competencies, CEPH core knowledge areas, and ASPH cross-cutting/interdisciplinary values.

Plan: Continue to monitor feedback and performance relative to the curriculum plan and revise curriculum as necessary.

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.

- a. Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice and culminating experiences.**

The USF MPH program utilizes several monitoring and evaluation tools to assess student progress and achievement in achieving the expected competencies. These tools include the coursework, the fieldwork experience, the capstone project/deliverables, student course evaluations, preceptor evaluations, employer surveys, and student/alumni surveys. These tools allow faculty to closely assess multiple aspects of student progress towards the MPH Program public health competencies including perspectives outside of the traditional academic measures, as well as within and between program courses.

Coursework

Each course in the program uses different and unique tools and criteria developed by the course professor to assess progress and achievement. These tools are mapped to the public health competencies and are explicitly addressed in each course syllabus. Assessment tools include assignments, problem sets, projects, papers, in-class and take-home exams and quizzes, in-class and online discussion, and classroom participation. Faculty members assign a grade of A through F according to their criteria rubrics at the end of each course. Students must achieve a grade of B- or better for the course or they will be required to enroll in the course again. Two courses with grades lower than B- will result in disqualification from the program. The students must also maintain a grade point average (GPA) of 3.0 or better or they will be placed on probation, at which time students have one semester to raise their GPA above 3.0 or be dismissed from the program. The progress of each student is monitored by the Department Chair and the student's faculty advisor at least once a semester.

Fieldwork Experience

All students in the MPH program must complete four credit hours of fieldwork (totaling 300 contact hours) prior to graduation. Details of the fieldwork experience are documented in section 2.4 of this document. Students are assisted in identifying a fieldwork site and, with the assistance of the preceptor and the Faculty Fieldwork Coordinator, developing a Student/Preceptor Agreement and Learning Contract.

Capstone Seminar and Fieldwork Deliverables

All students in the MPH program must complete and participate in a two-credit Capstone Seminar simultaneously with their Fieldwork Experience as part of their degree program. This course is completed during the last semester of the program and is a culmination of learning achieved during the MPH Program. Details of the Capstone Seminar and deliverables thereof are documented in section 2.5 of this document. The Capstone Seminar project deliverable encompasses the core public health knowledge area competencies. The course is a combination of independent project work and student led class discussion and preparation for final presentation in both written and oral format. Student progress and achievement is assessed through milestone assignments related to the project, as well as the Final Summary Report paper and presentation. The final grade of Satisfactory or Unsatisfactory (S/U) is assigned to each individual student by the course instructor based on these assessments.

Student Advising

Students are expected to meet with their faculty advisor at the beginning of each academic year and more often if needed. The advisor will assist the students in their academic progress, practicum selection, elective selection, and course scheduling. Advisors also monitor student advisee grades through BANNER and notify the MPH Department Chair when the GPA is below 3.0 or if they receive a grade below B- in any course. In addition, the Registrar's Office notifies the MPH Department Chair when a student earns a grade below a B- or has a GPA below 3.0. When the MPH Department Chair is notified, the Graduate Associate Dean will be contacted to ensure that a mistake was not made, to formally contact the student, and to send an official probationary letter. Faculty advisors also provide one-on-one mentorship to students about career planning and exploration of options after graduation.

E-Portfolio

The E-Portfolio is the final project for the capstone course and will show evidence of synthesis of program competencies and core knowledge areas. The E-portfolio allows students to retain significant work that they have completed during their time in the program, which can be extremely beneficial when they start their professional public health career. It is a supplement to a student's resume/CV with actual achievements and their relationships to the public health competencies. The e-Portfolio is an important tool for assessing a student's achievement in regards to how the coursework addresses the public health competencies outside of the more traditional grading paradigm. E-Portfolios created by USF MPH cohorts 1 and 2 and showcased at the Public Health Day at the end of the summer and fall 2013 semesters were quite impressive with respect to content, reflection, and creativity and are available for review in the electronic resource file (ERF).

Course Evaluations

Students are expected to, and strongly encouraged to, complete an online course evaluation at the conclusion of each course. The evaluations are reviewed by the faculty who make a report to the MPH Department Program Evaluation Committee.

Teaching Effectiveness (SUMMA)

Students complete an evaluation of faculty teaching at the end of each course using a SUMMA evaluation tool. By USFFA contract, the results are reviewed by the Dean and become a part of the faculty member's teaching portfolio and file. Instructors who fail to meet or exceed the mean score are expected to make plans for improvement. The teaching evaluations for part-time faculty are reviewed by the MPH Director to explore the outcomes of the evaluation and focuses on exploring options to remedy outstanding issues. Summa results are available for review in the electronic resource file (ERF).

Alumni Surveys

The program recognizes that alumni input is critical in assessing how well the coursework addresses the public health competencies. Alumni are surveyed one year and three years after graduation in order to determine whether public health competencies were addressed sufficiently by the program in regards to contemporary public health practice. Data are not yet available as the first Alumni Survey will be administered in spring 2014.

Exit Survey

Upon graduation, students are provided with the SONHP exit survey that documents satisfaction and students' assessment of their educational and practice preparation as public health professionals. Data from the surveys are available in the electronic resource file (ERF).

Employer Survey

Employer input is critical to assessing how well the coursework addresses the needs of the public health workforce. Therefore, the program will survey employers one year and three years after students graduate in an effort to determine whether program competencies and workforce needs were addressed sufficiently by the program. The results of the surveys will be reviewed and corrective action plans will be developed during program faculty meetings. Data are not yet available as the first Employer Survey will be administered in spring 2014.

- b. Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program’s performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees included in the unit of accreditation for each of the last three years.**

Outcome Measures	Targets	2011-2012	2012-2013	2013-2014
• Admitted students will graduate within a maximum of 8 semesters	≥80%	NA	96% (27 of 28)	Data available 08/2014
• Students will maintain an average 3.2 GPA for USF MPH Program performance	GPA 3.2	3.88	3.77	Data available 02/2014
• Fieldwork preceptors will deem students as “recommended for public health practice”	≥80%	NA	100%	Data available 08/2014
• Graduating students’ final projects focus on strategies to address PH needs of vulnerable populations	≥80%	NA	100%	Data available 08/2014
• Graduating students will receive a passing score grade on E-Portfolio	100%	NA	100%	Data available 08/2014
• Graduate responders will indicate satisfaction with program and their preparation	≥80%	NA	100% (n=9)	Data available 08/2014
• Employer responders will indicate that graduates are prepared for PH practice	≥80%	NA	Will be surveyed in spring 2014	Will be surveyed in spring 2015
• Alumni responders will indicate that they were prepared for PH practice	≥80 %	NA	Will be surveyed in spring 2014	Will be surveyed in spring 2015

- c. An explanation of the methods used to collect job placement data and of graduates’ response rates to these data collection efforts. The program must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.**

Networking, personal emails, LinkedIn announcements, and the MPH Exit Survey were all used to collect job placement data. Faculty were also asked to provide recommendations and contacts for new graduates, which also provided information for follow up verification. The response rate to the Exit Survey was 47% (9 responses of 19 graduates) and many of the new graduates have maintained

communication with the faculty and MPH Program Assistant, helping the new USF MPH program to keep current with what’s happening in the public health job market in the Bay Area and beyond. The following table (Table 2.7.c) demonstrates current job placement information for Cohort 1 who – graduated in August 2013.

Table 2.7.c Job Placement – Cohort 1 – August 2013

Organization	Location	Job Title	Public Health Related
Green Policy Institute	Oakland, CA	Policy analyst	YES
Genentech	South San Francisco, CA	Health informaticist	YES
JUMA Ventures	Oakland, CA	Strategic Initiatives Manager	
Planned Parenthood	Santa Cruz, CA	Health administrator	YES
Salt Spring Center, B.C.	British Columbia, Canada	Health educator	YES
Kaiser San Francisco - Breast Cancer Center	San Francisco, CA	Health educator	YES
University of Denver	Denver, CO	Dietetics Intern	YES
New Beginnings	Alameda, CA	Health educator	YES
Genentech	South San Francisco, CA	Research Associate	YES
Dental Office	San Jose, CA	Dental assistant	
Women’s Clinic	San Mateo, CA	Surgery Scheduler	
UCSF MEPN (Master’s Entry) Nursing Program	San Francisco, CA	Graduate student - Nursing	YES
UCLA MEPN (Master’s Entry) Nursing Program	Los Angeles, CA	Graduate student - Nursing	YES
NCIRE (Northern CA Institute for Research and Education) - Veterans Health Research Institute	San Francisco, CA	Research Associate	YES
Breast Cancer Fund	San Francisco, CA	Development Coordinator	YES
UC Cooperative Extension - Alameda County	San Jose, CA	Health educator	YES
San Mateo School District	San Mateo, CA	Educator	

d. In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the program’s graduates on these national examinations for each of the last three years.

Not applicable

- e. Data and analysis regarding the ability of the program's graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers, and other relevant stakeholders. Methods for such assessment may include key informant interviews, surveys, focus groups and documented discussions.**

At the time of administration of the first Exit Survey to the graduating cohort of 19 students in August 2013, many of the students had not yet found jobs in public health. The San Francisco Bay Area has a highly competitive job market. Furthermore, as a new program, the USF MPH does not yet have name recognition. Exit surveys were recently sent out (first week in December 2013) to the second cohort of students who graduated this fall.

Alumni surveys for the first cohort will be sent out in spring 2014. This should yield further information about employment and evaluation about the MPH program. Employer surveys will also be sent out in spring 2014 – these too should yield information that will be helpful in assessing how the graduates are perceived as being adequately prepared to work in public health.

- f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses, and plans relating to this criterion.**

The criterion is partially met.

Strengths: There are procedures in place for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined by the USF MPH Program.

Challenges: The USF MPH Program graduated its first cohort of students in August and its second in the middle of December. Graduates are just now completing the Exit Survey and thus, there are no data to report on this group at this time. The response rate for the first cohort was 47%. One challenge is to work with students to garner their commitment to complete the evaluation surveys, both at graduation and as alumni. It is a priority to stay formally connected to alumni.

Plans: Pursue building an aggressive campaign of alumni support and networks. Consider the possibility of using LinkedIn as a major tool to connect with graduates and potential new students. Assertively follow up with graduates via phone and email.

2.8 Bachelor's Degrees in Public Health. If the program offers baccalaureate public health degrees, they shall include the following elements:
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.
Not Applicable

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

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.

Not Applicable

2.12 Distance Education or Executive Degree Programs.

Not Applicable

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.

a. Description of the program’s research activities, including policies, procedures and practices that support research and scholarly activities.

Tenure-track and tenured faculty are expected to participate in research, scholarly activities, and service. The typical teaching load is 12 credit hours per semester (or 24 credit hours per academic year); however, the USF School of Nursing and Health Professions supports faculty scholarship by allowing faculty who are pursuing and/or maintaining research activities or have an administrative assignment, a three-credit hour reduction in teaching load per semester. Research-active faculty teaching loads, therefore, are nine credit hours per semester (or 18 credit hours per academic year).

The MPH program has established a research goal and expectations for scholarship that are consistent with the mission of the university, school, and MPH department that focuses on public health outreach and applied community-based research covering a wide range of public health topics. Optimally, the research involves students in consort with the faculty efforts.

The USF Faculty Association (USFFA) handbook outlines the expectation for research/scholarship (17.9.7): “*Research or creative and artistic work* is the scholarly activity associated with gaining a greater understanding of a faculty member’s field or professional discipline, contribution by the faculty member to the field of knowledge associated with his or her profession, and significant practical application of scholarly activity to the field, including works of artistic merit. While publication in the various scholarly journals and presses remains as a primary measurement of research, this is not the sole criterion that should be employed. In some instances, scholarly journals may not be the most relevant measure of research within a faculty member’s field (e.g., works of art, original plays, artistic performance and production, etc.); similarly, in some instances a significant practical application of already established scholarly knowledge may be considered within a particular school or college as a very effective form of scholarly activity. However, in all cases, the scholarly activity must represent a significant contribution to the discipline or professional field, and this contribution must be verified by recognized experts in the field.”

The university as a whole provides support for faculty and staff for developing and maintaining research projects and grants through the USF Office of Contracts and Grants (OCG). The web link for this office can be found at: <http://www.usfca.edu/ocg/>. This office helps faculty and staff identify prospective funding opportunities, interpret federal and state agency guidelines, develop realistic budgets, complete application requirements, and prepare competitive proposals. The USF OCG also provides post-award support to faculty and staff to help them manage their grants and contracts by providing financial

information, interpreting agency requirements, and helping them to request approvals for no-cost extensions and budget reallocations.

As shown in Table 3.1.c, faculty members engage in interdisciplinary and community-based research covering a wide range of public health topics. These research and scholarly activities enhance the classroom experience and prepare the student for public health practice.

b. Description of current research activities undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

MPH students, supervised by program faculty, have participated in community-based research in conjunction with Dr. Nosek and Dr. Marlow, Executive Director of the Gamble Institute, a non-profit organization aimed at helping parolees transition into life after prison. Students interview and interact with parolees to learn more about health behavior change theory and also to practice community based participatory research interviewing skills.

Students are also involved in research connected to the Skoll Global Threats Fund “Flu Near You” research. This encompasses community organizing, health education, health promotion, and the gathering and analysis of epidemiological data via mobile application. A senior MPH student (Winnie Deng) conducted her fieldwork with this project and organized a USF Flu Near You education and health promotion program through the Skoll Global Threats Fund organization.

The infrastructure exists to enable faculty to collaborate with colleagues outside of USF. Dr. Keeler recently received funding to support a study related to the labor impact costs of smoking in the African American community in the Bay Area. This research is a collaborative effort with the University of California-San Francisco and researcher Dr. Hai Yen Sung. In spring 2014, Dr. Keeler will be working with two individual MPH students who will serve as research assistants to participate in learning more about the health economics of smoking in the African American community in the Bay Area. The research will focus on use of biostatistics, epidemiology, and health economics.

c. A list of current research activity of all primary and secondary faculty identified in Criteria 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years.

This section lists the current funded research activity, peer-reviewed research publications and presentations during the last three years for MPH faculty.

Table 3.1.c.1 - Funded Research Activity from 2011 to 2013									
Project Name	Principle Investigators	Fund Source	Funding Period Start/End	Amount Total Award	Amount 2011	Amount 2012	Amount 2013	Community-Based	Student Participation
Faculty Innovation Grant: MPH Software Applications in the Classroom	Dr. Kia James; Dr. Susan Penner	USF Provost Office	6/13 to 6/14	\$5,000	N A	NA	\$5,000	Y	Y
Graduate Students & Parolees: Developing Moral Knowledge in the Classroom Project	Dr. Marcianna Nosek	USF SONHP Faculty Dev. Funds	6/12 to 1/13	\$600				Y	Y
Economic Impact of Tobacco Taxes in African-American Communities	Dr. Courtney Keeler And Dr. Hai-Yen Sung (UCSF)	California Tobacco Fund	8/13 to 7/16	\$36,000			\$12,000	Y	Y
Raising Community Awareness of Environmental Hazards of Fracking on the Monterey Shelf in California	Dr. Barbara Sattler	11 th Hour Foundation	1/14 to 1/15	\$75,000				Y	Y

Table 3.1.c.2 – Publication Activity – 2011 - 2013	
Dr. Barbara Sattler	Sattler, B. (2013). Environmental Health Chapter. In AAOHN edited edition: Core Curriculum for Occupational and Environmental Health Nursing. Third Edition (in press)
	Ortner, P. and Sattler, B. (2013) Drugs in the environment: Nurses' roles and responsibilities. <i>American Nurse Today</i> . February 2013 Vol. 8 No. 2
Dr. Marcianna Nosek	Nosek, M., Gifford, L., & Kober, B. Does Nonviolent Communication Training Increase Empathy & Emotional Intelligence in Baccalaureate Nursing Students? (To be submitted 2013) <i>International Journal of Nursing Education</i> .
	Marlow, E., & Nosek, M. Hermeneutics, parolees, and nurses: Developing moral knowledge. (Submitted Jan 2013) <i>Nursing Philosophy</i> .
	Nosek, M., Kennedy, H.P., & Gudmundsdottir, M. (Accepted for publication: June 15, 2012). Distress during the menopause transition: A rich contextual analysis of midlife women's narratives. <i>Sage On-Line 2(3)</i> . doi: 10.1177/2158244012455178
	Nosek, M. (2012). Nonviolent Communication: A dialogical retrieval of the ethic of authenticity. <i>Nursing Ethics, 19(6)</i> . doi: 10.1177/09697330124470162
	Nosek, M. (2012). 'Chaos, restitution and quest': One woman's journey through menopause. <i>Sociology of Health & Illness</i> . Advance online publication. doi: 10.1111/j.1467- 9566.2011.01453.x
	Wertz, M., Nosek, M., McNiesh, S. & Marlow, E. (2011). The composite first person narrative: Texture, structure, and meaning in writing phenomenological descriptions. <i>International Journal of Qualitative Studies in Health & Well-being, 6,</i> 5882. doi: 10.3402/qhw.v6i2.5882
Dr. Kia James	James, K. M. (2010). Incorporating complexity science theory into nursing curricula. <i>Creative Nursing, 16(3),</i> 137-142.
Dr. Courtney Keeler	Keeler, C.M.W. (2013). Liberation health and the role of the public health leader. <i>Open Journal of Leadership, 2(4)</i> . doi: 10.4236/oil.2013.24012
	Keeler, C.M.W. (2012). Dissertation: "Impact Of Individual Substance Use On Sexual Behaviors And Labor Market Outcomes Using The National Longitudinal Study Of Adolescent Health." University of North Carolina – Chapel Hill - Gillings School of Public Health
	Keeler, C. (under review) – What do you do when empirical results do not match knowledge?
Dr. Marie-Claude Couture	Page K, Stein E, Sansothy N, Evans J, Couture MC, Sichan K, Cockroft M, Mooney-Somers J, Phlong P, Kaldor J, Maher L; Young (2013). Sex work and HIV in Cambodia: Trajectories of risk and disease in two cohorts of high-risk young women in Phnom Penh, Cambodia. <i>BMJ Open, 3(9)</i> e003095. doi: 10.1136/bmjopen-2013-003095
	Maher L, Mooney-Somers J, Phlong P, Couture MC, Kien SP, Stein E, Bates AJ, Sansothy N, Page K (2013). Condom negotiation across different relationship types by young women engaged in sex work in Phnom Penh, Cambodia. <i>Global Public Health 8(3):</i> 270-83. doi: 10.1080/17441692.2013.767930

Dr. Marie-Claude Couture	Evans J, Couture MC , Stein ES, Sansothy S, Maher L, Page K. (2013). Biomarker validation of recent unprotected sexual intercourse in a prospective study of young women engaged in sex work in Phnom Penh, Cambodia. Accepted in <i>Sexually Transmitted Diseases</i> .
	Vannda K, Evans J, Sansothy N, Stein, Couture MC , Maher L and Page K. (2012). Testing for amphetamine-type stimulant (ATS) use to ascertain validity of self-reported ATS use among young female sex workers in Cambodia. Accepted in <i>Addiction Sciences and Clinical Practice</i> .
	Couture MC , Page K, Stein ES, Sansothy N, Sichan K, Kaldor K, Evans JL, Maher L, Palefsky J (2012). Human papillomavirus infection among young women engaged in sex work in Phnom Penh, Cambodia: prevalence, genotypes and risk factors. <i>BMC Infectious Diseases</i> . 12: 166
	Couture MC , Sansothy N, Sapphon V, Phal S, Sichan K, Stein E, Evans J, Maher L, Kaldor J, Vun MC, Page K. (2011). Young women engaged in sex work in Phnom Penh, Cambodia have high incidence of HIV and STI, and amphetamine-type stimulant use: new challenges to HIV prevention and risk. <i>Sexually Transmitted Diseases</i> 38 (1): 33-9.
	Maher L, Phlong P, Mooney-Somers J, Keo S, Stein E, Couture MC , Page K. (2011). Amphetamine-type stimulant use and HIV/STI risk behaviour among young female sex workers in Phnom Penh, Cambodia. <i>International Journal of Drug Policy</i> 22(3):203-9
Dr. Kathleen Raffel - Adjunct	Raffel, K. , Lee, M. Y., Dougherty, C. V., Greene, G. Making it work: Administrator views on sustaining evidence-based interventions. <i>Administration in Social Work</i> , 37(5)
	Raffel, K. , Dierkhising, R., & Ivnik, M. (2002). Health information mailed on request: Impact on users, considerations for the provider. <i>Journal of Hospital Librarianship</i> , 2(1), 41-56.
	Co-author Chapter: "Working with Diverse Groups" of the book titled "Cultural Competence for Health Education Practitioners" 2 nd edition to be published by Jossey-Bass, A Publishing Unit of John Wiley & Sons, Inc.
Dr. Alba Lucia Diaz - Adjunct	Diaz, A.L. , Schoeller-Diaz, D.A., Ringe H.A. Community Health Workers' effectiveness in the prevention of the Ulysses Syndrome. Proceedings Second International Conference of Indigenous and Cultural Psychology, Factors Promoting Happiness, Health, and Quality of Life 2011, 2011 December, 23(061):18
	Diaz, A.L. , Labarca C, Osorio, L. Ulysses Syndrome. Athena Migration and Health. Into Rev Psychiatry. 2011 November.

Table 3.1.c.3 – Faculty Presentation Activity – 2011 - 2013	
Dr. Barbara Sattler	Coordinator and presenter, University of San Francisco, School of Nursing and Health Professions - Environmental Health and Nursing: Integrating the Basics into Nursing Education – June 21 and 22, 2013
	National webinar on chemical exposures in health care for the Alliance of Nurses for Healthy Environments (2013)
	National Webinar on Toxicology for Nurses for the Alliance of Nurses for Healthy Environment (2012)
	Presenter, World Health Organization Re: XII Jornada Internacional de Investigación en Enfermería. Trujillo-Perú , "Environmental Health and Nursing: A Global Perspective" and "Responsibility in caring for environment and health: Experiences in Nursing " (2013)
	Plenary, Title: Women's Health and the Environment, National Association of Women's Nurse Practitioners , Annual Meeting, San Diego, September 27, 2013
	Keynote: Environmental Health and Nursing, Sigma Theta Tau Chapter, Northwestern University School of Nursing , Shreveport, LA, Oct 17, 2012
	Coming Clean Retreat, Chemical and Energy Policy, Houston, TX Nov 12 – 14, 2013
	Invited Panelist: California Air Resource Board , Sacramento on the role of health professionals in climate change education, mitigation, and response
Dr. Marcianna Nosek	32nd International Human Science Research Conference in Aalborg, Denmark <i>Transformative Wonder: Ex-Cons Talking about Heidegger to a Class of Graduate Students - August 2013</i>
	Sigma Theta Tau International's 24th International Nursing Research Congress <i>Ethical Knowing in the Classroom and the Care of Underserved Populations - July 2013</i>
	31 st International Human Science Research Conference in Montreal, Canada (podium presentation). <i>Hermeneutics, Parolees, and Nurses: Developing Moral Knowledge - June 2012</i>
	National League of Nurses/Sigma Theta Tau International Nursing Education Research Conference 2012 <i>Innovations in Nursing Education Research</i> in Indianapolis, Indiana (poster presentation). <i>Does Nonviolent Communication Increase Emotional Intelligence And Empathy In Nursing Students? - June 2012</i>
	30th International Human Science Research Conference in Oxford, UK. (podium presentation) <i>Nonviolent Communication: A Dialogical Retrieval Of The Ethic Of Authenticity- July 2011</i>
Dr. Courtney Keeler	<i>Flu Near You – Presentation to USF Board of Trustees, 2013</i>
	<i>Sigma Theta Tau Research Night - April 2012.</i>
Dr. Marie-Claude Couture	Maher L, Phlong P, Mooney-Somer J, Kien SP, Couture MC , Sansothy N, Bates A, Page K. A hard sell safe sex in unsafe spaces: Negotiating the sex. Oral presentation. <i>22nd International Harm Reduction Conference, Beirut, Lebanon, April 2011.</i>
	Couture MC , Sansothy N, Sapphnon V, Kien SP, Stein ES, Evans J, Maher L, Kaldor J, Vun MC, Page K. Amphetamine-type stimulant use increases HIV risk among young women engaged in sex work in Phnom Penh, Cambodia. <i>AIDS 2010, Vienna, Austria, July 2010</i>
	Maher L, Phlong P, Mooney-Somers J, Sichan K, Masy T, Stein ES, Couture MC , Sansothy N, Page K. "It makes us dare to do what we did not dare to do

	before”: Amphetamine-type stimulant use and HIV/STI risk behavior among young female sex workers in Phnom Penh, Cambodia. Oral Presentation. <i>AIDS 2010, Vienna, Austria, July 2010.</i>
	Couture MC , Maher L, Sansothy N, Sichan K, Sapphon V, Phal S, Stein E, Evans J, Kaldor J, Vun MC, Page K. Incidence of HIV and sexually transmitted infections among young women sex workers in Phnom Penh, Cambodia. <i>International Harm Reduction Conference, Liverpool, UK, April 2010.</i>

- d. **Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program’s performance against those measures for each of the last three years.**

Outcomes	Target Measure	AY 11/12	AY 12/13	AY 13/14
Faculty will receive funding for research scholarship	≥80% within 3 years	0%	75% (3 of 4)	75% (3 of 4)
Faculty will submit manuscripts to peer reviewed journals/conferences annually	≥80%	33% (1 of 3)	75% (3 of 4)	Not Available
Faculty will attend professional PH conferences annually	≥80%	100% (3 of 3)	100% (4 of 4)	100% (4 of 4)
Faculty will publish in peer reviewed journals and/or present at professional PH conference annually	≥80% within 3 years	33% (1 of 3)	50% (2 of 4)	50% (2 of 4)
Students will present their applied scholarship Fieldwork Summary Reports on MPH Student PH Day	100%	NA	100%	Will occur in August 2014
Faculty will have joint appointments with other schools and programs within USF	≥25%	66% (2 of 3)	75% (3 of 4)	75% (3 of 4)
Faculty will successfully secure a collaborative research award with an agency external to USF	≥1 within 3 years	0	1	2
Faculty will engage in interdisciplinary & interprofessional projects	≥2 within 3 years	0	2	2

Research activities are measured by active scholarship outcomes which include grant writing and funding, manuscript preparation and submission, manuscript publication, student formal presentation (culminating project), joint academic appointments with other departments and schools within the university and active participation in interdisciplinary and interprofessional scholarship (research and service). The USF MPH program is quite young in its evolution and as such, it is just beginning to build its research program. To date, most efforts have been focused on building the MPH curriculum. As the program

matures, the emphasis on faculty and student research opportunities will increase and be consistent with the USF priority of scholarship.

e. Description of student involvement in research.

Students are encouraged to pursue research and scholarship activities outside of their MPH curriculum. Many students bring scholarly accomplishments with them when they enter into the MPH program. In addition, as faculty increase their presence in the local public health community, collaborative research opportunities will be sought after for both faculty and student participation.

Table 3.1.e Student involvement in research		
Student	Research Topic	Publication/Presentation
Rachel Stone	Health education and health promotion	Stone, R. (2012, November) "Explaining illness: Examining traditional Chinese medicine versus Western biomedicine explications on acupuncture." Paper presented at American Public Health Association Conference, San Francisco, CA
Nicole Mazzetti	Tobacco use prevention	Breathe California Event at APHA
Megan Sirna	Mental health services in public health	Sirna, M. , Shumway, M., Dilley, J., Mangurian, C., and Mitsuishi, F. (2012, October). <i>Assessing timeliness of and engagement in mental health services in an urban mental health clinic</i> . Poster presented at American Public Health Association Conference, San Francisco, CA.

f. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion is met with commentary.

Challenges:

The USF MPH Program has been in “building mode” during the last three years. As such, much of faculty effort has focused on program and curriculum development. The expectations for tenure track faculty at USF include workload release time for research and scholarly activity. Term faculty do not receive research release time and are not expected to show evidence of research for promotion. Both categories of faculty are key to MPH program success.

Plan:

Key to scholarship in the MPH program is applied research that can make a meaningful change to the health care field. As faculty increase their professional and education presence within the public health community in the Bay Area, opportunities will be sought

after to increase collaborative research and funding possibilities. One particular scholarship focus for the USF MPH program will be on public health outreach projects with the San Francisco Health Department and non-profit PH groups in the city. The MPH department will pursue partnership with the recently launched SFHIP (San Francisco Health Improvement Partnership) program. **SFHIP** is a cross-sector collaboration designed to improve the health and wellness of all San Franciscans. The San Francisco Health Commission, of which Dean Karshmer is a member is charged to oversight the SFHIP. Through her position, she will help facilitate the connections with the MPH department in order to align faculty and students with the project priorities.

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.

- a. Description of the program’s service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted.**

Service is an essential part of the USF philosophy and mission. Faculty and students engage in service activities locally, statewide, regionally, nationally, and internationally. These service activities strengthen the community through collaboration, consultation, and various other ways of sharing professional knowledge and ability. Professional development, as well as community and university service, are an important part of the yearly evaluation or ACP (Academic Career Prospectus) of each faculty member.

Students are immersed in service learning through the 300 contact hour requirement of their fieldwork experience. Students also provide community service that is unrelated to their fieldwork experience, often on their own time. During their program of study MPH students have provided outreach for non-profit organizations in child abuse prevention and digital disease detection. As a part of their commitment to provide service to the community, the MPHSA (student association), formed last spring (2013), has been involved in fundraising activities for working with the victims of Typhoon Haiyan in the Philippines.

- b. Description of the emphasis given to community and professional service activities in the promotion and tenure process.**

MPH faculty members are governed by the USF Faculty Association (USFFA) Collective Bargaining Agreement with regard to the promotion and tenure process. Community and professional service are expectations of employment and promotion and tenure. Faculty are evaluated in three areas for tenure and promotion. These areas are: (1) teaching experience and ability; (2) **service to the university, to the profession, or to the community**; and (3) research/scholarship or other creative work. In evaluating the faculty, equal weight is given to each of the three categories. A candidate for tenure and/or promotion must receive outstanding or superior ratings in at least two of the categories, and an adequate in the third category.

Service to the profession, and/or the community is very important to the mission and values of the MPH program. Faculty members are expected to participate in professional organizations/associations, attend conferences and other professional meetings, consult, and, when appropriate, serve on community boards and advisory groups. The MPH program mission and university values call on the MPH faculty to engage in the life of the greater community in the hope they can make the world a more humane and just world.

- c. A list of the program’s current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years.

Table 3.2.1. Faculty Service (external to the university) from 2011 to 2013				
Faculty member	Role	Organization	Activity or Project	Year(s)
Dr. Barbara Sattler	Professor	Breast Cancer Fund, San Francisco, CA	Scientific advisory board member	2013-present
		Pacha Mamma Alliance	Member, Sponsor	2011-present
		Alliance of Nurses for Health Environments (ANHE)	Steering Committee Member and Chair	2008-present
		Environmental Protection Agency (EPA) - Environmental Health Risks during Pregnancy Project	Advisory Council Member	2006-present
		American Nurses Association (ANA) – Expert Panel on Environmental Health	Appointed Member	2010-present
		American Association of Colleges of Nursing – Environmental Sustainability Committee	Appointed Member	2010-present
		<i>Public Health Nursing</i>	Journal Peer Reviewer	2000-present
Dr. Marcianna Nosek	Associate Professor	City of San Rafael, CA	Healthcare Sector Representative - <i>San Rafael Alcohol & Drug Coalition for Teen Alcohol and Drug Prevention</i>	2011-present
		<i>Western Journal of Nursing Research</i>	Journal Peer Reviewer	2011-present
		<i>Women’s Health Issues</i>	Journal Peer Reviewer	2010-present
Dr. Kia James	Associate Professor and Department Chair	APHA American Public Health Association	Member	2011-present

		SOPHE Society for Public Health Education	Member	2013-present
Dr. Courtney Keeler	Assistant Professor	Skoll Global Threats Fund	Flu Near You – Influenza Surveillance and Health Promotion Project	2012-present
		<i>Journal of Administration and Policy in Mental Health</i>	Journal Peer Reviewer	2011
		American Public Health Association (APHA)	Member	2011-present
Dr. Marie-Claude Couture	Assistant Professor	<i>AIDS Care Journal</i>	Peer Reviewer	2011-present
		<i>AIDS and Behaviors Journal</i>	Peer Reviewer	2011-present
		<i>Sexually Transmitted Diseases</i>	Peer Reviewer	2011-present
		<i>Drug and Alcohol Dependence Journal</i>	Peer Reviewer	2011-present
		American Public Health Association (APHA)	Member	2011-present

- d. **Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program’s performance against those measures for each of the last three years.**

Table 3.2.d. Service Activities – Outcome Measures including Targets				
Outcomes	Target Measure	AY 11/12	AY 12/13	AY 13/14
• Faculty will have presence and membership on PH panels/boards/advisory councils	≥50%	33% (1 of 3)	50% (2 of 4)	50% (2 of 4)
• Alumni will have presence and membership on panels/boards/advisory councils	≥50%	No grads	1 st cohort graduates August 12	0 to date
• The MPH Department will conduct an annual MPH program outreach initiative, “Conversations with Public Health Leaders”	≥1	1	1	1 planned for Feb. 2014
• The MPH Program will publish a bi-monthly newsletter for faculty and students	Bi-monthly publication	NA	Started spring 2013 – 12 publications	20-24 planned published newsletters
• The MPH Program will engage in collaborative programs* with public health agencies within the Bay Area.	≥5/year	2	17	12 to date
• Faculty will attain and hold leadership roles within public health and related professional organizations (evidence of service to the profession)	≥25%	33% (1 of 3)	50% (2 of 4)	50% (2 of 4)
• Faculty will be successful with promotion &/or tenure process (service to the profession is a key marker for promotion and tenure)	≥80%	NA	100% (2 of 2)	0

* Collaborative programs refer to the activities and established programming that students and faculty engage in with public health agencies within the Bay Area. Examples of involvement with collaborative programs include volunteering (student or faculty) for public health agency service activities, MPH student fieldwork placements, and the donation of faculty expertise services for public health agency program development.

- e. **Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.**

Table 3.2.e Student Involvement in Service Activities Outside of Fieldwork		
Student	Service Activity	Service Organization

Rachel Stone	Volunteer	Ovarian Cancer Coalition California
	Volunteer	Flu Near You – USF Campus Activity, San Francisco, CA
Kristen Marshall	Volunteer/Fundraiser	Drug Overdose Prevention Education (DOPE) San Francisco, CA
Leanne O’Neill	Volunteer	Maitri Hospice – AIDS Respite Care, Marin, CA
Winnie Chan	Volunteer/Fundraiser	Rotaract of Alameda County/AIDS Prevention Program
	Volunteer	Flu Near You – USF Campus Activity, San Francisco, CA
Maryam Ebadi	Volunteer radio talk show host – health educator	Earth House of Berkeley – Radio Show – “Keeping up with Healthcare Reform” – Berkeley, CA
Amandeep Bhopal	Volunteer	Flu Near You – USF Campus Activity, San Francisco, CA
Garvey Golden	Volunteer	UCSF Positive Health Program, San Francisco, CA HIV/AIDS Division-Ward 86 Clinic San Francisco General Hospital and Trauma Center, San Francisco, CA
	Board Member	Gracenter – Women’s Recovery Center, Burlingame, CA
	Volunteer	Flu Near You – USF Campus Activity, San Francisco, CA
	Intern	Skoll Global Threats Fund – Health Surveillance Project, San Francisco, CA
	Volunteer	St. Anthony’s Foundation, (Homeless Shelter and Clinic), San Francisco, CA
Nicole Mazzetti	Project Advocate	Breathe California, San Francisco, CA
Brianna Singleton	Volunteer	Project Impact (Homeless Shelter) San Francisco, CA
Anna DeMartini	Intern	STD Programs, California Family Health Council, Berkeley, CA
	Test Counselor	UCSF AIDS Health Project, San Francisco, CA
Kirstie Ruby	Volunteer	Flu Near You – USF Campus Activity, San Francisco, CA
	Intern	Groundworks Opportunities (Non profit to alleviate poverty), San Francisco, CA
Allison Wood	Intern	San Francisco Child Abuse Prevention Center, San Francisco, CA

Marie Bernadette Villanueva	Board Member	Mabuhay Health Center (MHC), San Francisco, CA
	Volunteer	San Francisco AIDS Foundation Syringe Access Services (SAS), San Francisco, CA
Vanessa Bolton	Volunteer	San Francisco AIDS Foundation Syringe Access Services (SAS), San Francisco, CA
Trang Phan	Intern	Kaiser Permanente's Care Management Institute (CMI)
Vaisali Patel	Volunteer	Healthy Yolo County Department of Health
Enrique Guzman Villalobos	Volunteer	Leah's Pantry, San Francisco, CA
Maereg Haile	Volunteer/ Committee member	Habesha (Ethiopian and Eritrean) Women's Health, San Francisco, CA
	Volunteer	Black Coalition of AIDS, San Francisco, CA
	Intern	Youth Alive, San Francisco, CA
Joan Hauser	Volunteer	East Bay Agency for Children, Oakland, CA

Students frequently choose to seek out volunteer public health service activities on their own time and in an effort to gain real life experience. They also seek out these opportunities to cite these experiences on their resumes. The MPH program publishes a bi-monthly newsletter with potential employment and volunteer opportunities that the university becomes aware of via listserv and direct research of public health agency employment sites. Further, faculty through professional networks are also made aware of potential public health service activities and relay these directly to students and via the bi-monthly department newsletter. Finally, the faculty work with the MPHSA (student organization) to identify service activities that this group might work on throughout the school year.

f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

The criterion is met.

Strengths: Faculty and students are actively involved in service activities to improve public health.

Plan: Continue to remain involved with service activities within the university and increase the service activities external to the university setting.

3.3 Workforce Development.

a. Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve.

Prior to the development of the USF MPH Program and curriculum, the USF Provost's office, the USF President's Commission on Health Care Professions, and the Dean of the School of Nursing issued a call for a needs assessment of the alumni, students, faculty, and community with regard to the need for development of an MPH Program. Respondents affirmed this idea and supported the notion that an MPH Program was an excellent fit and need for the USF Curriculum overall. It was also perceived to be an ideal and logical program to develop in line with the university's vision, mission and values.

Since the implementation of the USF MPH Program, the USF MPH Workforce Development Committee has met with the SFDPH workforce development staff (Dr. Jonathan Fuchs and Colleen Chawla) and director (Barbara Garcia) of the San Francisco Department of Public Health (SFDPH) to discuss ways of providing continuing education for staff members within the SFDPH. These discussions have led to a plan to assist in the development of an organization wide orientation program for SFDPH. Also discussed were plans to develop a PH certificate program and/or bachelor's completion program for SFDPH employees.

SONHP Dean Karshmer's appointment to the Health Commission for the City and County of San Francisco by Mayor Ed Lee was an outgrowth of her work with Barbara Garcia, the Health Director for the city. Their collaboration has established an additional framework for the MPH program faculty and staff to monitor the public health continuing education needs of the community. <http://www.sfdph.org/dph/default.asp>. In addition to the bi-monthly Health Commission meetings, during which Dean Karshmer is provided with reports on the health needs and programmatic responses throughout the city (public and private), she is also part of the initiative that is preparing the San Francisco Department of Public Health (SFDPH) for national accreditation <http://www.phaboard.org/accreditation-process/guide-to-national-public-health-accreditation/>. Dr. Karshmer provides briefings to the MPH Department Chair to keep her updated as to community needs and areas in which the MPH program might respond. For instance, securing of the field placements with SFDPH is directly linked to this outreach.

b. A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years.

The USF MPH Program has and will be preparing for the following continuing education programs, campaigns, and conferences held at USF.

Table 3.3.b Continuing Education Programs			
Academic Year 2011- 2012			
Conference Title	Date	Speaker(s)	Nos
Conversations with Public Health Leaders - USF MPH Program Kickoff –“Public Health Leadership and Vision in the City of San Francisco”	October 19, 2011	Barbara Garcia, Director of the SFDPH	40
Flu Near You – USF Health Surveillance Program/Campaign in conjunction with Skoll Global Threats Fund.	Fall 2011 – Fall 2012	Dr. Mark Smolinski, Director of Flu Near You Project, Skoll Global Threats Fund	300
Show Me the Money Conference – Increasing Access to Health Care: The Affordable Care Act - held in conjunction with the USF Leo T. McCarthy Center for Public Service and the Common Good, the Hospital Council of Northern California, San Francisco Community Clinic Consortium, and the San Francisco Medical Society (funded by Ernst and Young)	January 10, 2012	Speakers from the Hospital Council of Northern California, San Francisco Community Clinic Consortium, and the San Francisco Medical Society	120
Academic Year 2012-2013			
Conversations with Public Health Leaders – The Future of Public Health Education	September 20, 2012	Dr. Donna Peterson, Dean of Public Health at University of South Florida	35
Show me the Money II: The Affordable Care Act... Team Based Care – A Strategy to Achieve the ACA Triple Aim Sponsored by the Hospital Council of Northern California, San Francisco Community Clinic Consortium, and the San Francisco Medical Society [Funded by the Gordon & Betty Moore Foundation]	November 2, 2012	Speakers from the Hospital Council of Northern California, San Francisco Community Clinic Consortium, and the San Francisco Medical Society	100
Academic Year 2013-2014			
Environmental Health and Nursing: Integrating the Basics into Nursing Education – Sponsored by the USF SONHP MPH Program	June 21 and 22, 2013	Dr. Barbara Sattler, Professor, USF MPH Program	40
2nd International Conference on Digital Diseases Detection sponsored by USF, HealthMap at Boston Children's Hospital , Harvard	September 18-20, 2013	Speakers were from Boston Children’s Hospital, Harvard Medical School and Skoll	300

Medical School and Skoll Global Threats Fund http://healthmap.org/ddd/		Global Threats Fund	
Conversations with Public Health Leaders – Epidemiology	February, 2014	Dr. Mark Smolinsky, MPH, MD	NA

The above mentioned continuing education programs target MPH students, MPH faculty, and local and national public health employees and professionals. Active marketing and solicitation of these groups is done to ensure participation.

The USF MPH Program plans to initiate a Public Health Certificate Program for clinicians and other public health professionals during the 2014-2015 academic year. This Public Health Certificate Program will offer the five core CEPH Knowledge Area Courses: Epidemiology, Biostatistics, Communicating for Healthy Behavior and Social Change, Environmental Health, and Public Health Systems Leadership and Administration. Local public health agency employees are the target audience.

The marketing and administration of a bachelor's completion program (Bachelor's in Health Services) is also being planned by the SONHP for local public health agencies beginning fall 2014. Enrolled students will have the option of enrolling in the Introduction to Public Health Course (MPH 611) to explore potential enrollment in the MPH program.

c. Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.

No certificate or other non-degree offerings to report at this time.

d. Description of the program's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

The MPH program's position in an SONHP (that also provides continuing education for nurses and nurse practitioners) has provided the program with an infrastructure that includes marketing, advertising, event planning, CE approval, and an evaluation process. The MPH sponsored or co-sponsored events take full advantage of the USF Hill Top campus facilities. In fall 2013 the USF location in the Presidio became a welcome additional venue for new continuing education programs affiliated with the SONHP and the MPH program.

e. A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.

The following is a list of institutions and organizations that the USF MPH program collaborates with to offer continuing education.

1. San Francisco Department of Public Health (SFPDH)
2. USF Leo T. McCarthy Center for Public Service and the Common Good

3. Hospital Council of Northern California
4. San Francisco Community Clinic Consortium
5. San Francisco Medical Society
6. Skoll Global Threats Fund
7. Digital Disease Detection – HealthMap 2013

f. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

The criterion is met with commentary.

Strengths: The USF MPH program has access to workforce development expertise and programming resources through the School of Nursing and Health Professions and the university at large. In addition, a strong, ongoing relationship exists with the SFDPH, which serves a primary practice/fieldwork site for MPH Students and also a source of workforce development opportunities.

Plans: The USF MPH program plans to initiate a Public Health Certificate Program for clinicians and other public health professionals during the 2014-2015 academic year. This Public Health Certificate Program will offer the five core CEPH Knowledge Area Courses (Epidemiology, Biostatistics, Communicating for Healthy Behavior and Social Change, Environmental Health, and Public Health Systems Leadership and Administration). Plans are also in place to collaborate with the existing bachelor's completion program (Bachelor of Health Services) in the SONHP to target local public health agencies and encourage public health employees to continue their education in public health.

4.0 FACULTY, STAFF AND STUDENTS

4.1 Faculty Qualifications.

- a. A table showing primary faculty who support the degree programs offered by the program.**

See Table 4.1.1.

- b. Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.)**

See Table 4.1.2

Table 4.1.a. Current Core Faculty Supporting MPH Degree												
School/ Department	Name	Title/ Academic Rank	Tenure Status/ or Classification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest	Current/Past PH Activities
SONHP/ MPH	Kia James	Associate Professor, Program Chair	Associate Professor – Term	1.0	Female	Caucasian	EdD, MPH	University of Minnesota	Higher Education Policy and Administration (EdD); Public Health Nursing (MPH)	Intro to PH; PH Systems Leadership and Administration	Faculty Development; PH Leadership and Complexity Science in Health Care	Occupational Health and Safety Leadership/C Corporate Healthcare/Wellness
SONHP/ MPH	Courtney Keeler	Assistant Professor	Assistant Professor – Tenure Track	1.0	Female	Caucasian	PhD, MS	University of North Carolina-Chapel Hill	PH Policy & Management (PhD), Economics (MS)	Biostatistics, Research, Health Economics	Health economics; Substance abuse in vulnerable populations	Statistician Health Economist
SONHP/ MPH	Barbara Sattler	Professor	Professor – Tenure Track	1.0	Female	Caucasian	DrPH, MSPH	Johns Hopkins University	Environmental Health (DrPH) and (MSPH)	Environmental Health, Agriculture and Nutrition	Environmental Health	WHO Consultant – Env. Health
SONHP/ MPH	Marcianna Nosek	Associate Professor	Associate Professor, Tenure Track	1.0	Female	Caucasian	PhD, MPH	University of California San Francisco (PhD); UC - Berkeley (MPH)	Nursing (PhD); Maternal Child Health (MPH)	Health Promotion; Social and Behavioral Theories of Health	Cultural Linguistic Preparation for Health Care; Cultural Immersions; Community Based Participatory Research	Phenomenologist; Global Health
SONHP MPH	Marie-Claude Couture	Assistant Professor	Assistant Professor, Tenure Track	1.0	Female	Caucasian	PhD	University of Montreal, Canada	Epidemiology (PhD)	Epidemiology; Biostatistics; Sexual Health	Epidemiology of Sexual Health in Cambodian Sex Workers	Sexual Health – Global Health

Table 4.1.b. Current Affiliate/Part-time Faculty Supporting MPH Degree

School/ Department	Name	Title/ Academic Rank	Tenure Status/ or Classification	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest	Current/Past PH Activities
SONHP/ Nursing	Stefan Rowniak	Assistant Professor	Assistant Professor Tenure Track	0.2	Male	Caucasian	PhD	University of California – San Francisco	Nursing	Sexual Health	Sexual Health; Nurse Practitioner Roles	Nurse Pract. - SFDPH
SONHP/ Nursing	Father Tim Godfrey S.J.	Assistant Professor	Assistant Professor Term	0.4	Male	Caucasian	DNP	Catholic University (DNP)/ Wash U (MSW)	Nursing; Theology; Social Work	Health Ethics; Public Health	Public Health Service; Vulnerable Populations	Migrant workers; Vulnerable population
SONHP/ MPH	Alba Lucia Diaz	Assistant Professor	Assistant Professor – Adjunct	0.2	Female	Hispanic	EdD MPH	University of San Francisco (EdD); MPH (Berkeley)	Higher Education (EdD); Global Health (MPH)	Social and Behavioral Change Theories; Global Health	Global Health in Latin American Countries	UNICEF Consultant
SONHP/ MPH	Rhonda Sarnoff	Assistant Professor	Assistant Professor – Adjunct	0.4	Female	Caucasian	DrPH MPH	UC-Berkeley (DrPH); Harvard (MPH)	Public Health Policy (DrPH); Global Health	Global Health; Health Policy and Ethics	Global Health	Global Health Consultant
SONHP/ MPH	Susan Penner	Assistant Professor	Assistant Professor – Adjunct	0.4	Female	Caucasian	DrPH, MPH	UC-Berkeley (DrPH; MPH)	PH Administration (DrPH); MPH (Health Policy)	Program Planning, Implementation & Evaluation; MPH Apps;	Financial Mgmt in Health Care; Using technology in healthcare	Parish Nurse; Financial Management Guru
SONHP/ MPH	Elizabeth Marlow	Assistant Professor	Assistant Professor – Adjunct	0.2	Female	Caucasian	PhD, MSN	UC San Francisco (PhD); Yale (MSN)	Nursing (PhD); Nurse Practitioner (MSN)	Community Based Participatory Research (CBPR)	CBPR – Prison Populations	Founder of the Gamble Institute
SONHP/ PsyD	Elizabeth Montagno	Assistant Professor	Assistant Professor – Adjunct	0.2	Female	Caucasian	PsyD	Wright Institute (PsyD & MA)	Clinical Psychology	Mental Health Issues in Public Health	Multicultural Mental Health Issues	Private Practitioner
SONHP/ MPH	Kathy Raffel	Assistant Professor	Assistant Professor – Adjunct	0.2	Female	Caucasian	PhD, MSW, MBA	Ohio State (PhD); USF (MBA); USC (MSW)	Social Work; Business	Program Planning and Evaluation	Ethical Issues in Health Care; Social Justice	CHW with SFDPH; Conflict mediator

c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the program.

The USF MPH Program is fortunate to have an internationally known Environmental Health expert on faculty. Dr. Barbara Sattler is highly respected for her extensive work in Environmental Health and the community. Dr. Sattler has published extensively in the field of Environmental Health and Nursing. She has served as a consultant to the World Health Organization, to the federal government (EPA and CDC) and to numerous public health agencies and organizations throughout the world. Her expertise lies in lead poisoning and cosmetic safety. She founded the National Alliance of Nurses for Environmental Health while she was a professor at the University of Maryland/Baltimore. She is a frequent speaker at conferences all over the world.

The USF MPH faculty use local and national public health guest speakers and experts in their classrooms. Below is a table of current public health speakers used in our core courses:

MPH Core Courses	Guest speakers and experts
MPH 611: Introduction to Public Health and Health Promotion	<ul style="list-style-type: none"> • Barbara Garcia, MPA – Director of San Francisco Department of Public Health • Dr. Naveena Bobba, MD, MPH – Program Director of SFDPH Emergency Preparedness and Disaster Planning Services
MPH 621: Communicating Health Behavior and Social Change	<ul style="list-style-type: none"> • Dr. Elizabeth Marlow, PhD – Director of Gamble Institute
MPH 622: Epidemiology	<ul style="list-style-type: none"> • Adam Stone, MA – Former Capital Hill Policy Advisor and Legislative Assistant to Dianne Feinstein • Daniel Keeler, MS, JD – Patent law attorney • Octavia Struve, MSN, RN, CNL – Hospital handwashing expert
MPH 632: Environmental Health	<ul style="list-style-type: none"> • Robert Gould, MD, MPH Physicians for Social Responsibility Topics: Climate Change and Radiation Health (just returned from the Fukushima nuclear powerplant post earthquake) • Patrice Sutton, MPH Program on Reproduction and the Environment ; Topic: Reproduction and Environmental Exposures • Stacy Malkan, public health journalist / author / activist; Topic: GMO labeling ballot initiative in California

	<ul style="list-style-type: none"> • Lisa Hartmayer, RN, MS Chair of the Green Team UCSF Medical Center; Topic: Sustainability and Environmental Health in Health Care • Samantha Busener, MPH (and recent Alumna) Green Chemistry Institute; Topic: Toxicity and Flame Retardants in everyday products
MPH 631: Public Health Systems Leadership and Administration	<ul style="list-style-type: none"> • Dr. Robyn Gershon, PhD – Epidemiologist, CDC Consultant – Post 911 Study – Disaster Preparedness

d. Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years.

Outcome Measures	Targets	AY 11/12	AY 12/13	AY 13/14
• Primary faculty will hold doctoral degrees related to public health	100%	100%	100%	100%
• *Fulltime primary faculty will adequately meet program teaching needs	4 FTE	3 FTE	4 FTE	5 FTE*
• Fulltime primary faculty will hold graduate public health degrees	100%	100%	100%	100%
• Fulltime primary faculty will have history of professional work experience in public health (consulting, research, teaching, and/or service)	100%	100%	100%	100%
• Faculty will receive funding for research scholarship	≥60% within 3 years	0%	75% (3 of 4)	75% (3 of 4)
• Faculty will submit manuscripts to peer reviewed journals/conferences annually	≥60%	33% (1 of 3)	75% (3 of 4)	75% (3 of 4)
• Faculty will attend a professional conference annually	≥60%	100% (3 of 3)	100% (4 of 4)	100%
• Faculty will publish in peer reviewed journals and/or present at professional PH conference annually	≥60% within 3 years	33% (1 of 3)	50% (2 of 4)	50% (2 of 4)

*Full-time primary faculty = 5 FTE in Academic Year 2013-2014. This is an accounting of the primary faculty for the academic year, however, one of these full-time faculty is currently on sabbatical (Dr. Marcianna Nosek) and thus, her line has been filled with part-time faculty hires.

e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

The criterion is met with commentary.

Strengths: The USF MPH program faculty are accomplished and diverse in their public health expertise and knowledge.

Challenges: The primary MPH faculty are not diverse as related to race and ethnicity.

Plan: Support and promote faculty with diverse backgrounds with regard to education and racial/ethnic heritages.

4.2 Faculty Policies and Procedures.

a. A faculty handbook or other written document that outlines faculty rules and regulations.

The University of San Francisco Faculty Association (USFFA) – Collective Bargaining Agreement (CBA) Handbook is the primary, authoritative document that outlines rules and regulations for all USF faculty. Section 2 of the handbook includes information regarding recruitment and employment, academic personnel policies, and faculty evaluation. The handbook is made available to all faculty in printed format (in Program’s on-site resources), and can be found on the following website:

<http://www.usffa.net/legal/collective-bargaining-agreement>.

b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

Fulltime faculty have access to faculty development funds to attend and present at conferences, conduct research, and in general, to pay for professional development activities. These funds are provided by the university administration but regulated and administered by faculty committees within individual schools and colleges within the university. The total amount of funds available is negotiated by the union and disbursed on an annual basis to the individual schools and colleges within the university.

In addition to monetary resources for faculty development, the university also has a Center for Teaching Excellence, which was established in 2011. CTE programs are organized around **three central hubs**: Building the Teaching Community; Using Technology to Enhance Student Learning; and Presenting Traditional Faculty Development Programs. CTE offers **programs** for faculty at all stages of their career with the following **foundational values and goals**:

- We will **foster conversation** among faculty across disciplines, across schools, and at all stages of their career.
- Faculty participation is **voluntary**.
- Faculty participation is **confidential**. The Center will not keep records of the names of participants and will not report faculty participation to any administrators. If faculty wish to have documentation of their participation, the Center will provide it.
- The Center does **no evaluation** of teaching for the purposes of tenure and promotion.
- The Center will evolve to meet real faculty needs

MPH faculty have participated in a number of CTE activities – namely book clubs and CTE presentations.

At the University of San Francisco, part-time faculty are represented by the Part-time Faculty Association, <https://sites.google.com/site/usffaparttimefaculty/>. An important

part of the support provided to part-time faculty is the opportunity to secure teaching development funds. These funds are available to pursue work in the areas of course development, student learning, and related pedagogical issues. Most funds are awarded for expenses incurred in attending conferences or workshops that will enhance teaching. These funds are quite limited and administered by Dean Karshmer. The funds are also available to all part-time faculty in the SONHP and awarded on a first come, first serve basis.

Starting in 2013, services from the USF Center for Teaching Excellence (CTE) have been extended to part-time faculty. <http://www.usfca.edu/cte/>. Part-time faculty are also able to submit proposals for grant funding from USF, are eligible for teaching and service awards, and may serve as co-investigators on federal grants.

c. Description of formal procedures for evaluating faculty competence and performance.

Review of Faculty Performance–Academic Career Prospectus (ACP)

The Academic Career Prospectus (ACP) as outlined by the USFFA CBA (Section 22. – Part II), is the official document that governs all professional workload responsibilities as defined in the contract between the faculty member and the University. The ACP sets forth professional written and specific professional responsibility and workload objectives, which include prospective accountability measures for all work assignments pursuant to the USFFA Collective Bargaining Agreement. This document serves as the roadmap to faculty intentions with regard to teaching, service, and research/scholarship. It is both prospective and retrospective in focus. The Dean uses this tool to evaluate faculty competence with regard to accountable goals and plans and as evidence to support teaching effectiveness and classroom management. Faculty are also evaluated on their research productivity (if they are on a tenure track) and their service work/contributions. The annual review of full-time faculty performance usually occurs in the fall semester of the academic year. The Dean performs this annual review with all full-time faculty.

Part-time faculty are also included in formal evaluations and reviewed annually or by semester. These reviews are conducted by the MPH Department Chair and the Associate Dean of Graduate Programs and Community Outreach. The process for doing this includes a review of the SUMMA scores received by the part-time faculty member as well as a review of the Adjunct Teaching Prospectus (ATP) – a modified ACP that focuses solely on teaching goals and professional development. Adjunct/part-time faculty are eligible to apply for USF Preferred Hiring Pool (PHP) status following 2 years or 32 units of teaching at USF. Decisions to move part-time faculty to PHP status is the Dean's decision. PHP status affords adjunct faculty the seniority and greater financial rewards as well as priority placements in teaching assignments among part-time faculty.

d. Description of the processes used for student course evaluation and evaluation of instructional effectiveness.

The processes used for student course evaluation and evaluation of instructional effectiveness are also described in section 1.2 of this document. The student course evaluation (COURSE EVALUATION) and evaluation of instructional effectiveness (SUMMA) are two separate evaluation processes administered at two separate times at the end of the semester to track student satisfaction and gauge their perceptions of course content and teacher effectiveness.

Course Evaluations

Through course evaluations, students provide feedback regarding course content, learning resources, and teaching methods. The final question from each section of the survey provides insight to the students' perceptions on course quality. (e.g. Syllabus: "Overall, an essential course resource for me;" Tests and Assignments: "Overall, fair and accurate test of my learning in this course"). When faculty receive the results of the surveys for their courses (after grades are posted), they are required to complete an analysis (Faculty Threshold Review) and submit their results and any plans for change as warranted by the data. When 30% or more of responding students rate an item in the two lowest categories (disagree or strongly disagree for positive stems, and strongly agree or agree for negative stems), the evaluation of the courses is determined to be below the positive threshold of 70% and requires that a plan of action is submitted to the program department chair. These course evaluations are administered online via Survey Monkey and are executed by the MPH Program Assistant and the MPH Department Chair.

Results are reviewed at faculty meetings and MPH Program Curriculum and Program Evaluation meetings. Curricular changes and modifications are driven by the evidence collected in the course evaluations and SUMMA evaluations.

Evaluation of Teaching Effectiveness

The SUMMA evaluation of each instructor is an institutional evaluation tool of teaching effectiveness in the classroom. As outlined by the USFFA contract, students complete a SUMMA evaluation for each instructor in each class at the end of each semester. This is a paper and pencil computer scored sheet, which is submitted to an evaluation company which tallies the results and returns them approximately three months later. The evaluation is considered a "whole" metric, composed of several subparts. However, in particular, SUMMA questions #18 "In this course I am learning much" and #22 "Overall, I rate this instructor a good teacher" are used by the university to gauge teacher effectiveness. The results of these student evaluations provide feedback for faculty that enable them to focus their efforts on improved teaching and are used as part of the hiring, tenure, and promotion process.

This evaluation tool is executed by the SONHP Dean's office and is administered by proxy in the physical classroom. The Dean receives the results and shares these with the faculty member. These are then used to measure progress and effectiveness in teaching and course assignments.

- e. **Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.**

The criterion is met.

Strengths: The USF MPH Program has 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.

4.3 Student Recruitment and Admissions.

a. Description of the program's recruitment policies and procedures.

The MPH program at USF is committed to selecting the best-qualified candidates to pursue graduate studies in the field of public health. Recruitment policies and procedures are reviewed by MPH Program faculty, the SONHP Dean and Associate Dean for Graduate Studies, and the Recruitment Coordinator on an annual and on an "as needed" basis. Recruitment efforts for the MPH program consist of collaboration between the MPH Department Chair, MPH faculty, Recruitment Coordinator, Graduate Admission Coordinator, and USF Office of Communication and Marketing.

The USF MPH program values diversity in its student body and recruits qualified and dedicated students who have a wide range of interests, backgrounds, and experiences as well as the educational prerequisites, interest, and motivation for undertaking and advancing public health careers.

The MPH program adheres to USF's Equal Opportunity/Affirmative Action policies in all recruitment and admission activities. The MPH program admits qualified students and does "not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, disability, or veteran status in employment or in any program or activity offered or sponsored by the university. In addition, the MPH program does not discriminate on any basis (including, but not limited to, political affiliation and sexual orientation) not related to the applicable educational requirements for students."

The USF MPH Program uses the following materials and/or techniques to recruit students:

- Attending graduate fairs at colleges & universities
- Providing monthly information sessions on campus
- Conducting web chat questions & answer sessions
- Local print advertisements
- Answering prospective student email and phone inquiries
- Developing communication plan with potential leads
- Maintaining MPH program web site pages (<http://www.usfca.edu/nursing/mph/>)
- USF MPH Program Brochures and Flyers

Application numbers and the quality of the applicants are more than adequate to fill the 25 seats in a given admission cycle. Requests for information are received by the Recruitment Coordinator in the SONHP Admissions Office and MPH Program Assistant in the MPH Department.

b. Statement of admissions policies and procedures.

Admission Requirements

The MPH Program at USF is accessible to candidates with a completed baccalaureate degree and interest in pursuing a professional degree to prepare for a career in public health. A minimum GPA of 3.0 overall is required for admission to the MPH Program. In addition, international educational experience is highly valued as well as a second language proficiency (other than English). There are no prerequisite undergraduate coursework requirements. However, preference is given to those students who show evidence of competence in pre-calculus math, basic biological science, and social sciences (psychology, anthropology, sociology, economics).

Admission is competitive for the MPH program at USF. Applications are evaluated only after all materials have been received (this does not include coursework in progress). The MPH program admits students in the fall and spring semesters of each academic year. However, applications are accepted throughout the year and students may be accepted on a rolling admission basis. For this reason, prospective students are advised to apply as early as possible.

Selection of candidates is made by the MPH Admissions Committee who evaluates grades, resumes, personal statements, and letters of recommendation. The Committee carefully considers applications using a holistic approach to its review and applicants are offered full admission, conditional admission, or are rejected.

c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the program.

Program information is published in all of the university and SONHP recruitment materials presently used to advertise the SONHP graduate programs. In addition, program-specific recruitment initiatives (MPH information sessions) are held in conjunction with the Admissions Office on a monthly basis. The marketing department at USF has worked with the faculty and the SONHP administration to create social media marketing ads, radio announcements, and customized branding for the MPH Program. An information brochure and a specific MPH web page have been developed within the School of Nursing and Health Professions web page. The MPH web page can be found at <http://www.usfca.edu/nursing/mph/>. Recruitment materials are provided in the ERF (electronic resource file).

- d. **Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format.**

		Year 1 (2011-2012)	Year 2 (2012-2013)	Year 3 (2013-2014)
MPH Generalist – Cohorts 1 & 2	Applied	53 + 26 = 89 (total)		
	Accepted	32 + 19 = 51 (total)		
	Enrolled	22 + 10 = 32 (total)		
MPH Generalist – Cohorts 3 & 4	Applied		91 + 48 = 139 (total)	
	Accepted		45 + 27 = 72 (total)	
	Enrolled		20 + 15 = 35 (total)	
MPH Generalist – Cohorts 5 & 6	Applied			67 + 18 = 85 (total)
	Accepted			42 + 14 = 54 (total)
	Enrolled			20 + 14 = 34 (total)

- e. **Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full- and part-time students and an FTE conversion, for each of the last three years.**

	Year 1		Year 2		Year 3	
	HC	FTE	HC	FTE	HC	FTE
MPH Degree - Generalist	32	32	67	67	69	69

Note:

HC = Head Count

FT = Full-time students (6 credit units or more per semester)

FTE = Full-time equivalent students

- f. **Identification of measurable objectives by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years.**

Outcome Measures	Targets:	AY 11/12	AY 12/13	AY 13/14
• Admitted students will have an undergraduate GPA \geq 3.0	GPA \geq 3.0	3.8	3.77	3.44
• Admitted students will have public health work experience	\geq 25%	47% (15 of 32)	54% (19 of 35)	74% (25 of 34)
• Admitted students will speak a foreign language (other than English)	\geq 25%	40% (14 of 32)	46% (16 of 35)	38% (13 of 34)
• Admitted students will reflect racial/ethnic diversity of the San Francisco Bay Area	\geq 20%	47% (15 of 32)	57% (20 of 35)	50% (17 of 34)
• Admitted students will reflect gender diversity	\geq 10% male	9.5% (3 of 32)	11% (4 of 35)	21% (7 of 34)

- g. **Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.**

This criterion is met.

Strengths: Student recruitment and admissions policies and procedures are designed and in place to locate and select qualified individuals capable of taking advantage of the program’s various learning activities.

Plan: Continue to solicit input and feedback from students, faculty and the SONHP Graduate Program recruiter regarding the admissions and recruitment processes.

4.4 Advising and Career Counseling.

- a. **Description of the program’s advising services for students in all degrees and concentrations, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.**

Advising

Upon enrollment in the USF MPH program, students are assigned a faculty advisor. Because the USF MPH program is a cohort driven model, the initial advising for all students is done in groups for the first half of the program. This means that advisors are matched with cohort groups and bear the responsibility of advising and guiding the entire cohort group as a whole. Each semester the advisor is responsible for setting aside time to meet with the group. During this meeting, students are given a “worksheet” of courses that includes the time, dates and the course numbers of courses (for online registration) they are expected to take the following semester. In addition, students are guided to plan their elective options at any time after their first successful semester in the program.

As students progress in the program, the Fieldwork Coordinator and faculty advisors meet one-on-one with each student to begin planning for the Fieldwork Experience in the final semester.

Overall, students are required to meet with their faculty advisor at least once per semester (in person or via email and/or phone) to discuss their progress in the program and any concerns and to obtain an advisor “registration release” on the University’s Banner registration system.

All full-time USF MPH faculty are expected to serve as advisors to MPH students. Students are advised by cohort. The USF MPH program is small enough that all the MPH students get to know the entire faculty well. Current plans are for the program to remain this size for the foreseeable future. Students are encouraged to develop advising relationships with all faculty during the course of their graduate studies and thus, frequently, informal advising happens between and among several faculty and the students simultaneously. Faculty are oriented to the advising process by the MPH Program Chair/Director and the Associate Dean for Graduate Studies.

New Student Orientation and Student Handbook

At the beginning of each fall and spring semester, all new students are required to attend a New Student Orientation Day. This event is facilitated by the Department Chair and is intended to ease the student’s transition into the program. During this orientation, students introduce themselves, as do all MPH faculty and their MPH student peers. A sample orientation agenda and PowerPoint are available in the electronic resource file. Students also receive a copy of the *USF MPH Student Handbook*. The Department Chair provides an overview of program requirements and critical milestones students will

encounter as they matriculate through the program. Students are also encouraged to become involved in service and research activities (such as “Flu Near You”) and are encouraged to become members of the MPHSA (Master of Public Health Student Association) student group as well as the California/American Public Health Association.

Other Communication with Students

The Department Chair communicates with students regularly through a current student email distribution list as well as a bi-monthly published, online USF MPH Newsletter. This publication serves as a source of information regarding important deadlines, upcoming events, meetings, field experience or career opportunities, and other program-related issues.

Career Development, Placement Services

Career and placement advice is provided by faculty through advising. Students are frequently updated (via the current USF MPH electronic Newsletter and the student email distribution list) with announcements of various employment opportunities. The USF MPH website continuously updates links to public health career-related websites (see <https://www.usfca.edu/nursing/mph/careers/>).

In spring 2013, an elective course entitled “Essential Tools for Making Public Health Change” was introduced as a supplement course to the core course entitled “Public Health Systems Leadership and Administration (MPH 631).” This elective course introduced real life career building concepts and opportunities for students such as career networking, resume writing, public speaking/press release guidelines, and tips for working with the politics of public health in the field.

The University maintains an office for career development and placement for use by all students. The office provides a variety of services including assistance with resume writing, job searches, and interviewing skills. A link to their website can be found at <http://www.usfca.edu/csc/>.

b. Description of the program’s career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program’s student population.

The university has a dedicated career services center for all students in all degree programs. The Priscilla A. Scotlan Career Services Center's mission is to assist USF students and alumni in developing, evaluating, and effectively implementing their career plans. To fulfill this mission, the Career Services Center provides career counseling, job search preparation, and recruiting events. (See “Overview of Career Services Center” PDF flyer in electronic resource file).

While a formal career counseling service exists at USF, many of the current graduates have been coached by faculty and fieldwork preceptors on obtaining jobs in the public health field. Dr. Barbara Sattler, MPH Fieldwork Coordinator, has facilitated both job placement and job introductions through networking and calling on various public

health agencies in the Bay Area. The future plan is to work more closely with the USF Career Center to plan formal sessions regarding resume writing and networking in public health. MPH faculty must also work with USF colleagues within the career center to increase their understanding of the MPH program outcomes and potential career paths.

c. Information about student satisfaction with advising and career counseling services.

The MPH program graduated 19 students in August 2013. The MPH Exit Survey was sent shortly after the completion of their coursework. The second cohort of MPH students completed all their degree requirements the first week in December and the Exit Survey was sent out shortly thereafter.

Nine students (out of 19) from the first MPH Cohort responded to the Exit Survey. Results from the second Exit Survey sent out during the first week of December are still pending. The results from the first Exit Survey indicate that all responding students/graduates were satisfied with their educational preparation and did not indicate that there was a lack of satisfaction with achieving the program outcomes.

Information about advising and/or career counseling was not solicited in these Exit Surveys. This change is in effect for the next cohort, graduating in August 2014.

d. Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

The School of Nursing and Health Professions and the USF MPH program follow the University's formal mechanism for student grievances and grade appeals. The Appeal Process for Change of Course Grade is outlined in the University Student Handbook (*Fogcutter*) and can be found on the USF website at <http://www.usfca.edu/fogcutter/studentconduct/>. This information may also be found in the online USF General Catalog at <http://www.usfca.edu/catalog/policies/>. This information is also repeated and published in the School of Nursing and Health Professions Student Handbook and the USF MPH Student Handbook. Students also have a student run student government organization (founded in 2013) called the Master of Public Health Student Association (MPHSA). Although the MPHSA does not have a formal grievance/appeals process for program concerns, it does serve as an informal conduit of student concerns and issues and is supervised by an MPH faculty member advisor.

Students may appeal for a change of course grade through the process of Appeal Process for Change of Course Grade. This grievance process applies to students and both full-time and part-time faculty members in the School of Nursing and Health Professions. When a student believes that his or her final grade for a course is unfair, the student may

use the grade appeal for change of grade. The burden of proving a claim of an unfair grade (e.g. discrimination, unjust treatment, or errors in calculation) rests with the student. Grades are awarded or changed only by the course instructor or through this appeals process. An appealed grade may be raised or lowered during the course of this appeals process.

The student must direct an appeal in writing to the course instructor involved within the first 30 days of the next semester for the fall and spring semesters or 30 days after the grade is available online for Intersession or Summer Session. The appeal must include presentation of whatever evidence of unfair evaluation the student believes is relevant. Once the time limit has expired, an appeal will not be taken forward unless the student could not reasonably have known about the alleged injustice within that time; in that case the student must appeal within 30 days of discovering the alleged injustice. It is the responsibility of all parties to make every effort to resolve their differences between themselves and informally.

If at any stage of the grade appeal process an allegation of academic dishonesty becomes known for the first time, this Grade Appeal Process will be suspended and the case referred to the USF Academic Honesty Hearing Committee. The USF Academic Honesty Hearing Committee will make a written report of its findings to the parties involved. If the Academic Honesty Hearing Committee finds the student not guilty of academic dishonesty, the student shall then have the right to decide whether or not to return to the Appeal Process for Change of Grade. If the Academic Honesty Hearing Committee finds the student guilty of academic dishonesty, then the instructor's grade will stand and the student will not have the right to return to the Appeal Process for Change of Grade. The Academic Honesty Hearing Committee does not have the authority to alter a student's grade and should not consider in any way the merits of the grade itself; the only questions are whether academic dishonesty did occur, and if so, what the appropriate sanction(s) should be. At any stage, any of the parties may invite the University Ombudsperson to help facilitate an agreement.

Overall general program complaints and concerns are addressed by the MPH Department Chair, the Associate Dean and the Dean of the SONHP. Regular meeting sessions with the deans are scheduled throughout the semester so informal conversation and dialog can occur and provide transparency regarding program operations. Students are encouraged to directly address any classroom concerns (e.g. faculty teaching manner, student interaction issues and any other classroom issues) with assigned teaching faculty before bringing to the MPH Department Chair.

The USF MPH program has not had any formal grievances to date.

e. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met with commentary.

Strengths: The MPH program has a readily accessible advising system in place as well as a readily available career placement service. The student-faculty ratios and size of the program make it possible for faculty to get to know (and advise) students well.

Challenges: The career placement service serves the entire university community and has limited experience with placing students in public health careers. Most of the services provided at the career placement center are geared towards undergraduate students.

Plan: Provide career-planning workshops for students in spring 2014 and work with the Scotlan Career Center to increase their knowledge of the professional field of public health. Maintain a database of current alumni and their current employment status. Use alumni to help with career planning and networking of current students. Work with LinkedIn program to provide an avenue for networking and job seeking. Also work with LinkedIn to gather data about alumni and potential employers.

Appendix A: Table of Contents – Electronic Resource File

The following files are available in the Electronic Resource File:

- Admissions and Student Recruitment
- Advisory Committee
- Career Services
- CEPH Consultation Visit 9.2012
- CEPH Site Visit
- Cohort Information
- Community/Institutional Assessment Data – 2010
- Course Evaluations
- Course Syllabi
- Curriculum
- Faculty CVs
- Faculty Orientation
- Fieldwork Files
- Ignatian Pedagogy
- MPH Handbooks
- MPH Meeting Minutes
- MPH Newsletters
- MPH Program Updates
- MPHSA (Student Association)
- Organizational Charts
- Orientation
- Pictures
- Public Health Day – Presentation of Culminating Experiences
- SONHP Schedules
- Staffing
- Student Advising
- Student Orientation
- SUMMAs
- Surveys
- USF Mission and Vision
- USF Faculty Association (USFFA) Contract and SONHP Bylaws