REVIEW FOR ACCREDITATION

OF THE

PUBLIC HEALTH PROGRAM

AT THE

UTAH STATE UNIVERSITY COLLEGE OF AGRICULTURE AND APPLIED SCIENCES

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
January 27-28, 2025

SITE VISIT TEAM:
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CRITERIA:
Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended August 2021

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# INTRODUCTION

Utah State University (USU) is a public research university located in Logan, Utah. It was established in 1888 as the Agricultural College of Utah and given its current name in 1957. USU has eight campuses and 23 education centers across Utah. As a land-grant university, its extension services are a key priority. Extension includes outreach programs that allow the university to share its research knowledge and resources with the public through non-formal educational programs.

USU offers a range of academic and professional programs, including 137 undergraduate degrees, 95 master's degrees, and 39 doctoral degrees. Degrees are housed in nine schools and colleges: College of Agriculture and Applied Sciences (CAAS), which houses this public health program; Caine College of The Arts; Jon M. Huntsman School of Business; College of Engineering; College of Humanities and Social Sciences; College of Science; College of Veterinary Medicine; Emma Eccles Jones College of Education and Human Services; and S.J. and Jessie E. Quinney College of Natural Resources. As of fall 2024, USU employed 1,282 full-time faculty members and 1,980 full-time staff and enrolled 22,504 undergraduate students and 3,198 graduate students. The university holds institutional accreditation from the Northwest Commission on Colleges and Universities. The university responds to other specialized accreditors such as the American Veterinary Medical Association Council on Education; Association for Advancing Quality in Educator Preparation; Accrediting Board for Engineering and Technology; and Society of American Foresters.

CEPH also accredits a public health program in USU's College of Education and Human Services (CEHS), which includes BS concentrations in health science and community and public health and an MPH in health education and promotion. Including all public health offerings in a single administrative structure proved challenging; therefore, the university determined that the best approach was two separate programs that would each seek accreditation independently. Both programs have their own coursework and designated faculty.

In CAAS, the Department of Nutrition, Dietetics and Food Sciences (NDFS) and the Department of Animal, Dairy and Veterinary Sciences (ADVS) sit alongside other departments such as the Department of Applied Sciences, Technology, and Education; Department of Applied Economics; Department of Aviation Technology; and the Department of Plants, Soil, and Climate. The MPH program, which is co-housed in NDFS and ADVS, sits alongside other master levels programs in areas such as food sciences, nutrition, and dietetics.

The CAAS MPH program began in fall 2017 and offers a distance-based MPH in two concentrations: public health nutrition and veterinary public health. The program draws on faculty from the NDFS and ADVS. The program director is based in NDFS and reports to both department heads, and faculty for each concentration are drawn from both departments. In addition, the program has a graduate program coordinator and a project coordinator who supports students in their Applied Practice Experience (APE). At the time of the visit, the program enrolled 49 public health nutrition students and 27 veterinary public health students. The program draws on efforts from 14 faculty members.

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

| Instructional Matrix - Degrees and Concentrations | | | | |
|---|---|---|---|---|
| | | | **Place based** | **Distance based** |
| **Master's Degrees** | **Academic** | **Professional** | | |
| Public Health Nutrition | | MPH | | MPH |
| Veterinary Public Health | | MPH | | MPH |

**A1. ORGANIZATION & ADMINISTRATIVE PROCESSES**

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Designates appropriate committees or individuals for decision making, and implementation | | The program's committee structures, and administrative processes are sufficient to enable it to fulfill its stated mission and goals. The program has three standing committees (Steering Committee; All MPH Faculty and Staff Committee; and Admissions Committee) as well as two ad hoc committees (Marketing Committee and Search and Screening Committee). The Steering Committee consists of the program director as well as at least one faculty member from each concentration and staff member. The Admissions Committee has at least two faculty members from each concentration. The All Faculty and Staff committee consists of all primary instructional faculty (PIF), non-PIF, and staff members. | Click here to enter text. | |
| Faculty have opportunities for input in all of the following:<br>• degree requirements<br>• curriculum design<br>• student assessment policies & processes<br>• admissions policies & decisions<br>• faculty recruitment & promotion<br>• research & service activities | | | | |
| Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program | | As noted in the Introduction of this report, the program's two concentrations draw on faculty from two CAAS academic departments, and the program director reports to both department heads. For matters that impact the program as a whole, such as degree requirements and curricular changes, the program director consults with and seeks approval, when needed, from both department heads. Matters relating only to one concentration are managed by the program director in consultation with the relevant department chair.<br><br>For degree requirements, the program director facilities a discussion of any proposed changes during Steering Committee meetings or All MPH Faculty and Staff | | |

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|---|---|---|
| | Committee meetings. The program director works with the college's graduate program coordinator/program assistant , a staff member who dedicates 75% of their efforts to the program, and the School of Graduate Studies staff to ensure changes align with School of Graduate Studies' requirements. The program director and department heads grant final approval for any changes. The program director also works with the graduate program coordinator/program assistant and university marketing team to ensure that changes are reflected on the program's website.<br><br>For curriculum design, any faculty member can suggest curricular changes or revisions. Revisions are discussed by MPH faculty in their concentration and then go to the All MPH Faculty and Staff Committee for discussion and approval. If approved by this committee, faculty submit all changes to the college and university for review.<br><br>The Steering Committee oversees program policies and procedures for student assessment. The committee also develops and revises program assessments and collects and reviews data from these program assessments. Additionally, the committee proposes program and curricular changes based on feedback from students, community partners, and alumni. Any revisions or changes are brought to program faculty and department heads for approval.<br><br>In consultation with MPH faculty and department heads, the Admissions Committee determines the admission policies for the program. The Admissions Committee reviews all applications and makes final admission decisions. The decisions are shared with the graduate | |

program coordinator/program assistant , who works with the School of Graduate Studies to process approvals and notifications of acceptance.

Decisions about faculty recruitment, ongoing evaluation, and promotion are managed through the faculty member's home department. For the program director, recruitment, evaluation, and promotion is managed through NDFS. All tenure-track faculty have a five-member Tenure and Promotion Committee in their home department. This committee votes on whether to recommend a pre-tenured faculty for continued employment and communicates the recommendation to the department head. The department head reviews all promotion and tenure materials and writes a letter of recommendation for review by the CAAS dean, followed by subsequent approvals at the university level. After receiving tenure, the faculty has a five-person Promotion Advisory Committee. The process for promotion is the same as the process for tenure. The program's research and service activities are discussed at All MPH Faculty and Staff Committee meetings.

Faculty contribute to decision-making activities outside of the program by serving on institutional committees such as the University Curriculum Committee; College of Veterinary Medicine Curriculum Design Committee; the University Central Scholarship Committee; Tenure and Promotion Committees; and USU's Educational Policies Committee.

Full-time MPH faculty attend weekly Steering Committee meetings as well as monthly All Faculty and Staff Committee meetings. Part-time faculty are invited to

| | | attend meetings as well. These full – and part-time faculty interactions are evidenced in the All Faculty and Staff Committee meeting minutes provided for review. | | |
|---|---|---|---|---|

## A2. MULTI-PARTNER SCHOOLS & PROGRAMS

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

## A3. STUDENT ENGAGEMENT

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Students have formal methods to participate in policy making & decision making | | MPH students participate in policy and decision making within the MPH program. | Click here to enter text. | |
| Students engaged as members on decision-making bodies, where appropriate | | The Student Advisory Board consists of students from both MPH concentrations and has included 22 student representatives from 2022 to present (January 2025). The Student Advisory Board holds two meetings each semester, one with the board members and one with all MPH students, during which the board gathers student feedback. Board members participate in the MPH Faculty and Staff Committee to communicate student feedback, and board members bring important information to the student body. A board representative attends the program's General Advisory Board (discussed in Criterion F1) meetings to share student insights and participated in revising the program's guiding statements, APE and ILE | | |

| | | requirements, student handbook, and new student orientation.

The self-study provides examples that demonstrate the program implements student feedback. As one example, students asked for more resources for Canvas, and the Student Advisory Board worked with the program faculty to develop additional content. As another example, the MPH program instituted a mechanism for students to provide anonymous comments, based on student feedback.

The MPH program's project coordinator manages the Student Advisory Board. The project coordinator does not teach or oversee students' degree progress, so students are able to freely communicate their needs and feedback.

During the site visit, students reported satisfaction with their roles in program-level decision making. They provided examples in which the program responded immediately to student feedback regarding curriculum and APE and ILE guidelines by developing detailed written and video instructions for all students. | | |
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## A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

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

## A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

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

## B1. GUIDING STATEMENTS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Defines a vision, mission statement, goals, statement of values | | The program's guiding statements address instruction, research, and service. The program's vision is "a future where people and animals live in an environment that supports overall health." Its mission is to "prepare highly competent public health professionals to lead, innovate, advocate, and educate to improve the health of humans, animals, and the environment". | Click here to enter text. | |
| Taken as a whole, guiding statements address instruction, scholarship, service | | | | |
| Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success | | The program defines four goals to advance its mission: | | |
| Guiding statements reflect aspirations & respond to needs of intended service area(s) | | 1. Provide access to high-quality, competency-based graduate education in public health. 2. Facilitate application-based experiences that align with the diverse career interests of students. | | |
| Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes | | 3. Engage in service that benefits students, alumni, public health professionals, the USU community, and the broader field of public health. 4. Collaborate with public health professionals to conduct research and community outreach to advance public health knowledge and practice. | | |

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | | Students, alumni, public health professionals, public health employers, program faculty and staff engaged in developing and revising the guiding statements. These constituents had opportunities to provide input in response to the needs of the areas of public health they represent.<br><br>The site visit team affirmed that program leaders and teaching faculty dedicate collective efforts to educate and prepare students using a One Health approach that aligns well with the program's vision and mission.<br><br>After discussions with faculty and staff, reviewers determined that guiding statements were sufficiently specific to rationally allocate resources as well as guide evaluation outcomes. | | |

## B2. EVALUATION AND QUALITY IMPROVEMENT

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Collects & reviews all measures in Appendix 1 | | The program implements an evaluation plan that defines detailed and data-driven methods to collect, analyze, and assesses its teaching, career development, service, and collaboration efforts. The program collects and reviews data for all CEPH-required measures and defines additional program-specific measures.<br><br>The program has appropriate data sources and review processes in place to track its five program-defined measures. These measures include recruiting students of diverse backgrounds, determining students' skill | Click here to enter text. | |
| Measures mission & goals & addresses unit's unique context | | | | |
| Reviews & discusses data | | | | |
| Makes data-driven quality improvements | | | | |
| Consistently implements evaluation plan(s) over time | | | | |

development through APE, tracking students' service and professional development experiences, tracking students' research experiences, and tracking students who pursued One Health service or career experiences.

The program has robust and clear data collection, processing, and review practices. For example, to track students who are engaged in service and professional development opportunities within the departments, university, and/or field of public health, the program uses exit interviews and the NDFS 6140: Introduction to Public Health course to record data in the program's student database. In NDFS 6140, students complete an assignment that demonstrates their participation, and the instructor shares the assignment details with the graduate program coordinator/program assistant who uploads the information into the student database. The program director, graduate program coordinator/program assistant, Steering Committee, and the All-MPH Faculty and Staff Committee review the data.

Site visitors reviewed an exit interview summary that captured student participation in service and professional development opportunities. Site visitors' review of MPH General Advisory Board meeting minutes confirmed that students' engagement in professional and community service activities was discussed using the exit interview summary as information for board members to react to.

The program designates appropriate parties responsible for review and decision making. The program director, graduate program coordinator/program assistant, Steering Committee, and All Faculty and Staff Committee

| | | are most frequently designated, with final decisions made by the program director and department heads.

The program provided three examples of implementing changes by translating evaluation findings. First, data from the exit interview and exit survey indicated that most students did not engage in professional and community service activities during their time in the program. The program implemented a mandatory 10 hours of professional or community service in NDFS 6140, which is a required course for all students. Second, program constituents provided feedback that MPH graduates needed to have more skills in data analysis. In response, the program developed NDFS 6540: Introduction to Epidemiology and Biostatistics, which launched in fall 2024. Lastly, data from the exit interview and exit survey indicated that program graduates wanted more career advising resources. The program started a career development workshop series in 2022-23 and designated a career opportunity section in the weekly email to students.

During the site visit, the program described the process of evaluation for its program-defined measures related to students' service hours and research and career development experiences. Rather than setting a quantifiable benchmark, the program uses a holistic approach to assess trends, trajectories, and changes in recent performance to measure success and to identify areas of improvement. | | |
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## B3. GRADUATION RATES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Collects, analyzes & accurately presents graduation rate data for each public health degree offered | | The program allows MPH students six years to graduate. The program reports graduation rates for cohorts entering in 2019-20 through 2024-25, with each cohort having between 15 and 29 students. The cohort that entered in 2019-20 has a final graduation rate of 93%. The next two cohorts have already surpassed this criterion's threshold at 94% and 83%. Remaining cohorts have enough students still enrolled to meet or exceed the 70% threshold. | | |
| Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees | | | | |

## B4. POST-GRADUATION OUTCOMES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered | | The program reports post-graduation outcomes for cohorts graduating between 2021 and 2023. The program reports outcome data for all graduates with zero unknown for each cohort; data indicate 88% positive outcomes for 2021 graduates and 100% positive outcomes for 2022 and 2023 graduates. The cohorts included eight, 11, and 18 graduates. | Click here to enter text. | |
| Chooses methods explicitly designed to minimize number of students with unknown outcomes | | | | |
| Achieves rates of at least 80% employment or enrollment in further education for each public health degree | | The program uses a variety of methods to collect post-graduation outcome data such as exit interviews, email correspondence, LinkedIn searches, and direct contact at public health events. | | |

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**B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions | | The program uses alumni surveys as well as alumni interviews to gather graduates' perceptions of curricular effectiveness. | Click here to enter text. | |
| Documents & regularly examines its methodology & outcomes to ensure useful data | | The most recent survey was distributed to individuals who had graduated in fall 2022 through summer 2023. The survey was sent to 18 alumni and received 17 responses (two from the veterinary public health concentration and 15 from the public health nutrition concentration). | | |
| Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation | | Asked about skills that were most useful in post-graduation settings, alumni highlighted skills such as program planning, cultural competence, leadership, and research. Alumni were also asked about areas in which they felt well-prepared. Alumni highlighted areas such as social determinants of health, food insecurity, mental health, emerging infectious disease, and critical thinking. Qualitative responses from the survey indicated that graduates would have benefited from more training in advanced research and analytical skills as well as regionally specific knowledge and experiences.

To supplement the survey, the program also conducts alumni interviews. The most recent interviews were conducted in 2023 and had 13 participants. In the interviews, alumni expressed a high level of readiness for public health careers. Alumni reported research, critical thinking, and program design and evaluation as skills they | | |

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | | appreciated receiving in the program. Alumni also discussed areas of improvement for the program such as analytical skills, career guidance, and clearer applied practice experience (APE) expectations.<br><br>During the site visit, faculty discussed the development of a new Intro to Epidemiology and Biostatistics course in response to alumni feedback. Alumni who met with site visitors praised the program for the support received during their time at USU as well as after graduation. | | |

## C1. FISCAL RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings | | The program's fiscal resources are sufficient and adequate to support its mission and goals and to sustain its degree offerings. | Click here to enter text. | |
| Financial support appears sufficiently stable at time of site visit | | Salaries for faculty vary by line and department with funding coming from both hard and soft money. Hard money is identified as ongoing guaranteed funds from the state or federal government. Soft money is considered funds from the program's returns; thus, it is not guaranteed and can vary from year to year.<br><br>All operational costs, defined as non-labor costs, are self-funded through the MPH budget and include expenses such as program promotion, printing, office supplies, software, and advertising. | | |

| | | | |
|---|---|---|---|
| | | All NDFS faculty members receive at least $2,500 yearly for professional development. These funds typically support travel, student support, and technological needs. Should a faculty member require additional funds, requests can be made to the NDFS department head on a one-time basis. Since needs vary annually, the NDFS department allows flexibility between fiscal years, although general carryover is not allowed.<br><br>Faculty in the ADVS department have research or extension (described in the Introduction of this report) in their role statements; as such, they receive professional development funds through grant budgets, extension resources, or research funding. The university's Academic and Instructional Services can provide additional development funds specifically for developing new online courses.<br><br>A portion of the tuition revenue generated by student enrollments is allocated back to the departments each semester. In the NDFS department, these funds are transferred to one of two designated MPH indices based on the type of enrollment. Specifically, tuition from in-state registrations is allocated to one index, while out-of-state registrations are directed to another. This distinction ensures clear tracking and management of funding based on student demographics.<br><br>In the ADVS department, tuition revenue is transferred into the general departmental index. Additionally, the college receives $5 per student credit hour for all types of enrollments, contributing to broader institutional support. | |

| | | At the university level, 70% of facilities and administrative (F&A) revenues generated by sponsored activities are retained by the USU vice president for research, and the remaining 30% is returned to the college(s) that generated the funding. Each college decides how the funds are allocated. CAAS receives 3%, the Utah Agricultural Experiment Station receives 3%, and the rest is transferred to the department. In the NDFS department, 7% is retained by the department, and 17% goes to the principal investigator/co-principal investigator to promote ongoing research efforts. In ADVS, 6% is kept by the department, 3% goes to the appropriate support center (Utah Agricultural Experiment Station and/or the Center for Integrative Biosystems), and the remainder of 15-18% goes to the principal investigator/co-principal investigator.

This diversified funding model highlights the program's strategic use of multiple revenue sources to ensure faculty support, promote collaboration across departments, and maintain financial resilience. These efforts exemplify a commitment to sustainability and resource optimization within the MPH program.

Students receive support in a variety of ways. Those enrolled in the public health nutrition concentration have access to self-funded graduate assistantships that enable students to qualify for a non-resident tuition waiver, college tuition award, and subsidized graduate insurance.

During the site visit, college and university leaders all noted their support for the program and expressed their commitment to its sustainability. | | |

## C2. FACULTY RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| School employs at least 21 PIF; or program employs at least 3 PIF | | The program has adequate faculty resources to support its degree offerings. The program has six primary instructional faculty (PIF) and eight non-PIF, which meets this criterion's minimum requirements. One PIF is fully dedicated to the program and five PIFs have at least 0.50 FTE.

Efforts allocated to the program are based on teaching, research, and service. Faculty with 1.0 FTE teach five to six three-credit courses and mentor five to eight students per year. Faculty with 0.75 FTE teach three to four courses and mentor three to four students per year as well as conduct research and other administrative duties. Faculty with 0.5 FTE teach one to three courses and mentor three to four students as well as conduct research and perform other administrative duties. Faculty with 0.25 FTE or less teach one class per year. Faculty with less than 1.0 FTE to the program spend the remainder of their time teaching and performing administrative duties for other programs in the college.

General and career advising are performed by program faculty. Faculty advise on average, six students with a minimum of one and a maximum of 16. For the integrative learning experience (ILE), the ratios for advising are the same as general and career advising. | Click here to enter text. | |
| 3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable | | | | |
| Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable | | | | |
| Ratios for general advising & career counseling are appropriate for degree level & type | | | | |
| Ratios for MPH ILE are appropriate for degree level & nature of assignment | | | | |
| Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable | N/A | | | |
| Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable | N/A | | | |
| Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities) | | | | |

| Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities) | | The program collects quantitative and qualitative data on class size and faculty availability through exit surveys, climate surveys, exit interviews, and alumni interviews. The most recent exit survey was administered in 2024 and had 15 responses. Of the 15 responses, 93% agreed that class sizes were conducive to learning and that faculty members are accessible and provide assistance when needed.<br><br>The most recent climate survey was also distributed in 2024. Of the 10 students who responded, 96% agreed that they were satisfied with class sizes and with faculty availability outside of the classroom. Qualitative data from exit interviews and alumni interviews also indicated a high level of satisfaction with class size and faculty availability.<br><br>Students who met with site visitors praised faculty for their availability and responsiveness and said that class size are ideal. | | |
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## C3. STAFF AND OTHER PERSONNEL RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Staff & other personnel are currently adequate to fulfill the stated mission & goals | | Staff and other personnel resources are currently adequate and stable to fulfill the mission and goals of the program. | Click here to enter text. | |
| Staff & other personnel resources appear sufficiently stable | | The program has a graduate program coordinator/program assistant staffed at 0.75 FTE and a project coordinator at 0.15 FTE. Additional support is provided by the university and shared with other units. | | |

| | | The program also receives support from business managers and administrative assistance from the NDFS and ADVS departments. The business managers maintain MPH program budgets, provide recommendations on financial decision making, and assist with any financial paperwork. The department's administrative assistants communicate with MPH faculty about university/department updates, requirements, and events.<br><br>Administrative support is also provided by the graduate registrar, who facilitates the admissions process and assists students with graduate school paperwork to ensure that students can efficiently navigate institutional requirements.<br><br>Feedback during the site visit from both students and faculty indicated a high level of satisfaction with staff resources, affirming their effectiveness in supporting academic success and career preparedness. | | |

## C4. PHYSICAL RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Physical resources adequate to fulfill mission & goals & support degree programs | | The program's physical resources are adequate to support its degree programs and to fulfill its mission and goals. | Click here to enter text. | |
| Physical resources appear sufficiently stable | | The MPH faculty have private office spaces equipped with modern computers, printers, and private telephone lines. | | |

| | | These offices are situated within the respective departmental buildings on the USU Logan campus. The ADVS faculty members are housed in the Agricultural Sciences Building, while those from NDFS are in the Nutrition and Food Science Building. Additionally, two faculty members maintain offices at USU's statewide campuses.<br><br>The administrative staff are also well-supported. The graduate program coordinator/program assistant and project coordinator have office space on the USU main campus, providing centralized administrative services. The project coordinator works remotely from a home office but retains access to shared office space on any USU campus as needed.<br><br>Since the MPH program is delivered entirely online, physical classroom space is not required. Regardless of office location, students can easily meet with faculty over Zoom. During the site visit, students expressed satisfaction with the online platform used by the program.<br><br>Although the program is fully online, MPH students do have access to a variety of online and in-person facilities and services offered through the university, including the library, the writing center, the disability resource center, USU's Office of Equity, mental health services, and student clubs and groups. | | |
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| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Adequate library resources, including personnel, for students & faculty | | The program has sufficient library and IT resources to support student and faculty needs. | Click here to enter text. | |
| Adequate IT resources, including tech assistance for students & faculty | | All program faculty, staff, and students have access to library services, databases, e-journals, and e-books. They have access to an interlibrary loan system, which provides a range of materials. Students can access department-designated librarians for needed support or assistance through a "Research Help" link, which is included in each MPH course's Canvas page. Faculty and staff members have access to department-designated librarians as well as a college-designated librarian. | | |
| Library & IT resources appear sufficiently stable | | The program uses Canvas as its learning management system. Students also have access to a wide range of software that they can download for free such as Adobe, Box, Qualtrics, and Microsoft Office. All USU students have access to a USU Zoom account, which is often used to meet with faculty or other students. Students also have access to a free USU box account with 50GB of secure storage. Should additional software be required, it is listed in the syllabi along with any corresponding cost. | | |
| | | During the site visit, faculty, staff, and students said that the IT resources sufficiently meet their needs. | | |

**D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE**

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
|  | Met |  |  |  |
| Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail) |  | All MPH students are grounded in the 12 foundational knowledge areas through a three-credit course, NFDS 6140: Introduction to Public Health. Students complete weekly modules, participate in discussion boards, and complete exams and quizzes that address each of the learning objectives. <br><br> Reviewers' findings are summarized in the D1 worksheet. | Click here to enter text. |  |

D1 Worksheet

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

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail) | | The program provides appropriate didactic preparation and assessment opportunities for the 22 foundational competencies. Most competencies are mapped to six core courses:<br><br>• NDFS 6240: Program Planning and Evaluation in Public Health<br>• ADVS 5000: One Health: People, Animals, and the Environment<br>• NDFS 6280: Public Health Administration and Leadership<br>• NDFS 6810: Social Determinants of Health<br>• NDFS 6550: Public Health Policy and Advocacy<br>• NDFS 6540: Introduction to Epidemiology and Biostatistics.<br><br>Competencies 9, 18, 19, and 20 are mapped to concentration-specific courses, and site visitors confirmed that both sets of coursework include appropriate assessment for these competencies.<br><br>Students receive didactic preparation through lectures and readings. The assessment opportunities are varied and include data analysis, lesson plans, grant writing assignments, evaluation plans, flowcharts, case studies, and role-playing presentations. For example, to assess foundational competency 19, students in the nutrition concentration record an oral presentation on a nutrition topic of their choice that is geared toward the general | Click here to enter text. | |

| | | public. The students also must write a 10-page paper on the same topic. For the veterinary concentration, students create an infographic, fact sheet, or an informative essay for a specific audience as well as present on their topic in a video discussion post.<br><br>The D2 worksheet summarizes reviewers' findings. | | |
|---|---|---|---|---|

D2 Worksheet

| MPH Foundational Competencies | Yes/CNV |
|---|---|
| 1. Apply epidemiological methods to settings & situations in public health practice | Yes |
| 2. Select quantitative & qualitative data collection methods appropriate for a given public health context | Yes |
| 3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate | Yes |
| 4. Interpret results of data analysis for public health research, policy, or practice | Yes |
| 5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings | Yes |
| 6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels | Yes |
| 7. Assess population needs, assets & capacities that affect communities' health | Yes |
| 8. Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs | Yes |
| 9. Design a population-based policy, program, project or intervention | Yes |
| 10. Explain basic principles & tools of budget & resource management | Yes |
| 11. Select methods to evaluate public health programs | Yes |
| 12. Discuss the policy-making process, including the roles of ethics & evidence | Yes |
| 13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes | Yes |
| 14. Advocate for political, social or economic policies & programs that will improve health in diverse populations | Yes |
| 15. Evaluate policies for their impact on public health & health equity | Yes |
| 16. Apply leadership and/or management principles to address a relevant issue | Yes |
| 17. Apply negotiation & mediation skills to address organizational or community challenges | Yes |
| 18. Select communication strategies for different audiences & sectors | Yes |
| 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation | Yes |
| 20. Describe the importance of cultural competence in communicating public health content | Yes |
| 21. Integrate perspectives from other sectors and/or professions to promote & advance population health | Yes |

| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative | Yes |
|---|---|

## D3. DRPH FOUNDATIONAL COMPETENCIES

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

## D4. MPH & DRPH CONCENTRATION COMPETENCIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
|  | Met |  |  |  |
| Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies |  | The program presents five competencies for each concentration. For the public health nutrition concentration, competencies are mapped to four concentration courses:<br>• NDFS 6210: Advanced Public Health Nutrition<br>• NDFS 6010: Hunger Issues and Solutions<br>• NDFS 6200: Nutritional Epidemiology<br>• NDFS 6600: Current Topics in Obesity<br><br>For veterinary public health, competencies are mapped to three concentration courses<br>• ADVS 6010: Applied Veterinary Epidemiology<br>• ADVS 6000: Ecology and Health<br>• ADVS 6840: Epigenetics in Public Health<br><br>Students are assessed on concentration competencies through research papers, discussion boards, infographics, and video presentations. The team's assessment of each | Click here to enter text. |  |
| Assesses all students at least once on their ability to demonstrate each concentration competency |  |  |  |  |
| If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES) | N/A |  |  |  |

| | | competency statement and assessment opportunity is presented in the D4 worksheet. | | |
|---|---|---|---|---|

D4 Worksheet

| MPH in Public Health Nutrition Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Analyze and critically evaluate peer-reviewed research in a specific area of public health nutrition | Yes | Yes |
| 2. Discuss the role agriculture or nutrition plays in prevention and treatment of significant chronic diseases or food security | Yes | Yes |
| 3. Assess multiple perspectives of a topic in public health nutrition using peer reviewed research to substantiate claims | Yes | Yes |
| 4. Build and utilize a tool to facilitate critical reading, note taking, and synthesis of scientific articles | Yes | Yes |
| 5. Develop a resource to disseminate the findings of an original research article to a general audience | Yes | Yes |

| MPH in Veterinary Public Health Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|---|
| 1. Develop an epidemiological tool to evaluate disease dynamics between animals | Yes | Yes |
| 2. Analyze the role that vectors such as bats and insects play in human and animal health and disease | Yes | Yes |
| 3. Assess how global trade and global climate change affect the health of both animals and humans | Yes | Yes |
| 4. Assess the benefits and risks of interaction with animals and/or animal products to people and their communities | Yes | Yes |
| 5. Evaluate the role that epigenetics play in the disease dynamics of both animals and human beings | Yes | Yes |

## D5. MPH APPLIED PRACTICE EXPERIENCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Partially Met | | | |
| All MPH students produce at least two work products that are meaningful to an organization in | | The APE is introduced during the annual new student orientation. Students are given an APE/ILE handbook, learning contract, learning contract instructional video, | Click here to enter text. | The Council reviewed the self-study and team's report. The Council acted to change the site visit team's |

| | | | | |
|---|---|---|---|---|
| appropriate applied practice settings | <span style="color:red">■</span> | APE instructional video, APE examples, and course syllabus via Canvas. The APE/ILE handbook provides students with a list of potential preceptors and organizations; however, they are not required to engage with these sites and are free to choose a site not on the list. During the site visit, students acknowledged how useful these resources were in helping them prepare for their APE. This process allows students to have access to the general requirements and expectations from their first day in the program to support their preparation for the APE. | | finding of met to a finding of partially met, based on the team's report. |
| Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies | <span style="color:green">■</span> | | | The concern relates to aspects of Plan A for veterinary public health students that do not align with this criterion's expectations. As noted by the site visit team, students may work with faculty on a research project; this criterion specifically defines very limited circumstances in which a university site can be used for the APE, and the program does not appear to ensure that students working with faculty consistently complete appropriate university-based sites and projects. Additionally, as noted by the site visit team, not all students appear to consistently complete at least two independent projects. |
| All students demonstrate at least five competencies, at least three of which are foundational | <span style="color:green">■</span> | Before entering their final year, students are required to consult with their advisor or the project coordinator to explore project concepts, identify potential preceptors or organizations, and review competencies. The APE must take place at a community-based practice site, where students are supervised by a preceptor. A learning contract is required for all students and must be signed by their preceptor and advisor prior to starting at their APE placement site. In the learning contract, students identify two work products as well as identify three foundational competencies and two concentration competencies to demonstrate in the products. | | |
| | | Public health nutrition students register for three credits of NDFS 6850: Applied Practice Experience in Public Health Nutrition. Veterinary public health students register for three credits of ADVS 6100: MPH Practicum. Veterinary public health students who are on a thesis track called Plan A are required to take nine credits of ADVS 6970: Research and Thesis instead of ADVS 6100 and six elective credits. | | |
| | | All MPH students must complete at least two work products, and two public health faculty members use a | | |

| | | rubric to assess whether the work products demonstrate the required competencies.<br><br>Site visitors reviewed samples of student work products and found them to be high-quality practice products that demonstrate specific competencies. Student samples include developing the script for a nutrition video, conducting a malnutrition literature review, creating a food security infographic, and creating a *Chronic wasting disease: What hunters need to know* factsheet.<br><br>Reviewers determined that some aspects of Plan A for veterinary students do not align with this criterion's expectations. First, the handbook states that a student can work with faculty on a research project, which would not be an appropriate university-affiliated setting and does not appear to allow for an appropriate external practice partner. Second, each student must complete at least two individual products to satisfy this criterion. Site visitors reviewed student sample 3 for the veterinary concentration and found that one of the products included three co-authors. | | |

## D6. DRPH APPLIED PRACTICE EXPERIENCE

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

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| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies | | For the ILE, MPH students complete a final paper or thesis during their last semester. All students must integrate two foundational competencies and two concentration competencies. The program preselects the two foundational competencies (i.e., 4 and 7). Students in the public health nutrition concentration are required to use two preselected concentration competencies (i.e., 2 and 5). Students in the veterinary public health concentration choose two concentration competencies that best align with their project. Each student's faculty advisor and one additional faculty member review and assess the ILE written product. The program has a comprehensive assessment rubric that covers formatting, writing style, content knowledge, demonstration of competency synthesis, quality of project outputs, and references formatting.<br><br>The ILE samples reviewed by site visitors were of high quality and appropriately demonstrated competency synthesis and mastery of the topics. Examples of students' completed ILE work include the following:<br>• Education for students and staff to reduce food waste in school cafeterias<br>• Higher education student basic needs resource requirements<br>• Malnutrition and food security screening tools for the adult oncology population in clinical settings | Click here to enter text. | |
| Project occurs at or near end of program of study | | | | |
| Students produce a high-quality written product | | | | |
| Faculty reviews student project & validates demonstration & synthesis of specific competencies | | | | |

| | | | | |
|---|---|---|---|---|
| | | • Utilizing cultural competency and biosecurity during animal disease response<br>• Zoonotic disease and parasitic preventions for dogs and cats' ownership education<br>• The importance of a positive safety culture among practicing veterinarians<br><br>During the site visit, students and alumni provided positive feedback on their experiences with completing the ILE. One student noted that working closely with a faculty member in a one-on-one setting provided the much-needed guidance and assistance that resulted in the successful completion of the ILE. Students also reported that the program provides detailed instruction on the ILE requirements and examples of ILE papers on Canvas that serve as resources and guidelines and allow students to work independently and successfully. | | |

## D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

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

## D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

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

## D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

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

## D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

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

## D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

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

## D13. MPH PROGRAM LENGTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| MPH requires at least 42 semester credits or equivalent | | The MPH program requires 42 semester credit hours to earn the degree. The university sets guidelines for the definition of credit hours per contact hours. A single credit hour represents one hour of instruction plus two hours of out-of-class work. | Click here to enter text. | |

## D14. DRPH PROGRAM LENGTH

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

## D15. BACHELOR'S DEGREE PROGRAM LENGTH

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

## D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES

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

## D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

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

## D18. ALL REMAINING DEGREES

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

## D19. DISTANCE EDUCATION

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Instructional methods support regular & substantive interaction between & among students & the instructor | | All courses for both concentrations are offered in a distance-based format through Canvas. Courses are offered asynchronously, and faculty support regular interactions between and among students and instructors through written class discussions, office hours, and on-request meetings. Outside of instruction, faculty are available for support and guidance via email, phone calls, and web-based conferences.

Program courses have the same expectation for rigor and measurement of educational outcomes as other degree programs in both the departments as well as USU as a whole. At the request of program faculty, the university's Center for Instructional Design and Innovation evaluates all courses and syllabi for best practices in online courses and rigor at development. Additionally, faculty can request their courses to be evaluated by the center after initial development for continued feedback. Faculty are also strongly recommended to have peers conduct peer | Click here to enter text. | |
| Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated | | | | |
| Curriculum is subject to the same quality control processes as other degree programs in the university | | | | |
| Curriculum includes planned & evaluated learning experiences that are responsive to the needs of online learners | | | | |
| Provides necessary administrative, information technology & student/faculty support services | | | | |
| Ongoing effort to evaluate academic effectiveness & make program improvements | | | | |

| Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification | | evaluations of courses and teaching for continual improvement.<br><br>Distance-based students have access to support and administrative services including technology support, 24/7 IT chat, online articles and journals, and research guides.<br><br>The program regularly reviews metrics such as grades, peer evaluations, and opportunities for quality improvement. The program also uses USU's IDEA Student Ratings of Instruction survey to conduct student course evaluations every semester. The IDEA Center provides reports to the instructor with qualitative and quantitative data as well as recommendations and resources for improvement.<br><br>Each student is issued a unique identification number upon admission to a degree program. Students use the identification number and a secure password to access school emails, Canvas, and Zoom links for class meetings.<br><br>During the site visit, students expressed high satisfaction with the MPH program's format. Students stated that they love the flexibility and that instructors are always helpful and responsive. | | |

## E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Faculty teach & supervise students in areas of knowledge with which | | Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and | Click here to enter text. | |

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding |
|---|---|---|
| they are thoroughly familiar & qualified by the totality of their education & experience | | well qualified by the totality of their education and experience. |
| Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice) | | Of the six PIF, five hold doctoral degrees (PhD, DrPH, or DVM) in disciplines relevant to public health, such as nutrition science, veterinary medicine, public health nutrition, and human genetics. The remaining PIF has an MS degree in nutrition science from USU and 15 years of experience in the field of nutrition.<br><br>All but one of the eight non-PIF hold doctoral degrees (PhD or DVM) in disciplines such as marine science, animal science, nutritional sciences, veterinary medicine, and human nutrition. The remaining non-PIF has an MPH degree in public health nutrition from USU.<br><br>During the site visit, program and department leaders affirmed that they value faculty's significant and impactful public health experiences as a measure of qualification to teach. Department leaders also assured that they provide sufficient mentoring and guidance to junior faculty from more experienced faculty. |

## E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice | | The program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. | Click here to enter text. | |

| | | |
|---|---|---|
| Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels | | The MPH faculty complement brings extensive practice experience in public health nutrition and veterinary public health. Both PIF and non-PIF have a wide range of national and international practice experience. |
| Regularly involves practitioners in instruction through variety of methods & types of affiliation | | For example, one faculty member has held several positions in public health, clinical dietetics, and academia throughout her career. She has worked primarily with nonprofit and grant-funded organizations to improve food security and nutrition knowledge among low-income individuals. While working with these organizations, some of her duties included program planning and evaluation, grant writing, curricular development, and staff training.

Another faculty member worked for 12 years in the veterinary vaccine industry. He developed vaccines for emerging and reemerging infectious diseases in animals, including West Nile Virus, equine influenza virus, and the first canine influenza vaccine after the equine influenza virus jumped species to dogs.

In addition to employing faculty with ongoing ties to the public health practice community, the program also invites practitioners to serve as guest lecturers. For example, in NDFS 6140: Introduction to Public Health, a public health veterinarian with the Utah Department of Health and Human Services gave a presentation about One Health.

During the site visit, both students and faculty confirmed that faculty incorporate previous practice experiences into lectures and assignments. Additionally, alumni and |

| | | community partners noted that they have been invited to provide guest lectures in both concentrations. | | |

## E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Systems in place to document that all faculty are current in areas of instructional responsibility | | Faculty instructional responsibility is tracked and evaluated through annual faculty review by department heads. | Click here to enter text. | |
| Systems in place to document that all faculty are current in pedagogical methods | | Student course evaluations are electronically administered during the final three weeks of the semester using the Student Ratings of Instruction system. Instructors, administrators, and department leaders can access evaluation reports as a measure of annual evaluation and promotion decisions. | | |
| Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction | | | | |
| Supports professional development & advancement in instructional effectiveness for all faculty | | Peer evaluations occur every one to three years. MPH faculty members invite other faculty with expertise in related areas for feedback on syllabi, course objectives, course curriculum and design, use of Canvas, pedagogy, use of technology/media, authentic assessments, rubric development and use, and competency alignment. Faculty can also request an anonymous evaluation from the university or the college. Faculty receive financial incentives for engaging in the peer-review process. The peer-review report is also used in promotion decisions.

During the site visit, the program confirmed that part-time and full-time faculty all receive student course evaluations, and department leaders strongly advise all | | |

teaching faculty to do peer evaluations at the time of hiring and throughout the faculty member's tenure. All junior faculty are subject to peer evaluation on a regular basis, and all faculty are formally evaluated during the faculty promotion process. Faculty also said that experienced teaching faculty provide formal and informal mentoring to more junior faculty.

The university provides several resources for both PIF and non-PIF to improve teaching. The Empowering Teaching Excellence program provides digital badging and development programs, professional development events, and publications on teaching and learning.

The Center for Innovative Design and Instruction provides services including online tutorials, faculty consultation, workshops, online course development, online teacher orientation, and accessibility support. Instructional designers provide one-on-one support for developing an online course according to best practices and assistance in regular and instructor-initiated course revisions.

The program has three self-defined measures of faculty instructional quality:
1. Faculty maintenance of relevant professional credentials or certifications that require continuing education. The program encourages all faculty to obtain credentials and/or certifications in fields such as public health, nutrition, dietetics, and veterinary medicine. CAAS offers financial support to faculty seeking to maintain professional credentials and certifications.
2. Faculty participation in professional development related to instruction. All PIF faculty attend one or

| | | more professional development events per year. Although it is not a requirement, faculty are expected to maintain that level of participation.<br>3. Implementation of grading rubrics. The program confirmed that 100% of competency-based assignments have grading rubrics. | | |
| --- | --- | --- | --- | --- |

**E4. FACULTY SCHOLARSHIP**

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
| --- | --- | --- | --- | --- |
| | Met | | | |
| Policies & practices in place to support faculty involvement in scholarly activities | | MPH faculty demonstrate excellence in respective areas (i.e., teaching, research, service, and/or extension) according to their role statement. For those with a role statement that includes research, the university clearly communicates its expectations to develop high-quality research through consistent research activity, development of scholarly activity through grants, advancement, and positive professional reputation.<br><br>The university's Office of Research provides faculty training on grant development, budget management, writing, and data management. It also provides seed grant programs that range from $10,000 to $35,000 and statistical consultation.<br><br>Examples of faculty research activities include examining food access and community food systems using explicitly contextual and spatial approaches to identify resident needs and predictors of food outcome. The faculty member integrates this research into a policy analysis | Click here to enter text. | |
| Faculty are involved in research & scholarly activity, whether funded or unfunded | | | | |
| Type & extent of faculty research aligns with mission & types of degrees offered | | | | |
| Faculty integrate their own experiences with scholarly activities into instructional activities | | | | |
| Students have opportunities for involvement in faculty research & scholarly activities | | | | |

| | | |
|---|---|---|
| | assignment that requires students to access a food policy database to which the faculty contributed.<br><br>Another faculty member conducts research on developing small animal models of human infectious diseases to evaluate experimental therapeutics and vaccines. The faculty member integrates this research into a course that specifically addresses One Health and teaches the environmental drivers of emerging diseases and how diseases can be transmitted between animals and people.<br><br>Students also have opportunities to participate in faculty scholarly activities. For example, one student participated in multi-institutional research on nutritional concerns among female international volunteers based on the income and development status of their country. The student contributed to data analysis and wrote the manuscript as first author.<br><br>Another student participated in research on developing an animal model of SARS-CoV-2 infection that progresses to viral pneumonia. The student conducted data analysis and drafting a manuscript.<br><br>The program uses three measures to assess its scholarly activities and provides data from the last three years:<br>• Percent of all faculty conducting research: 75% target (91%, 91%, and 86%)<br>• Number of articles published in peer-target of 20 (41, 25, and 26)<br>• Number of presentations at professional meetings: target of 30 (32, 43, and 49) | |

| | | During the site visit, department leaders confirmed that the faculty whose primary role is research must demonstrate excellence in research by standards set in their role statement, and the faculty whose primary role is non-research (teaching, service, or extension) also must demonstrate effectiveness, at minimum, in research by fostering strong research collaborations, publishing original research manuscripts and presenting at conferences. | | |
| | | Students who met with site visitors also affirmed that they have participated in faculty research and that the faculty frequently brought their respective expertise into their teaching. | | |

**E5. FACULTY EXTRAMURAL SERVICE**

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Defines expectations for faculty extramural service | | Faculty are expected to participate in extramural service. While emphasis on service varies within and among academic departments and individual faculty role statements, all MPH faculty are assigned at least 5% service. The university also allows faculty to take time out of their workday to engage in service activities. Additionally, faculty may use professional development funds to engage in any service outside of the university. | Click here to enter text. | |
| Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means | | | | |
| | | The program demonstrates faculty engagement in service activities that are integrated into their teaching, providing students with real-world public health applications and professional engagement opportunities. For example: | | |

- A faculty member who has served on a U.S. Department of Agriculture (USDA) grant review panel incorporates grant writing into NDFS 6010: Hunger Issues and Solutions course.
- A faculty member who has served on a veterinary school's admissions team incorporates interview techniques, stress management techniques, and other professional development skills into ADVS 6100: MPH Practicum.

The program chose three indicators to characterize the unit's performance related to extramural service participation:

- Percent of PIF participating in extramural service activities: During the site visit, faculty noted that although the target is 100%, their expectation is that faculty will engage in leadership and decision making in spaces outside of the academic program, helping to shape the field of public health.

- Faculty (PIF and non-PIF) appointed on a professional track: The program hires individuals with extensive public health experience, many of whom still engage in the field of public health while teaching for the program. The program has met its target of four in the past year.

- Public/private or cross-sector partnerships for engagement and service: The program selected the target of 13 partnerships and has exceeded its

| | | target of 13 in the past three years (18, 19, and 19).<br><br>During the site visit, faculty noted that these indicators were chosen as they believe they fully showcase how important service is to the program. These measures highlight the program's commitment to service by emphasizing faculty engagement in extramural activities, leadership roles, and cross-sector partnerships that extend beyond academia. By setting a 100% participation target for faculty service and ensuring professional track faculty remain actively involved in public health practice, the program demonstrates a deep dedication to shaping the field and fostering meaningful community impact. | | |

**F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT**

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences | | The program uses its MPH General Advisory Board as a formal structure for constituent input. This board includes public health community leaders and public health professionals as well as one MPH student member from the Student Advisory Board. The student representative is a rotating position. The General Advisory Board provides ongoing review and advice on policies and practices and allows community partners and public health professionals an opportunity to offer input on changing workforce needs, curriculum, procedures, and other related topics. | Click here to enter text. | |
| Ensures that constituents provide regular feedback on all of these:<br>• student outcomes<br>• curriculum<br>• overall planning processes<br>• self-study process | | | | |

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| Defines methods designed to provide useful information & regularly examines methods | | The General Advisory Board meets virtually at least twice per year. Meeting minutes and discussions during the site visit verified that the program engages with community partners. During the March 2024 meeting, members discussed accreditation updates, statistical software training, self-study feedback, the program's evaluation plan, delivery of professional development opportunities, and career advising. | | |
| --- | --- | --- | --- | --- |
| Regularly reviews findings from constituent feedback | | | | |
| | | The program uses an employer survey to gather feedback on employer perceptions of graduates' preparation. The most recent employer survey was distributed in May 2024 and had nine responses (25% response rate). Employers were asked which skills and knowledge are most critical for public health professionals in their organization. Employers outlined skills such as critical thinking, teamwork, program design and planning, systems thinking, and program evaluation and management. Employers were also asked to rate their satisfaction with graduates of the program. All respondents said that they were satisfied or very satisfied. | | |

## F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
| --- | --- | --- | --- | --- |
| | Met | | | |
| Makes community & professional service opportunities available to all students | | Students learn about service, community engagement, and professional development activities in a variety of | Click here to enter text. | |

| Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field | | ways, including updates from their academic advisor, faculty members, Canvas, and the program's newsletter.<br><br>Through conversations with students and alumni, faculty became aware that students were not actively engaging in service opportunities, so students in both concentrations are now required to take NDFS 6140: Introduction to Public Health in their first fall semester. In this course, students are expected to engage in at least 10 hours of community or professional service. This service must be with a public health organization of their choice. Students are expected to contribute to the organization, and they are not allowed to count shadowing or observation as part of the 10 hours.<br><br>Examples of student participation in community and professional service include analyzing a dataset of LGBTQ+ persons with disabilities and writing a report, supporting a food pantry, assisting with food recovery efforts, working with Africans and Central Americans on health literacy, supporting vaccine administration, distributing meals to elderly persons with Meals on Wheels, and administering medication to animals. These services occurred at a range of sites, including St. Nicholas Animal Rescue, Utah Food Bank, Food and Care Coalition, Cache Humane Society, and Fairfax County Animal Shelter.<br><br>During the site visit, students noted that having the service requirement linked to a course increased the likelihood of them getting beneficial service experience. | | |

**F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Provides activities that address professional development needs of the current public health workforce | | The program provides professional development opportunities for the existing public health workforce.<br><br>In response to a need identified by community partners in fall 2024, the program started offering R Software workshops to help public health professionals become more experienced in using R software. The training has served 39 individuals to date.<br><br>In response to a need identified by General Advisory Board members and other community partners, a program faculty member and the program director helped to conduct an AI in Public Health Session at the 2024 Utah Public Health Association Conference. The session had 350 participants.<br><br>In response to the need for increased training in One Health, one faculty member along with several veterinary public health professionals conducted an annual Utah One Health Symposium. The recent symposium held in 2023 had 150 attendees. | Click here to enter text. | |

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Defines appropriate priority population(s) | | The program defines its priority population as students living in rural areas without access to in-person MPH programs, and students, faculty, and staff with current or prior experience working in public health or related fields. The designation was influenced by implementation of Equal Opportunity Initiatives Bill B (HB 261) that prohibits use of someone's background information for admission or employment. The program is dedicated to increasing accessibility of the program and prioritizes public health professionals living in rural areas in Utah that do not have universities thus are not able to pursue further education in public health. Designation for faculty and staff is based on pursuing a learning environment that fosters diversity in faculty and staff experience and expertise.

The program has well-defined goals and sufficient strategies to recruit its priority population. The goals include recruiting and maintaining faculty and staff who reflect a diversity of experiences and expertise in the public health workforce, minimizing barriers for individuals applying for the program and meeting admissions requirements, recruiting and graduating a student body that includes priority populations, and supporting and connecting students, faculty, and staff with meaningful international public health opportunities. Strategies to achieve these goals encompass efforts to make the program readily available to all prospective students and minimize barriers to applying and pursuing the degree, and | Click here to enter text. | |
| Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals | | | | |
| Learning environment prepares students with broad competencies regarding diversity & cultural competence | | | | |
| Identifies strategies and actions that create and maintain a culturally competent environment | | | | |
| Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s) | | | | |
| Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s) | | | | |
| Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies | | | | |
| Perceptions of climate regarding diversity & cultural competence are positive | | | | |

| | | to increase opportunities for enrolled students and staff to participate in international public health experiences.

The program implements strategies to foster a culturally competent environment through curricular requirements, training, and scholarship and community engagement activities. MPH courses address the impact of culture on health, cultural humility in global health, cultural recognition in nutritional practices, and the impact of culture on health equity and resource access. Program leaders also implemented training workshops on creating an inclusive learning environment for students, based on student and faculty feedback.

Quantitative and qualitative data demonstrate that the program is tracking the achievement of its goals. Five faculty, two staff members, and 11 students pursued international public health experiences, and 17% of current students lived in rural areas when they applied to the program. Alumni provided qualitative feedback that the program supported their cultural competence and increased their capacity to address social and cultural differences, and they said that cultural competency was the most valuable skills acquired from the program.

The program hired a third-party vendor to implement and analyze a climate survey for students, staff, and faculty. Among respondents, 80-97% expressed a positive outlook on the program's ability to create and maintain a culturally competent environment. Although the data could not be disaggregated, reviewers saw general satisfaction as proof that the program is diverse and culturally competent. During the site visit, the program confirmed that it has full autonomy on the specific contents and survey questions. | | |
|---|---|---|---|---|

| | | During the site visit, students and alumni agreed that the program's priority population is sound and responsive to the needs of prospective and current students and contributes positively to the cultural climate of the program. Alumni also reported that courses on social determinants of health were educational, and the online platform was inclusive and responsive to working professionals and those who reside in rural areas. | | |
|---|---|---|---|---|

## H1. ACADEMIC ADVISING

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Students have ready access to advisors from the time of enrollment | | Academic advising for the MPH program is structured to ensure that students receive comprehensive guidance throughout their program of study. | Click here to enter text. | |
| Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study | | Students are assigned advisors based on their academic interests, faculty expertise, and faculty advising capacity, allowing for a tailored advising experience. Students can determine how often they need to meet with their advisors. Additionally, the presence of a graduate program coordinator offers an additional layer of support, particularly for administrative and procedural concerns, reinforcing a well-rounded advising framework. Overall, these practices demonstrate that the MPH program prioritizes engaged and knowledgeable advising to support student success from enrollment to graduation. | | |
| Qualified individuals monitor student progress & identify and support those who may experience difficulty | | | | |
| Orientation, including written guidance, is provided to all entering students | | | | |
| | | Student orientation is designed to ensure that all new enrollees have a clear understanding of program | | |

expectations, resources, and academic policies. The virtual two-hour orientation at the start of the fall semester serves as a foundational experience for incoming students, while returning students have the option to attend as a refresher. The inclusion of faculty and staff in the orientation helps to foster an early connection between students and faculty. The availability of recorded orientation materials and program resources on Canvas ensures ongoing accessibility, allowing students to revisit pertinent information as needed. Additionally, specialized onboarding for veterinary public health students and the required university-wide online orientation further reinforces the program's commitment to comprehensive student preparation.

Faculty advisors, including both PIF and non-PIF, are selected based on their expertise, student preferences, and advising capacity. New faculty receive individualized training from the program director and are provided with comprehensive program materials to ensure they are well-informed about curriculum expectations and advising responsibilities. The option for new advisors to observe advising meetings or receive direct support from senior faculty is intended to strengthen their preparedness. This structured approach to advisor training ensures that faculty maintain up-to-date knowledge of the MPH program, fostering a consistent and informed advising experience for students. Additionally, regular student-advisor meetings allow for continuous progress monitoring, helping students stay on track with program requirements and professional development.

| | | The program collects data regarding student satisfaction with academic advising through an exit survey and exit interview. The survey results demonstrate that over the past three years, students have been very satisfied with their academic advising. In fact, in 2024, 100% of students strongly agreed with the statement, "I am satisfied with the academic advising I received." Also of note, the program did not rate as well with the statement, "the online orientation provided me with the information I needed to be successful in my first semester in the program." Over the three years, those that strongly agreed with this statement were only 63%, 55%, and 65%, respectively. To address this issue, the program faculty noted that they continue to add program orientation materials to address student dissatisfaction. In 2023, they extended the Zoom orientation to two hours to provide more critical information to support the success of students.<br><br>During the site visit, students noted their satisfaction with their advisors and stated that they respond quickly to any inquiry and are always extremely helpful and knowledgeable. | | |

## H2. CAREER ADVISING

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice | | The MPH program provides career services through both formal and informal methods. | Click here to enter text. | |

| Variety of resources & services are available to current students | | The student's academic advisor also serves as their career advisor. They are assigned based on their expertise and alignment with student interests, ensuring personalized support for academic and professional growth. Students have the flexibility to meet with their advisors as often as needed and can request a different advisor at any time to better align with their evolving career goals. Faculty proactively share relevant opportunities, such as internships, jobs, and awards.<br><br>The new faculty undergo a structured orientation process, which includes reviewing program materials, meeting with the program director, and observing advising sessions conducted by senior faculty. This hands-on approach ensures that advisors are well-equipped to provide both academic and career guidance. Additionally, advising ratios are closely monitored to maintain manageable caseloads, allowing faculty to provide individualized attention to students. Graduates are encouraged to stay connected with their advisors for ongoing career support, including resume reviews, letters of recommendation, and professional networking, reinforcing the program's long-term commitment to student success.<br><br>Career guidance is also embedded into the curriculum through courses such as NDFS 6280: Public Health Administration and Leadership, which is a course required for both concentrations. The course has two learning modules geared toward career readiness that include skills needed to be a competitive candidate and an introduction to various public health organizations. Through this course, students learn about developing effective resumes and cover letters and broaden their | | |
|---|---|---|---|---|
| Variety of resources & services are available to alumni | | | | |

| | | professional network as they become aware of a range of public health organizations. Additionally, the project coordinator posts weekly announcements on the MPH Canvas page, providing students with internship, job, and career development opportunities in a structured and consistent manner.

The most recent exit survey was distributed to 2023-24 graduates in spring 2024 and asks student to indicate their level of agreement with the following statement "my MPH advisor adequately advised me during the program." The survey had 15 responses (four from veterinary public health and 11 from public health nutrition) and 93% of responses strongly agreed with the statement. Additionally, the program added a question to the exit survey that distinguishes career advising from all other types of advising; 71% of respondents strongly agreed that they were satisfied with the program's career advising services and the other 29% somewhat agreed with the statement.

During the site visit, faculty and students noted that students also have access to career services through the university. Alumni also expressed their overall satisfaction with career services and faculty expertise. Faculty noted that they are working to continue to expand services based on formal and informal feedback from students and alumni. | | |

## H3. STUDENT COMPLAINT PROCEDURES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances | | The program follows the university's procedures for academic grievances and grievances related to discrimination or harassment. These policies are clearly and formally communicated to MPH students through the student handbook, student orientation, university website and catalog, as well as via individual meetings with the program director. The program also encourages students to express their concerns in informal ways to the program director and MPH faculty.

No formal complaints have been filed to date. Two informal complaints took place regarding two instructors who taught elective courses. The MPH director informed the respective department heads who took appropriate action to remedy the complaints.

During the site visit, students confirmed that they are aware of how to communicate concerns to the program. The learning management platform includes student handbooks and other student guidelines that inform communication processes. Students also expressed appreciation for the program director's prompt and responsive actions to rectify problematic situations that the students communicated. | Click here to enter text. | |
| Procedures are clearly articulated & communicated to students | | | | |
| Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel | | | | |
| Designated administrators are charged with reviewing & resolving formal complaints | | | | |
| All complaints are processed & documented | | | | |

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
| | Met | | | |
| Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers | | The program implements recruitment practices designed to locate qualified individuals capable of taking advantage of the programs of study and developing competence for public health careers. | Click here to enter text. | |
| Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers | | The MPH program is promoted in a variety of ways. It has an active presence on LinkedIn and Instagram, and the program has a paid assistantship that includes dedicated social media posting within the assigned duties to ensure that posts are published consistently, two to four times per week. The program has paid for posts on Facebook to increase viewership as well.<br><br>The CAAS MPH website is another venue used to recruit students to the program. Prospective students who did not attend USU as undergraduates often indicate that Google searches for online MPH programs are how they found out about the program. This success can be attributed to the MPH program director and program assistant working closely with the CAAS marketing team on search engine optimization strategies to ensure that the program shows up higher on Google searches. Google ads are also used to support recruitment.<br><br>Faculty also attend state and national conferences throughout the year to market the MPH program through exhibits, conference sponsorship, and individual networking. They have exhibited at UPHA (2023), UAND | | |

| | | | |
|---|---|---|---|
| | (2019, 2022-2024), the APHA (2022), and the Utah One Health Symposium (2017-2024). During the site visit, faculty noted that state-level conferences tend to be the most successful at recruiting students.<br><br>The program also uses professional listservs to market the MPH public health nutrition concentration. While presenting in undergraduate courses in the NDFS and ADVS departments, faculty incorporate information about the MPH program. These presentations serve to inform current USU students in related undergraduate programs about the MPH program.<br><br>The unit chose the percentage of newly matriculating students with previous health- or public health-related experience as its indicator of success, with an 80% target. Across the three years of data provided, the program exceeded its target every year (92%, 93%, 97%). This consistent achievement demonstrates the program's ability to attract and enroll highly qualified students with relevant experience, strengthening the overall competency of each cohort.<br><br>During the site visit, faculty noted that while there is an emphasis on recruiting students with previous relevant experience, they also welcome and encourage students to apply to the MPH program shortly after earning their bachelor's degree. | | |

## H5. PUBLICATION OF EDUCATIONAL OFFERINGS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---|---|---|---|
|  | Met |  |  |  |
| Catalogs & bulletins used to describe educational offerings are publicly available |  | Site visitors validated that all program offerings are accurate and accessible online.

Site visitors reviewed department website links that provided information about admissions policies, grading policies, academic integrity standards, and degree completion requirements. Information included online was aligned with perspectives shared by faculty and students during the site visit. | Click here to enter text. |  |
| Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements |  |  |  |  |
| Advertising, promotional & recruitment materials contain accurate information |  |  |  |  |

## Sunday, January 26, 2025

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

## Monday, January 27, 2025

8:30 am        **Program Evaluation**

| Participants | Topics on which participants are prepared to answer team questions |
|---|---|
| 1. Mateja Savoie-Roskos, PhD, MPH, RD - Program Director<br>2. Heidi Wengreen, PhD, RD - Dept. Head (NDFS)<br>3. Abby Benninghoff, PhD - Dept. Head (ADVS)<br>4. Casey Coombs, MS, RD - Professional Practice Assistant Professor<br>5. Savannah Daines, MPH, DIPH - Program Assistant, Graduate Program Coordinator<br>6. Jane Kelly, DVM, MPH - Clinical Professor<br>7. Palak Gupta, PhD, MPH - Assistant Professor<br>8. Natalie Dalley, MPH, RD - Project Coordinator<br>9. Mirella Meyer-Ficca, PhD, MS - Associate Professor<br>10. Carrie Durward, PhD, RD - Associate Professor, Extension Specialist<br>11. Jill Henderson, MPH, RD - Professional Practice Assistant Professor<br>12. Abiodun Atoloye, PhD, MSc - Assistant Professor | *Decision- and policy-making within program* **(Criterion A1)**<br>*Student engagement in program operations* **(Criterion A3)**<br>*Guiding statements – process of development and review?* **(Criterion B1)**<br>*Evaluation processes – how does program collect and use input/data?* **(Criterion B2)**<br>*Data related to grad rates, post-grad outcomes, alumni perceptions* **(Criteria B3-B5)**<br>*Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed?* **(Criteria C2-C5)**<br>*Budget – who develops and makes decisions?* **(Criterion C1)**<br>*Diversity and cultural competence – who monitors goals, actions, strategies, who reviews the data and how are changes made based on the data?* **(Criterion G1)**<br>*Recruitment and admissions* **(Criterion H4)** |

9:30 am        **Break**

9:45 am        **Curriculum 1**

| Participants | Topics on which participants are prepared to answer team questions |
|---|---|
| 1. Mateja Savoie-Roskos, PhD, MPH, RD - Program Director<br>2. Heidi Wengreen, PhD, RD - Dept. Head (NDFS)<br>3. Abby Benninghoff, PhD - Dept. Head (ADVS)<br>4. Casey Coombs, MS, RD - Professional Practice Assistant Professor<br>5. Savannah Daines, MPH, DIPH - Program Assistant, Graduate Program Coordinator<br>6. Jane Kelly, DVM, MPH - Clinical Professor<br>7. Palak Gupta, PhD, MPH - Assistant Professor<br>8. Mirella Meyer-Ficca, PhD, MS - Associate Professor | *Foundational knowledge* **(Criterion D1)**<br>*Foundational competencies – didactic coverage and assessment* **(Criteria D2 & D3)**<br>*Concentration competencies – development, didactic coverage, and assessment* **(Criterion D4)** |

| 9. | Carrie Durward, PhD, RD - Associate Professor, Extension Specialist | |
| 10. | Jill Henderson, MPH, RD - Professional Practice Assistant Professor | |
| 11. | Abiodun Atoloye, PhD, MSc - Assistant Professor | |

**11:00 am**          **Break**

**11:15 am**          **Curriculum 2**

| Participants | Topics on which participants are prepared to answer team questions |
| --- | --- |
| 1.  Mateja Savoie-Roskos, PhD, MPH, RD - Program Director | *Applied practice experiences* (Criteria D5) |
| 2.  Heidi Wengreen, PhD, RD - Dept. Head (NDFS) | *Integrative learning experiences* (Criteria D7) |
| 3.  Abby Benninghoff, PhD - Dept. Head (ADVS) | *Distance education* (Criterion D19) |
| 4.  Jane Kelly, DVM, MPH - Clinical Professor | |
| 5.  Casey Coombs, MS, RD - Professional Practice Assistant Professor | |
| 6.  Savannah Daines, MPH, DIPH - Program Assistant, Graduate Program Coordinator | |
| 7.  Natalie Dalley, MPH, RD - Project Coordinator | |
| 8.  Ryan Hobbs - Associate Vice President, Digital Learning and Innovation | |

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

**1:00 pm**          **Instructional Effectiveness**

| Participants | Topics on which participants are prepared to answer team questions |
| --- | --- |
| 1.  Mateja Savoie-Roskos, PhD, MPH, RD - Program Director | *Currency in areas of instruction & pedagogical methods* **(Criteria E1 & E3)** |
| 2.  Heidi Wengreen, PhD, RD - Dept. Head (NDFS) | *Scholarship and integration in instruction* **(Criteria E4)** |
| 3.  Abby Benninghoff, PhD - Dept. Head (ADVS) | *Extramural service and integration in instruction* **(Criterion E5)** |
| 4.  Casey Coombs, MS, RD - Professional Practice Assistant Professor | *Integration of practice perspectives* **(Criterion E2)** |
| 5.  Savannah Daines, MPH, DIPH - Program Assistant, Graduate Program Coordinator | *Professional development of community* **(Criteria F1-F3)** |
| 6.  Jane Kelly, DVM, MPH - Clinical Professor | *Academic and career advising* **(Criteria H1 & H2)** |
| 7.  Palak Gupta, PhD, MPH - Assistant Professor | *Complaint procedures* **(Criterion H3)** |
| 8.  Natalie Dalley, MPH, RD - Project Coordinator | *Accurate publication of offerings* **(Criterion H5)** |
| 9.  Mirella Meyer-Ficca, PhD, MS - Associate Professor | |
| 10.  Carrie Durward, PhD, RD - Associate Professor, Extension Specialist | |
| 11.  Jill Henderson, MPH, RD - Professional Practice Assistant Professor | |
| 12.  Abiodun Atoloye, PhD, MSc - Assistant Professor | |

**2:00 pm**          **Break**

**2:15 pm**       **Walk to Hotel**

**3:00 pm**       **Students via Zoom**

| Participants | Topics on which participants are prepared to answer team questions |
|---|---|
| 1. Marin Easton, Public Health Nutrition, Fall 2025<br>2. Amanda Arnold, Public Health Nutrition, Grad year TBD<br>3. Carson Johnson, Public Health Nutrition, Grad year TBD<br>4. Halle Larson, Public Health Nutrition, Grad year TBD<br>5. Ina Wells, Public Health Nutrition, Fall 2025<br>6. Sam Kalis, Veterinary Public Health, Spring 2027<br>7. Kesler Nelson, Veterinary Public Health, Spring 2025<br>8. Chandler Hughes, Veterinary Public Health, Spring 2025<br>9. Victoria Lewis, Veterinary Public Health, Spring 2025<br>10. RG Perez, Veterinary Public Health, Grad year TBD | *Student engagement in program operations* **(Criterion A3)**<br>*Curriculum* **(Criterion D)**<br>*Resources (physical, faculty/staff, IT)* **(Criteria C2-C5)**<br>*Involvement in scholarship and service* **(Criteria E4, E5, F2)**<br>*Academic and career advising* **(Criteria H1 & H2)**<br>*Diversity and cultural competence* **(Criterion G1)**<br>*Complaint procedures* **(Criterion H3)** |

**4:00 pm**       **Break**

**4:15 pm**       **External Partner / Alumni Feedback & Input via Zoom**

| Participants | Topics on which participants are prepared to answer team questions |
|---|---|
| 1. Willy Lanier, Center for Disease Control and Prevention/Utah Department of Health and Human Services (UDHHS), Veterinary Officer/State Public Health Veterinarian<br>2. Lea Palmer, Create Better Health (SNAP-Ed)/Hunger Solutions Institute, Assistant Director/Program Manager, Co-Director<br>3. Linnea Fletcher, UDHHS Healthy Environments Active Living Program, Program Manager<br>4. Amanda Price, Utah Department of Agriculture and Food, State Veterinarian<br>5. Ashley Yaugher, USU Extension Professional Practice Associate Professor<br>6. Trevor Carter, Central Utah Public Health Department, Community Health Director<br>7. Kara Bachman, MPH Public Health Nutrition Graduate Spring 2024<br>8. Luisa Hansen, MPH Public Health Nutrition Graduate Spring 2023<br>9. Alex Eddington, MPH Veterinary Public Health Graduate Spring 2024<br>10. Carrie Butler, Utah Public Health Association, Executive Director | *Involvement in program evaluation & assessment* **(Criterion F1)**<br>*Perceptions of current students & school graduates* **(Criteria D5, F1)**<br>*Alumni perceptions of curricular effectiveness* **(Criterion B5)**<br>*Applied practice experiences* **(Criteria D5)**<br>*Integration of practice perspectives* **(Criterion E2)**<br>*Program delivery of professional development opportunities* **(Criterion F3)** |

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

**6:00 pm**       **Adjourn**

**Tuesday, January 28, 2025**

8:30 am               **University Leaders via Zoom**

| Participants | Topics on which participants are prepared to answer team questions |
|---|---|
| 1.  Greg Cuomo, PhD - CAAS Dean | *Program's position within larger institution* **(Criterion A1)** |
| 2.  Paul Barr, PhD – USU Executive Vice Provost | *Provision of program-level resources* **(Criterion C)** |
| 3.  *Kerri Davidson – Vice President of Institutional Affairs and Chief of Staff* | *Institutional priorities* |

9:00 am               **Break & Check Out of Hotel**

9:30 am               **Site Visit Team Hotel Pickup: Transport to Campus**

9:45 am               **Site Visit Team Executive Session**

1:00 pm               **Exit Briefing**