Utah State University
College of Agriculture and Applied Sciences
Master of Public Health (MPH) Program

SELF-STUDY REPORT
FOR ACCREDITATION

Prepared for the
Council on Education for Public Health (CEPH)

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College of Agriculture & Applied Sciences
UtahStateUniversity

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College of Agriculture & Applied Sciences
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Abbreviations

ADVS	Animal, Dairy and Veterinary Sciences
AIS	Academic Instructional Services
APE	Applied Practice Experience
APHA	American Public Health Association
CAAS	College of Agriculture and Applied Sciences
CC	Concentration Competencies
CIDI	Center for Instructional Design and Innovation
CPH	Certified in Public Health
CRIS	Current Research Information System
CV	Curriculum Vitae
DEI	Diversity, Equity, and Inclusion
DVM	Doctor of Veterinary Medicine
ERF	Electronic Resource File
ETE	Empowering Teaching Excellence
JETE	Journal of Empowering Teaching Excellence
F&A	Facilities and Administrative
FC	Foundational Competencies
FTE	Full-Time Equivalent
GAB	General Advisory Board
GPC	Graduate Program Coordinator
HR	Human Resources
ILE	Integrative Learning Experience
IT	Information Technology
MPH	Master of Public Health
MOU	Memorandum of Understanding
NA	Not Applicable
NDFS	Nutrition, Dietetics and Food Sciences
NWCCU	Northwest Commission on Colleges and Universities
P&T	Promotion and Tenure
PAC	Promotion Advisory Committee
PH	Public Health
PIF	Primary Instructional Faculty
SAB	Student Advisory Board
SCH	Student Credit Hours
SGS	School of Graduate Studies
SNAC	Student Nutrition Access Center
TAC	Tenure Advisory Committee
UAES	Utah Agricultural Experiment Station
UAND	Utah Academy of Nutrition and Dietetics
UDHHS	Utah Department of Health and Human Services
UPHA	Utah Public Health Association
USDA	United States Department of Agriculture
USU	Utah State University
UVDL	Utah Veterinary Diagnostic Lab
WIMU	Washington-Idaho-Montana-Utah Regional Program

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Introduction

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

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

The Agricultural College of Utah was established in Logan, Utah in 1888. In 1957, it was renamed Utah State University (USU). As the state's land-grant public research university, USU has eight campuses and 23 education centers across Utah. USU Extension serves each of the state's 29 counties. USU Extension serves all of 29 counties across the state. Since 1995, USU has provided online education throughout the state and beyond, which has helped USU fulfill its land-grant mission. The main campus in Logan is spread out over 600 acres of land. University-owned acreage encompasses roughly 7,000 acres.

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

USU has nine colleges and one school and offers 137 undergraduate degrees, 130 minors, 95 master's degrees, and 39 doctoral degrees.

c. number of university faculty, staff, and students

USU employs 1,282 full-time faculty members and 1,980 full-time staff. In fall 2024, USU had an enrollment of 25,702, including 3,198 graduate students.

d. brief statement of distinguishing university facts and characteristics

USU is a premier land- and space-grant institution committed to excellence, access, and inclusion. The university empowers all people to lead successful lives of involvement, innovation, and impact. USU champions exceptional education, research and discovery, and community contribution. In 2020, USU celebrated the 25th anniversary of its conception of USU Online, which has brought digital education via the Internet to more than 150,000 students from all 29 Utah counties, all 50 states, and 55 different countries. In January 2020, *U.S. News & World Report* recognized USU Online as having the country's 23rd-best online bachelor's program, ranking USU in the Top 25 in that category for six straight years. USU Online also finished sixth in the 2021 rankings by the *U.S. News & World Report* in graduate programs in education and 18th in online bachelor's programs for military veterans. Over the past 25 years, USU has pioneered new ways of tutoring and mentoring for its online students, now utilizing Canvas, a learning management system considered a market leader in the industry.

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

USU is accredited by the Northwest Commission on Colleges and Universities (NWCCU). The last review was in 2018, and the university was accredited until 2025. The last mid-cycle review was accepted in July 2021. In addition, USU holds accreditation from specialized accrediting agencies for many academic programs.

Please refer to the ERF Introduction for the following:
USU Accredited Programs

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

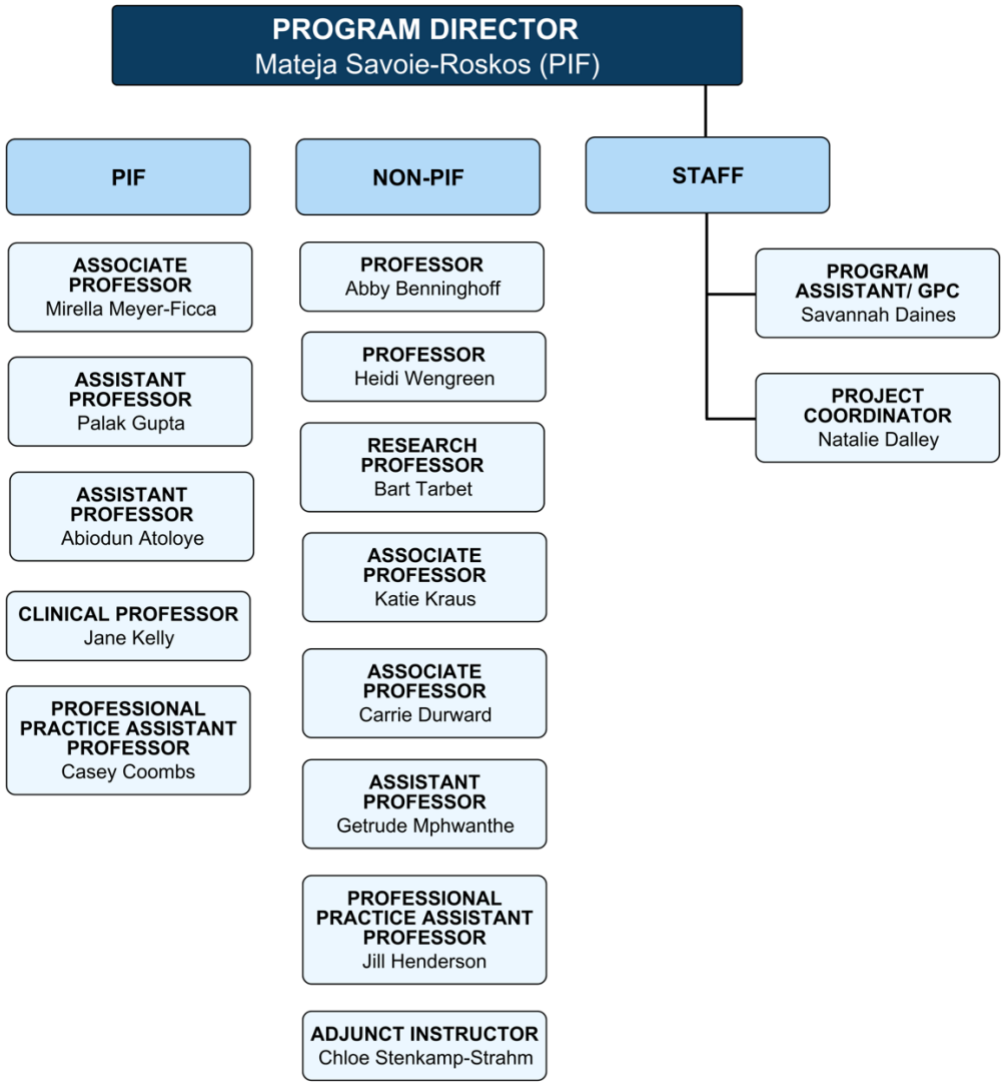
The College of Agriculture and Applied Sciences (CAAS) Master of Public Health (MPH) program with concentrations in Public Health Nutrition and Veterinary Public Health first enrolled students in the fall of 2017. The program is offered by the Department of Nutrition, Dietetics and Food Sciences (NDFS) and the Department of Animal, Dairy and Veterinary Sciences (ADVS). Initially, USU envisioned an MPH degree with four emphasis areas (Public Health Nutrition, Veterinary Public Health, Health Education and Promotion, and Biostatistics) that would span three colleges, sharing a common core of courses. This administrative structure, however, proved challenging, and it was decided that the concentrations in the various colleges would operate independently. In the fall of 2017, the CAAS MPH program was separated from the other two concentrations. The Health Education and Promotion MPH is now CEPH-accredited, and the Biostatistics MPH was never implemented.

The CAAS MPH was initially created as a traditional face-to-face program but was changed to a 100% online program after the 2017-2018 academic year due to low enrollment. We learned that most of our prospective students worked in public health or had other personal obligations. We also learned that most prospective students lived outside the Logan, Utah, area (main campus location). We recognized the need for flexibility in the program curriculum and program location. Furthermore, due to the lack of access statewide to MPH degree programs, especially in rural areas, the need for online program access became clear. As the land-grant institution of Utah, USU is charged to bring needed educational opportunities to all corners of the state. We responded during the 2018-2019 academic year by offering all MPH courses fully online. USU's online education infrastructure allowed us to offer the MPH program throughout the state and beyond, providing degree access to a wide range of individuals who otherwise may not have access to or be able to afford an MPH program. The CAAS MPH program at USU benefits Utah because it creates public health leaders across the state and, in doing so, enhances the communities in which these leaders live and work.

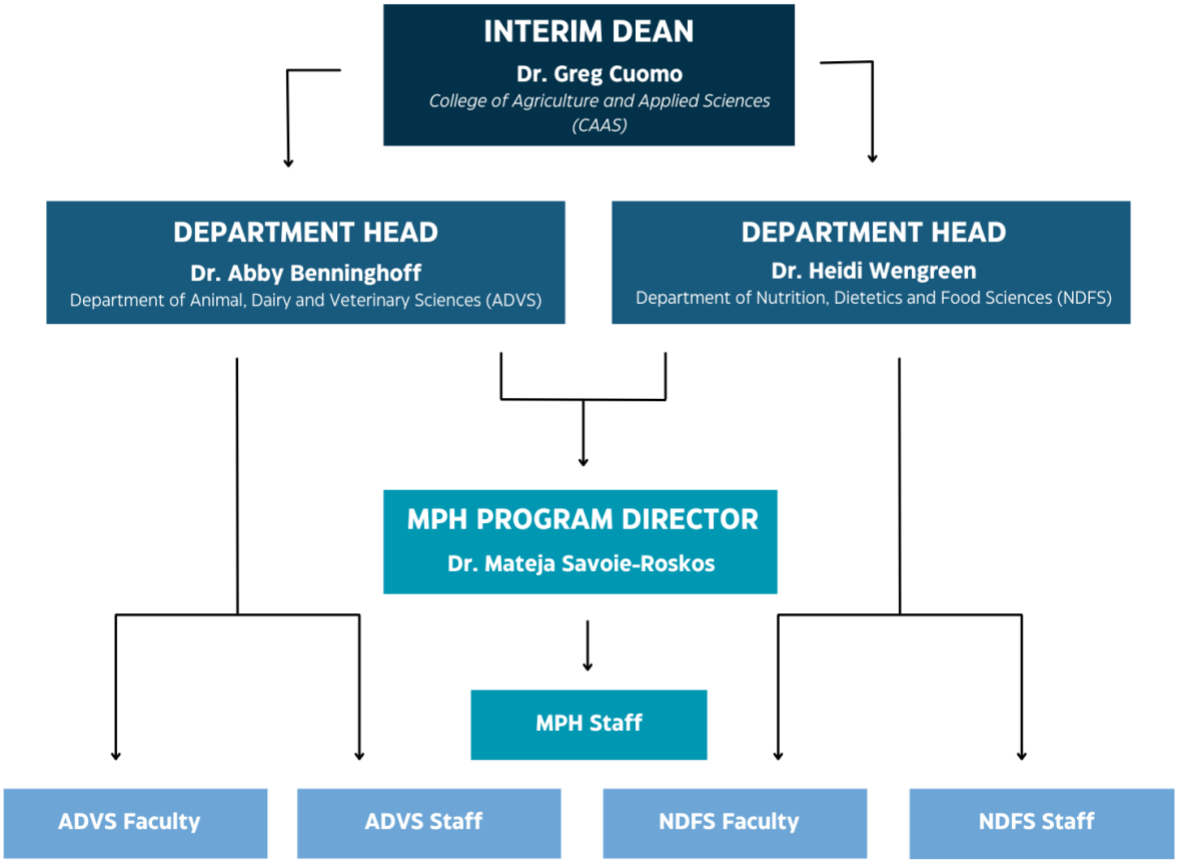
2) Organizational charts that clearly depict the following related to the program:

a. the program's internal organization, including the reporting lines to the dean/director

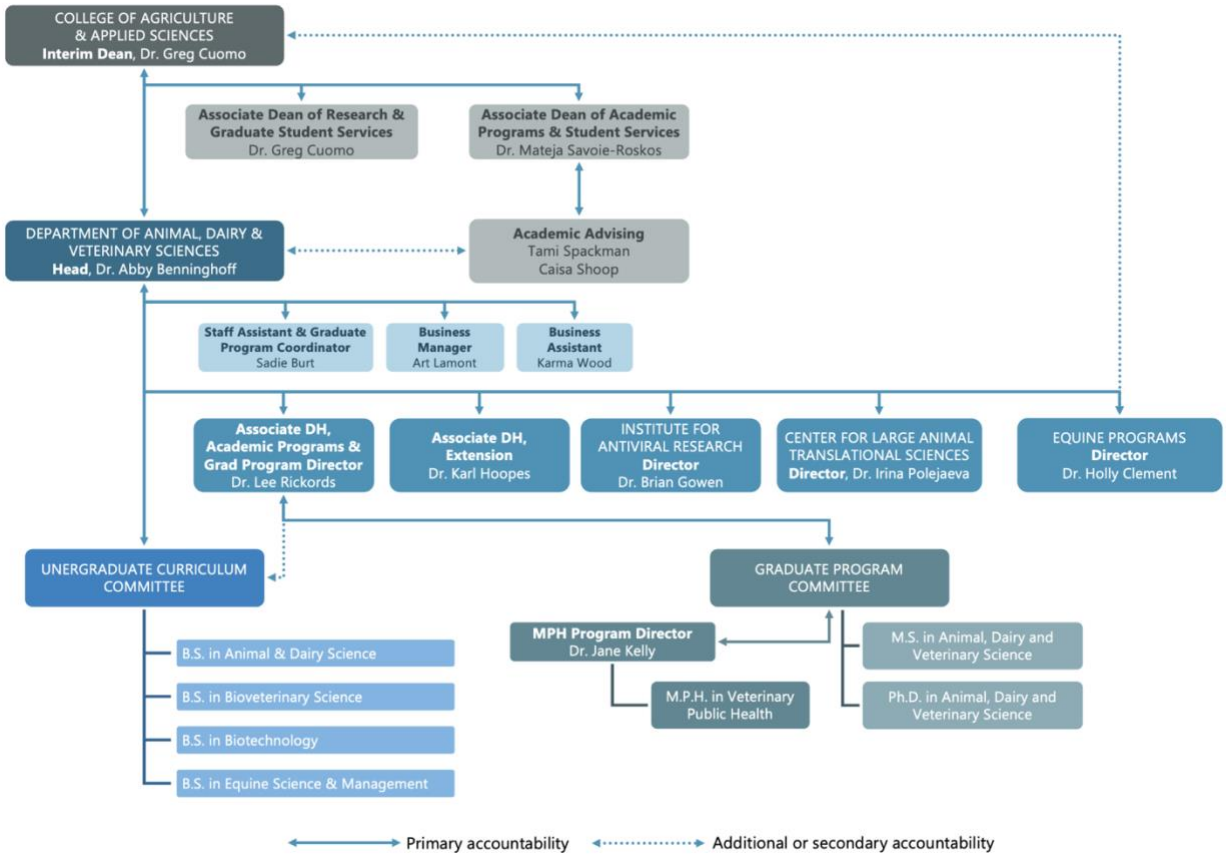
MPH Program Organizational Chart



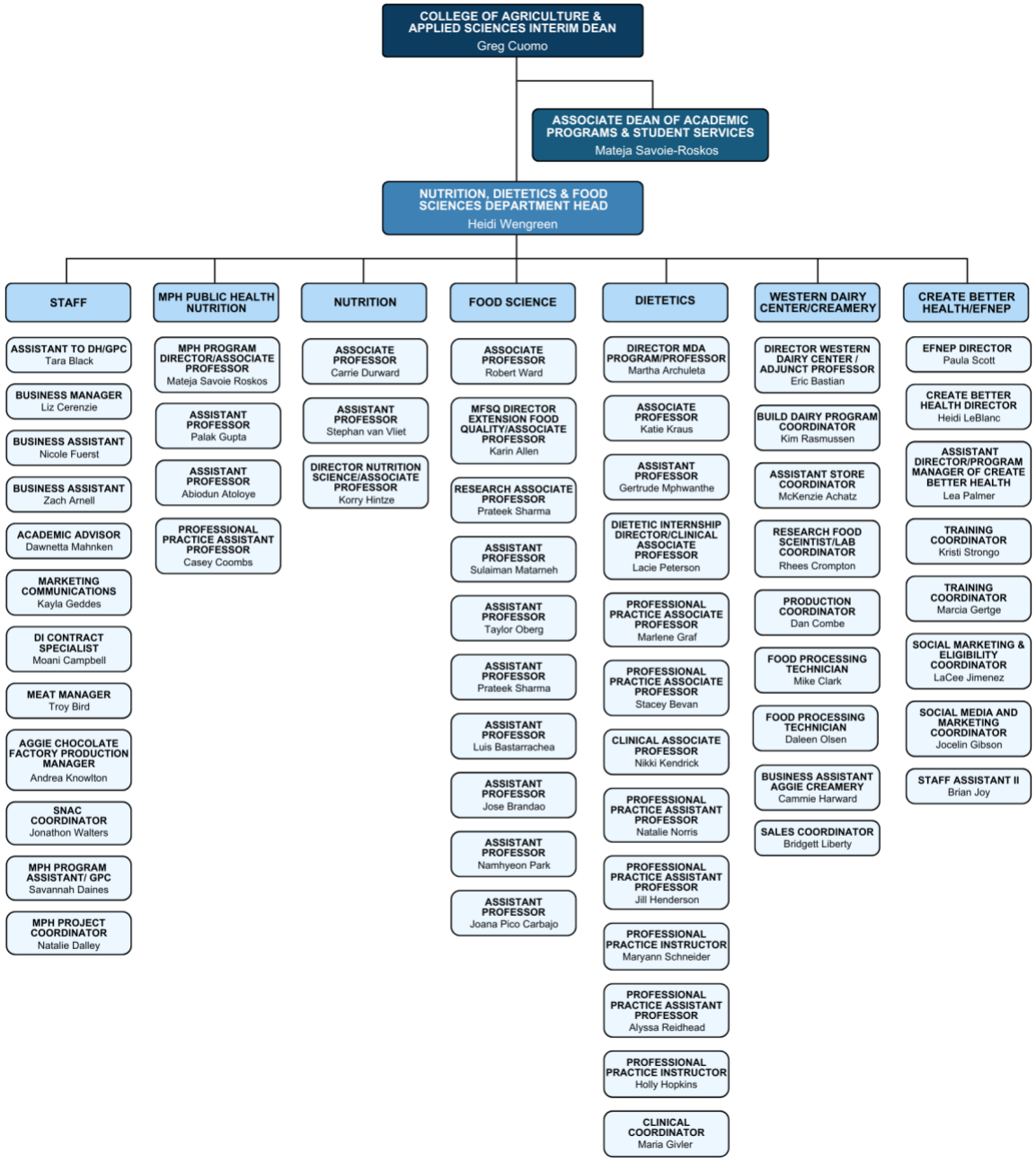
College Level MPH Organizational Chart



ADVS Department Organizational Chart



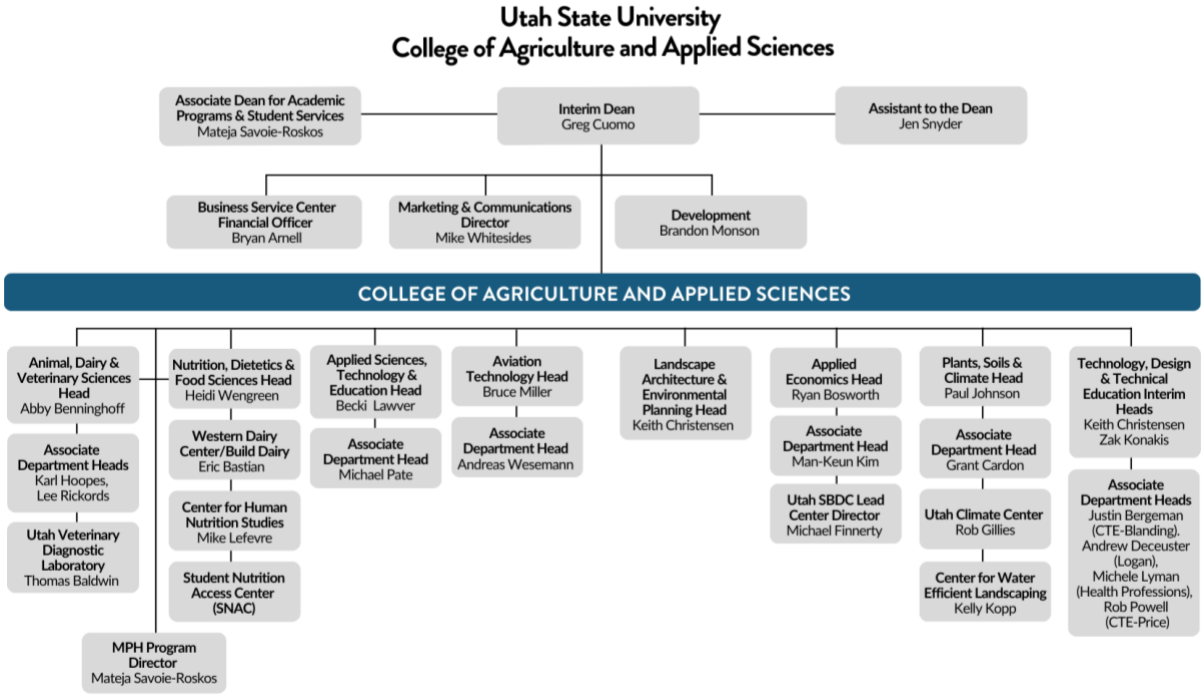
NDFS Department Organizational Chart



Please refer to the ERF Introduction for the following:
MPH Program Organizational Chart
College Level MPH Organizational Chart
ADVS Organizational Chart
NDFS Organizational Chart

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

CAAS Organizational Chart

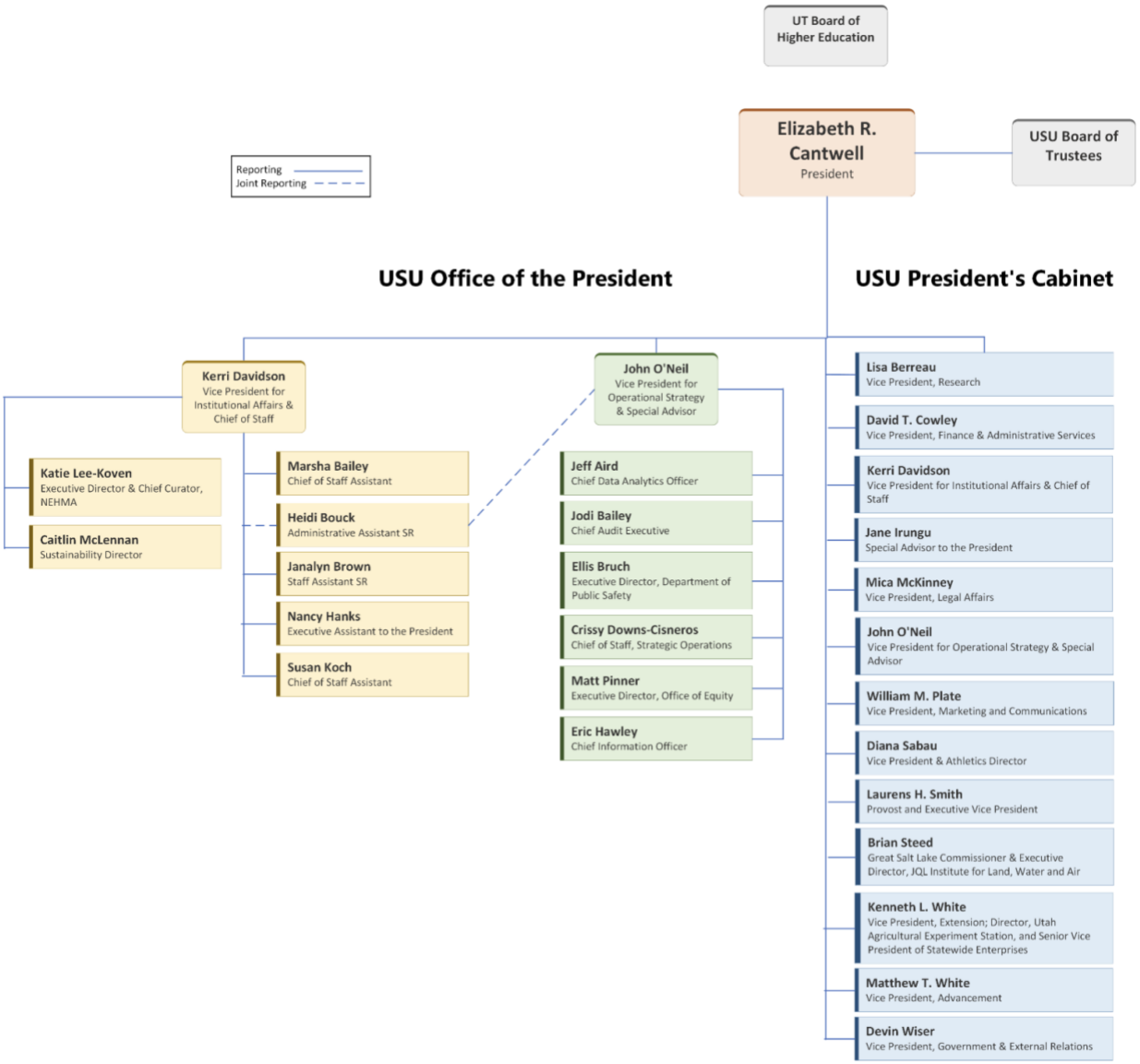


*Beginning August 1, 2024, Dr. Greg Cuomo became the interim dean, filling the position of Dean Kenneth White, who was recently appointed as the vice president for the USU Statewide Enterprise. The university will conduct a national search to fill the dean position during the 2024-2025 academic year.

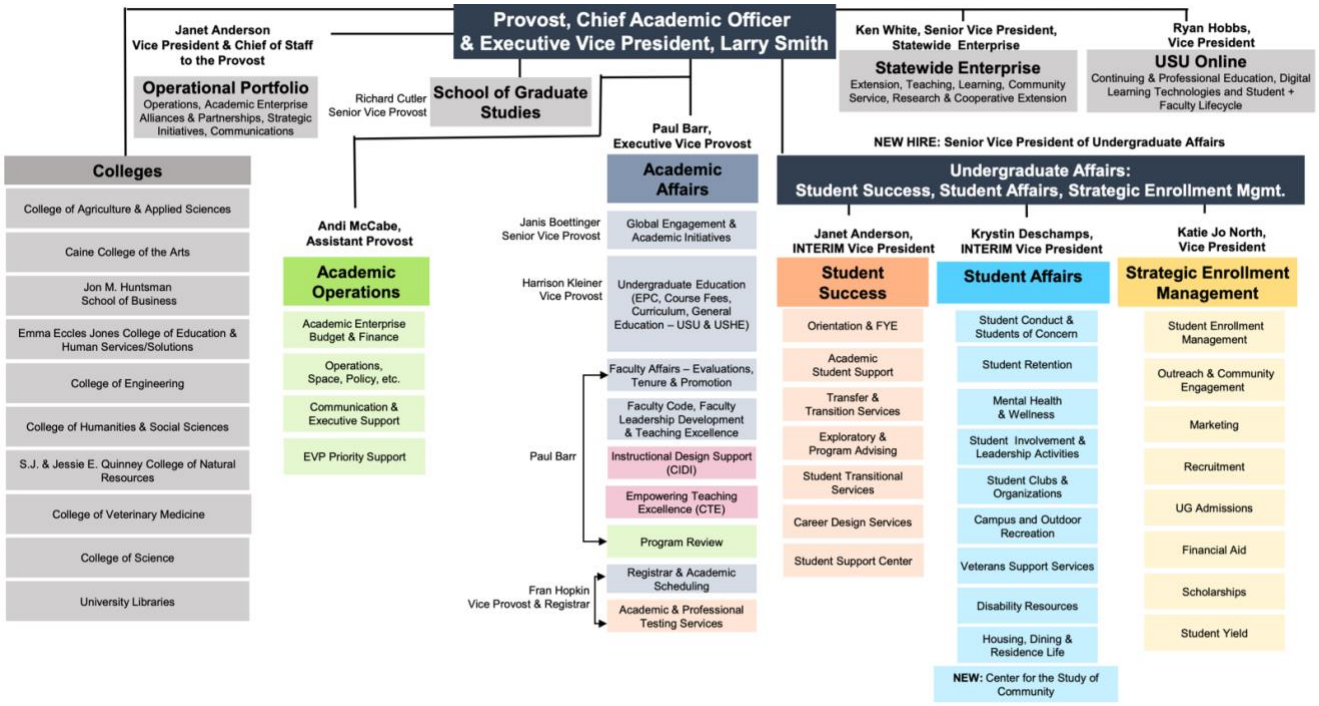
Please refer to the ERF Introduction for the following:
CAAS Organizational Chart

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

Office of the President Organizational Chart



Academic Enterprise Organizational Chart



Please refer to the ERF Introduction for the following:
Office of the President Organizational Chart
Academic Enterprise Organizational Chart

d. for multi-partner programs (as defined in Criterion A2), organizational charts must depict all participating institutions

Not applicable

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

Template Intro-1

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

*Master degrees completed at USU are categorized into different plan types as defined by the USU School of Graduate Studies catalog. All public health nutrition MPH students are Plan C, which is a non-thesis plan that typically requires a culminating creative or integrative experience. Veterinary public health MPH students can select Plan C or Plan A, which requires a thesis and thesis research credits.

Please refer to the ERF Introduction for the following:
School of Graduate Studies Catalog Plans

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

Template Intro-2

Degree	Current Enrollment
Master's (MPH)	
Public Health Nutrition	49
Veterinary Public Health	27

A1. Organization and Administrative Processes

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

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

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

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

   The program has three standing committees including the Steering Committee, All-Faculty/Staff Committee, and Admissions Committee. Ad hoc committees, such as the Search and Screening Committees and the Marketing Committee, are formed when needed.

CAAS MPH Standing and Ad Hoc Committees

Committee	Type	Formula for Membership	MPH Faculty/Staff Involved	Description
Steering Committee	Standing	Program director, at least one faculty member from each department, program staff members	Dr. Mateja Savoie-Roskos (Chair), Casey Coombs, Dr. Jane Kelly, Dr. Palak Gupta, Savannah Daines, Natalie Dalley (other faculty/staff invited at times)	Committee meets weekly to develop, implement, and review various processes, procedures, and policies for the MPH program. The committee also discusses curriculum changes, improvements, and modifications. Committee discusses ideas and opportunities for career development (students) and professional development (public health professionals). Chair brings all topics to the All MPH Faculty/Staff Committee for discussion/vote.
All Faculty/Staff Committee	Standing	Program director, all MPH faculty and staff members, department heads	See list of PIF and Non-PIF faculty, Savannah Daines, Natalie Dalley	Committee meets monthly in the academic year to discuss and make decisions related to program and curricular-related changes.
Admissions Committee	Standing	Program director, two faculty members from each department	MPH Nutrition Applications: Dr. Mateja Savoie-Roskos (Co-chair), Casey Coombs, Dr. Abiodun Atoloye	Committee is responsible for reviewing applications of prospective students. Committee members independently review using an evaluation rubric. If discrepancies occur, the committee meets as needed

			MPH Veterinary Public Health Applications: Dr. Jane Kelly (Co-chair), Dr. Chloe Stenkamp-Strahm	to discuss applicant acceptance/rejection.
Marketing Committee	Ad Hoc	Program director, one faculty member from each department, one MPH staff member, one CAAS marketing staff member	Dr. Mateja Savoie-Roskos (Chair), Casey Coombs, Dr. Jane Kelly, Bronson Teichert, McKay Jensen, Savannah Daines	Committee meets as needed to oversee program marketing and recruitment, including conference attendance, recruitment materials, website maintenance, social media presence, and correspondence with current or potential program applicants.
Search and Screening Committees	Ad Hoc	Five faculty members (one faculty member must be from outside the department)	Selected by department heads	When a CAAS MPH full-time faculty line becomes available, the committee will screen candidates, lead the interview process, and write a letter describing the strengths and weaknesses of each interviewed candidate to the department head and dean, who make hiring decisions.

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

a. degree requirements

The program director facilitates a discussion of proposed modifications to degree requirements during the Steering Committee meetings, followed by the All MPH Faculty/Staff Committee meeting. Changes to degree requirements are finalized after a group consensus. If the respective department head is not at the faculty/staff meeting, the program director communicates with the department head to ensure department-level support. The program director works with the CAAS MPH graduate program coordinator (GPC) and School of Graduate Studies (SGS) staff to ensure changes align with SGS requirements and works with the program assistant and university marketing team to ensure changes are reflected on program websites.

b. curriculum design

Curriculum design revisions are discussed and voted on by MPH faculty in the respective department, as needed. Any faculty/staff member may suggest curriculum changes, which then go to program faculty for discussion and vote. If the majority of faculty vote in favor, we move forward with the curricular change. If a curriculum design change is required to meet accreditation standards, the Curriculum Committee will inform the MPH faculty. If approved by the All Faculty/Staff Committee, program faculty must submit proposals for substantial course/program additions/changes through Curriculog for administrator and committee review, as required by the university.

c. student assessment policies and processes

The Steering Committee oversees program policies and procedures for student assessment. This committee develops and revises program assessments, collects and reviews data from program assessments, and proposes program and/or curriculum changes based on student, alumni, and stakeholder feedback. The committee communicates overarching themes of data and ideas for program/curriculum improvement with the MPH faculty. This committee also drafts new and revises existing policies for MPH faculty and department head approval.

d. admissions policies and/or decisions

In consultation with MPH faculty and department heads, the Admissions Committee determines the admissions process. The MPH program follows the general admissions policies of the USU SGS and the specific program admissions requirements (e.g., resume/CV submission) of the Admissions Committee. The Admissions Committee reviews applicants from their respective departments and makes final admissions decisions, which are shared with the GPC, who works directly with the SGS for approval and notification of acceptance.

e. faculty recruitment and promotion

Faculty are asked by department heads and search committees to share job postings across state, national, and international networks to help ensure a large and diverse candidate pool. Search committees work with Human Resources (HR) to review policies, employ sound recruitment strategies, and conduct fair and equitable searches. HR provides specific requirements for search committees to minimize bias and create equal and fair opportunities for candidates. For example, committees are asked to spend adequate and equal time on each application, use a rubric with specific criteria for evaluation, limit evaluation to materials required of the job, and justify why candidates are eliminated.

USU Faculty Code Policy 405 informs faculty evaluation, promotion, and retention decision making for tenured and term appointments. This policy ensures the protection of faculty and university rights during the promotion and tenure (P&T) process. Consistent with peer institutions, the internal P&T program at USU involves several levels of review by a wide range of university colleagues before a final decision is made by the Board of Trustees. Five internal levels of review are completed, and while the reviews are completed independently, they are interconnected in that the recommendation of each level is added to the materials reviewed by subsequent levels. The materials reviewed by these administrators and committees comprise a dossier compiled by the candidate and, if applicable, a series of external reviews solicited by the department head. The university uses an electronic dossier (“e-dossier”) process for P&T review and third-year review of probationary tenure-track faculty.

All tenure-track faculty members have a five-member Tenure and Promotion Committee (TAC). This committee must meet annually during the faculty member’s pre-tenure period, which is generally six years. During these TAC meetings, faculty members provide updates and document progress and performance in each area of their role statement. In addition, pre-tenured faculty members may ask questions of the committee, and the committee may provide constructive feedback to help with adjustments and improvements in the upcoming year. An ombudsperson is present at each meeting to ensure due process as defined by university policy. The TAC votes whether to recommend the pre-tenured faculty for continued employment. The TAC communicates their recommendation and other meeting details in a letter to the department head. The department reviews the P&T materials and the TAC letter before writing a letter that is forwarded to the dean, who reviews all materials. The dean writes letters based on these materials in the third year and the year of promotion and/or tenure review (year six, typically).

After faculty are tenured, they are provided with a five-person Promotion Advisory Committee (PAC). A PAC must be formed by the third year, from the time the faculty member was awarded tenure. At any time before this deadline, faculty members may request that a PAC be formed. Five or more years after being awarded tenure, faculty members may submit materials to be considered for promotion. As with the P&T process described above, there are five levels of review, with the final decision rests with the Board of Trustees. Faculty members who are eligible for promotion but not tenure form a Promotion Committee that follows similar processes. More details can be found in the ERF in the USU Faculty Code.

f. research and service activities

Department heads review role statements with MPH faculty members annually to ensure their efforts are consistent with their role statements and to determine if faculty are engaging in the appropriate amount of research and service activities. The program director pulls a report from Digital Measures annually to determine how the program as a whole has engaged in research and service activities. The program director shares this report with department heads annually.

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

MPH program policies that pertain to students and faculty are located in the Student Handbook, which can be found on the program's Canvas page and are shared with all new students, faculty, and staff. The Student Handbook also includes all USU-related policies such as academic freedom and professional responsibilities, academic integrity ("the honor system"), plagiarism, course fees, grievance process, discrimination and sexual misconduct, required reporting of sexual misconduct, students with disabilities, withdrawal policy, "I" grade policy and dropping courses, no-test days policy, assumption of risk, and mental health. The USU Provost's Office strongly encourages faculty to include these USU policies in course syllabi. Faculty and administrators are required to abide by the Faculty Code (Section 400), the Faculty Standards of Conduct, and guidelines outlined in the School of Graduate Studies Faculty Handbook. Students are required to abide by the Student Code.

Please refer to ERF A/A1 for the following:
Student Handbook
USU Student Code
USU Faculty Code
Faculty Standards of Conduct
School of Graduate Studies Faculty Handbook

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

MPH faculty members serve on a wide range of university committees, which allows them to participate in the decision-making process in the broader institutional setting (see table below). Tenured and promoted faculty members more often serve on institutional committees than do newer faculty members. Some positions are earned only after an election process, while others are appointed at the request of upper administration. Below are examples of how MPH faculty members contribute to the broader institutional setting.

Sample of Faculty Membership/Leadership on USU-Affiliated Committees

MPH Faculty	Position Rank	University Roles
Mateja Savoie-Roskos	Associate Professor/MPH Program Director	• Member of the University Curriculum Committee • Member of the Educational Policies Committee • Member of the University Central Scholarship Committee • Member of many TAC and PAC Committees
Casey Coombs	Professional Practice Assistant Professor	• Faculty director of the Student Nutrition Access Center (SNAC) • Faculty lead for global engagement study abroad experience • Member/chair of several department search committees
Palak Gupta	Assistant Professor	• Co-director of Hunger Solutions Institute • Faculty lead on Utah's Food Security Council • Member of SNAC Coordinator Hiring Committee
Carrie Durward	Associate Professor	• Director of NDFS MS/PhD Graduate Program • Co-Chair of Nutrition working group within USU Extension • Chair of one TAC Committee • Member of many TAC and PAC committees • Member of several department search committees
Abiodun Atoloye	Assistant Professor	• Hiring committee for NDFS faculty member • Member of Utah's Food Security Council Mapping Work Group
Jane Kelly	Professional Practice Professor	• Member of ADVS Student and Faculty Awards Committee • Judge at ADVS Graduate Research Symposium • Washington-Idaho-Montana-Utah Regional Program (WIMU) Veterinary School Admissions Committee member • Member of a PAC Committee • Hiring committee for ADVS Extension faculty member
Mirella Meyer-Ficca	Associate Professor	• Member of USU's Aggies First Scholar's Advisory Board • CAAS representative of USU's Undergraduate Research Advisory Board • Member of CAAS Research Advisory Committee • Member of PAC Committee • Member of several faculty search committees • Member of the USU College of Veterinary Medicine Curriculum Design Committee

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

All part-time and full-time MPH faculty are invited (and regularly attend) the monthly All MPH Faculty/Staff Committee meetings. These monthly meetings are scheduled months in advance to ensure as many faculty as possible are available to attend. Faculty interact through their participation in various sub-committees, as described above. The department heads, GPC/program assistant, project coordinator, and a Student Advisory Board (SAB) representative

are also invited to attend these meetings. Faculty interact in the department faculty meetings, annual department and college retreats, and department events (luncheons, seminars, parties, etc.). Faculty regularly engage in on-campus events such as the Empowering Teaching Excellence (ETE) Conference, Inclusive Excellence trainings, teaching documentation workshops, and more. We also conduct an annual MPH program data review meeting, which allows us to review the program evaluation data we have collected throughout the year and plan for program improvements. MPH faculty/staff interact in helping prepare and host our new student orientation and other program-related events. Colleague interaction also frequently occurs at statewide conferences such as the Utah Public Health Association (UPHA) Annual Conference, the Utah One Health Symposium, and the Utah Academy of Nutrition and Dietetics (UAND) Annual Conference.

Please refer to ERF A/A1/Fac Interaction for the following:
Faculty-Staff Committee Notes (Feb 2023)
Faculty-Staff Committee Notes (Mar 2023)
Faculty-Staff Committee Notes (Feb 2024)
Faculty-Staff Committee Notes (Apr 2024)
DEI Training Attendance
Rubrics and Equity-Based Grading Workshop Attendance

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

Strengths
MPH faculty provide service through a wide range of university, college, and department-level committees, which keep the faculty abreast of opportunities and potential challenges at each level. PIF and non-PIF faculty are very committed to student success, program improvement, and decision-making. We recently have increased the number of tenure and non-tenure track faculty positions and hired individuals from diverse backgrounds to better meet the needs of our current and prospective students.

Weaknesses/Plans for Improvement
We only have one faculty member who has 100% time designated for the MPH program. All other MPH faculty have other teaching, research, and Extension obligations that reduce the time available to allocate to the MPH program. Consequently, we actively seek to increase efficiency in our meetings and decision-making processes and to use our faculty's time wisely. When we started the program, for example, our faculty were engaged in six standing subcommittees. We quickly found that we were able to fit most discussions into our monthly All Faculty/Staff Committee meeting and our weekly Steering Committee meetings, so we simplified our committee structures to maximize our time and resources. We will continue to evaluate the need for additional committees in the future.

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

Not applicable

A3. Student Engagement

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

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

   The Student Advisory Board (SAB) was created at the start of the fall 2022 semester. Thirteen students made up this initial SAB with representation from both the Public Health Nutrition and Veterinary Public Health concentrations. The MPH program director and faculty invited specific students to participate in the SAB. At its inception, the SAB designated no formal positions or titles, but after a thorough discussion among members during the 2022-2023 academic year and with input from MPH faculty/staff, the group decided it would be beneficial to form a presidency each year to act as the board leaders and then allow all other MPH students to join the board as board members. This approach began in 2023-2024, with a Chair, Vice Chair, Secretary, Professional and Career Development Representative, and Social Media/Student Communication. The SAB holds two meetings per semester (four per year), with the first meeting of each semester reserved for the presidency and the second meeting is for all MPH students. In this second meeting, the SAB presidency focuses on soliciting feedback from their peers.

   The primary role of the SAB is to provide student feedback**,** suggestions, and insights on various issues, topics, questions, and concerns and engage in the program policy making and decision making, with an eye to strengthening the program. In the monthly All MPH Faculty/Staff Committee meeting, an SAB member reports on SAB-led initiatives and concerns, as well as topics the committee requested SAB feedback on. In the General Advisory Board (GAB) meetings, an SAB member is invited to participate in the discussion and share any insights they have. In both these meetings, students may raise concerns or discussion topics to ensure a meaningful investment in the SAB experience and to give voice to issues they deem important. For both the All MPH Faculty/Staff Committee and the board meetings, the SAB representative takes important information back to the SAB for action/discussion. Such a platform not only builds the program's ethos but also provides students an opportunity to actively participate in program policy and decision making. For instance, in our February 2024 All MPH Faculty/Staff Committee meeting, an SAB representative reported that students would like more resources shared on the MPH Canvas course. Another SAB member then worked with program faculty and staff to select the topics for resource modules, compile specific resources, and design the Canvas modules in a way that would be most helpful for students.

   The program actively engages students in decision making processes beyond the All MPH Faculty/Staff Committee and GAB meetings. For example, SAB members have been involved in revising the program's mission, vision, and values. They have also participated in discussions about planning career development events opportunities and reviewed program processes, such as the A3 Student Engagement section of the self-study. Additionally, SAB members have contributed to revising and updating program materials, such as the APE and ILE information on the MPH Canvas courses, the Student Handbook, APE/ILE Handbook, and New Student Orientation presentation.

   The SAB is organized by the program's project coordinator, who neither teaches MPH courses nor directly oversees students. The project coordinator was selected to help ensure that SAB members feel comfortable expressing their thoughts and opinions during SAB meetings. The project coordinator helps schedule meetings, assists the presidency with agenda development, contributes to discussion from a program-related perspective, and relays key information between the SAB and MPH faculty/staff.

At the beginning of each academic year, the project coordinator provides the SAB presidency with a list of All MPH Faculty/Staff Committee and GAB meeting dates. Presidency members are asked to rotate attendance at one or more of the meetings as the SAB representative, dependent on their interest and availability. We have found that this approach helps ensure that the SAB board members feel like their voices are heard, the MPH program and faculty/staff are transparent with students, and the SAB members are engaged in faculty/staff decision-making conversations that lead to program improvements. Anecdotally, SAB members have expressed that their attendance and active participation in these meetings are some of the most valuable aspects of engaging in the SAB. They also report that they notice that we take their concerns and ideas seriously and respond quickly with changes/improvements when possible.

Student Advisory Board Members (2022-Present)

Name	Concentration	Semester/ Years Served	Position	Faculty/Advisory Board Meeting Attendance
Ina Teresa Wells	PH Nutrition	2024-2025	Professional and Career Development	Yes
Abagael Pfieffer	Veterinary PH	2024-2025	Secretary	Yes
Kimberlee Creech	PH Nutrition	2024-2025	Social Media/Student Communication	Will attend in spring 2025
Victoria Lewis	Veterinary PH	2023-2025	Vice Chair	Yes
Chandler Hughes	Veterinary PH	2023-2025	Chair	Yes
RG Perez	Veterinary PH	2023-2025		Yes
Morgan Richard	Veterinary PH	Fall 2023		No
Karli Breinholt	PH Nutrition	2023-2024	Chair	Yes
Maddi Creer	PH Nutrition	2023-2024	Social Media/Student Communication	No
Amria Farnsworth	PH Nutrition	2022-2024	Vice Chair	Yes
Kayla Lane	PH Nutrition	2022-2024	Professional and Career Development	No
Anonymous*	PH Nutrition	2022-2024	Secretary	Yes
Stephanie Ensign	PH Nutrition	2022-2023		No
Elody Fredette	Veterinary PH	2022-2023		No
Luisa Hansen	PH Nutrition	2022-2023		Yes
Hannah Martin	PH Nutrition	2022-2023		Yes
Sandra Quiroz	PH Nutrition	2022-2023		No
Morgan Richard	Veterinary PH	2022-2023		No
Tari York	PH Nutrition	2022-2023		No
Lexie Zwerdling	Veterinary PH	2022-2023		Yes
James Williamson	PH Nutrition	Fall 2022		No
Elise Withers	PH Nutrition	Fall 2022		No

*One student prefers not to be named publicly.

Please refer to ERF A/A3 for the following:
SAB Notes (Oct 2022)
SAB Notes (Nov 2023)
SAB Notes (October 2024)
Faculty-Staff Committee Notes (Apr 2024)

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

Strengths

We have several students each year who prioritize leadership opportunities such as SAB service, which allows them to engage with MPH students, faculty, and staff and help make decisions that will improve the program.

Weaknesses/Plans for Improvement

Most of our students are working professionals who also have personal responsibilities (i.e., caregiving) that make it difficult to devote time to program-related student leadership. In addition, because our students live in many different time zones, finding meeting times that work for everyone is challenging. In the fall of 2023, we started a virtual suggestion box on the MPH Canvas page (in response to a student recommendation from the 2023 Climate Survey) to give students a platform for providing anonymous and timely feedback. We remind students of this communication option once or twice a year in Canvas announcements. In fall 2023, we also started soliciting specific feedback from students in our weekly announcements to ensure all students have a voice. For example, we asked students what they would like included during our next career development training. Additionally, in fall 2023, the SAB developed and implemented the annual two-meeting schedule for all MPH students that provides an opportunity for all students to be engaged in the program's decision making processes, increases student investment, and promotes program success. Lastly, in fall 2024, the SAB decided it would be beneficial to create a student discussion board in the MPH Canvas course to encourage dialogue and conversation among students. SAB members worked with program faculty and staff to set up the discussion board in a way that could help facilitate student participation in program policy making and decision making. We will continue to look for ways to engage students in the program's decision making in ways that accommodate students' busy schedules.

A4. Autonomy for Schools of Public Health

Not applicable

A5. Degree Offerings in Schools of Public Health

Not applicable

B1. Guiding Statements

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

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

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

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

1) **The program's vision, mission, goals, and values.**

Vision
A future where people and animals live in an environment that supports overall health

Mission
Prepare highly competent public health professionals to lead, innovate, advocate, and educate to improve the health of humans, animals, and the environment

Goals
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
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

Values
Passion, respect, empowerment, dedication, integrity, continuous improvement, and teamwork

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

The MPH program embraces the USU strategic plan: Aggie Action 2028. The four pillars (and related objectives and outcomes) of the Aggie Action plan align with our program goals/objectives. These pillars include:
1. Deliver an exceptional learning experience.
2. Drive impactful research and creative excellence
3. Build prosperous local and global communities
4. Cultivate USU community and culture

Please refer to ERF B/B1 for the following:
Aggie Action Plan 2028

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

Strengths
We engaged many of our stakeholders in developing and revising our guiding statements over the past two years. These stakeholders included students, alumni, public health professionals, public health employers, and program faculty/staff. We used various surveys and meetings with our advisory boards to collect qualitative and quantitative feedback. After each round of feedback,

we revised the statements while also ensuring their compliance with CEPH. When possible (such as with advisory boards and faculty/staff), we returned with the revised version for a final group review. This process strengthened our relationship with stakeholders and helped them appreciate that revisions were based on their direct feedback. To ensure that they best represent our program and the needs of the field, we have decided to review our guiding statements with stakeholders every three to four years.

Weaknesses/Plans for Improvement

Because we received suggestions that, at times, were conflicting, did not align with the CEPH criteria, or for various reasons could not be incorporated, we did not implement every stakeholder suggestion. For example, our advisory boards recommended adding more language related to diversity, equity, and inclusion (DEI). The state of Utah, however, recently passed legislation (Equal Opportunities Initiative Bill) that restricts DEI efforts and certain use of DEI terminology at public universities in Utah. We decided against adding language that could cause compliance issues. There was also discussion among our advisory boards about weaving more One Health aspects into our goals. The advisory boards and MPH faculty/staff discussed the suggestion at length but ultimately determined that the One Health focus is the more overarching (mission), and we did not want to take away from the other important topic areas in both concentrations. Instead, we added a One Health unit-defined measure to help capture this unique aspect of the program.

B2. Evaluation and Quality Improvement

The program defines and consistently implements an evaluation plan that fulfills the following functions:

- **includes all measures listed in Appendix 1 in these Accreditation Criteria**
- **provides information that allows the program to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)**
    - **Measures must capture all aspects of the unit's mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit's unique context.**
- **defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications**
- **allows the program to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate**

1) **Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:**
    a. **the specific data source(s) for each listed element (e.g., alumni survey, student database)**
    b. **a brief summary of the method of compiling or extracting information from the data source**
    c. **the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable**

Template B2-1

Measures	Criteria or *Template*	Data Source & Method of Analysis	Who has review & decision-making responsibility?	Does it measure Goal 1?	Does it measure Goal 2?	Does it measure Goal 3?	Does it measure Goal 4?
Student enrollment	*Intro-2*	Student Database The GPC maintains a list of current students using program application records. The list is reviewed annually during an all faculty/staff meeting.	Program director, Admissions Committee, program assistant, All Faculty/Staff Committee	X			
Unit-defined measure 1: Recruit students from diverse educational, career, and racial/ethnic backgrounds.	*B2-1*	USU SGS application, Student Database The USU SGS application includes questions on race, ethnicity, veteran status, undergraduate degree programs, career background, etc. The program assistant adds this information to the Student Database as students enter the program. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Program assistant, Steering Committee, All Faculty/Staff Committee	X			
Unit-defined measure 2: Determine students' perceptions of skill development during APE that align with career and educational goals.	*B2-1*	APE Progress Report, APE Completion Report The program assistant creates an annual data summary for each report. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as	Instructor of APE course, program assistant, Steering Committee, All Faculty/Staff Committee		X		

		needed by the Steering Committee.					
Unit-defined measure 3: Track students who engaged in service and professional development opportunities within the departments, university, and/or the field of public health.	*B2-1*	Exit Interviews, student communication with faculty, Community or Professional Service Assignment in NDFS 6140 Data are recorded and maintained in the Student Database. The faculty member who teaches NDFS 6140 shares assignment data with the program assistant who adds it to the Student Database. The program assistant and program director update the database as other data about student becomes available. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	NDFS 6140 instructor, program director, program assistant, Steering Committee, All Faculty/Staff Committee			X	
Unit-defined measure 4: Track research experiences MPH students receive with mentorship from faculty.	*B2-1*	Exit interviews, student communication with faculty, Digital Measures The data is collected and maintained in the Student Database. The program assistant and program director update the student database as data becomes available. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Program director, program assistant, Steering Committee, All Faculty/Staff Committee		X		
Unit-defined measure 5^{+}: Track students who pursued One	*B2-1*	Exit Interviews, Student communication with faculty; Community	Program director, program assistant,		X		

Health-related service and/or career development experiences during their time in the program.		or Professional Service Assignment in NDFS 6140, Student Database Data is collected and maintained in the Student Database. The faculty member who teaches NDFS 6140 shares assignment data with the program assistant who adds it to the program database. The program assistant and program director update the database as other data about students becomes available. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Steering Committee, All Faculty/Staff Committee				
At least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must relate to an area other than the curriculum	*B2-2*						
Graduation rates	*B3-1*	The program assistant receives a notification from the SGS when students' degrees are awarded and records graduation dates in the Student Database and maintains an ongoing graduation rate table. Graduation rates are reviewed by the program director and discussed during a monthly All Faculty/Staff Committee meeting.	Program assistant, program director, All Faculty/Staff Committee, department heads	X			

Post-graduation outcomes (e.g., employment, enrollment in further education)	*B4-1*	Exit interviews, student communication with faculty, LinkedIn The program director administers exit interviews at the end of each semester (pending there are graduates). The program assistant develops a data summary and records post-graduation outcomes in the student database. Faculty and staff follow up with students as needed after graduation. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Program director, program assistant, Steering Committee, All Faculty/Staff Committee	X			
Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations	B5	Exit Interviews, Exit Survey, 1-Year Alumni Survey The program director administers exit interviews and an exit survey at the end of each semester (pending there are graduates) and the 1-Year Alumni Survey annually. The program assistant develops a data summary for each evaluation annually. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Program director, program assistant, Steering Committee, All Faculty/Staff Committee		X		
Budget table	*C1-1*	The program director reviews the budget annually (and as needed) with business managers and					

		department heads via email.					
Student perceptions of faculty availability	C2	Exit Interviews, Exit Survey, Climate Survey The program director conducts exit interviews and an exit survey at the end of each semester (pending there are graduates). The program director (or Hanover Research) administers a climate survey every other spring. The program assistant (or Hanover Research) creates data summaries annually for each evaluation. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Program director, program assistant, Steering Committee, All Faculty/Staff Committee		X		
Student perceptions of class size & relationship to learning	C2	Exit Interviews, Exit Survey, Climate Survey The program director conducts exit interviews and an exit survey at the end of each semester (pending there are graduates). The program director (or Hanover Research) administers a climate survey every other spring. The program assistant (or Hanover Research) creates data summaries annually for each evaluation. The data is reviewed by the All Faculty/Staff Committee at the	Program director, program assistant, Steering Committee, All Faculty/Staff Committee	X			

		data retreat and as needed by the Steering Committee.					
List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole	*C2-1, E1-1, E1-2*						
Ratios for student academic advising (all degree levels)	*C2-2*	Student Database The program assistant maintains the Student Database that shows which faculty member is the academic advisors (and APE advisor) for each MPH student. The program assistant uses the Student Database to create an advising list and evaluate academic advising ratios. The advising list is shared with faculty (discussed in a faculty meeting and shared with meeting minutes).	Program assistant, All Faculty/Staff Committee	X			
Ratios for supervision of MPH ILE	*C2-2*	Student Database Since faculty in our program advise students for their academic advising, APE, and ILE, the process and ratios are the same for all. The program assistant maintains the Students Database that shows which faculty member is the academic advisor (and APE advisors) for each MPH student. The program assistant uses the Student Database to create an advising list each semester and advising ratios. The list is discussed in a faculty meeting and	Program assistant, All Faculty/Staff Committee		X		

		shared with meeting minutes.					
Count, FTE (if applicable), and type/categories of staff resources	*C3-1*						
Faculty participation in activities/resources designed to improve instructional effectiveness (maintain ongoing list of exemplars)	E3	Digital Measures Department heads ask faculty to update their Digital Measures each December/January. The program director pulls data from Digital Measures each year. The program assistant creates a data summary, which is shared with department heads.	Program director, program assistant, department heads	X			
Faculty currency & instructional technique measure 1: Faculty maintenance of relevant professional credentials or certifications that require continuing education	E3	Digital Measures Department heads ask faculty to update their Digital Measures each December/January. The program director pulls data from Digital Measures each year. The program assistant creates a data summary, which is shared with department heads.	Program director, program assistant, department heads	X	X	X	X
Faculty currency & instructional technique measure 2: Participation in professional development related to instruction.	E3	Digital Measures Department heads ask faculty to update their Digital Measures each December/January. The program director pulls data from Digital Measures each year. The program assistant creates a data summary, which is shared with department heads.	Program director, program assistant, department heads	X			
Faculty currency & instructional technique measure 3: Implementation of grading rubrics	E3	MPH Curriculum Database The program director asks faculty to update to update	Program director, All Faculty/Staff Committee	X			

		the MPH Curriculum Database each fall. The data is reviewed annually by the program director and as needed by the Steering Committee.					
Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)	E4	Digital Measures Department heads ask faculty to update their Digital Measures each December/January. The program director pulls data from Digital Measures each year. The program assistant creates a data summary, which is shared with the program director and department heads.	Program director, department heads, program assistant				X
Faculty scholarship measure 1: Percent of total faculty participating in research activities	*E4-1*	Digital Measures Department heads ask faculty to update their Digital Measures each December/January. The program director pulls data from Digital Measures each year. The program assistant creates a data summary, which is shared with department heads.	Program director, department heads, program assistant				X
Faculty scholarship measure 2: Number of articles published in peer reviewed journals.	*E4-1*	Digital Measures Department heads ask faculty to update their Digital Measures each December/January. The program director pulls data from Digital Measures each year. The program assistant creates a data summary, which is shared with department heads.	Program director, department heads, program assistant				X

Faculty scholarship measure 3: Presentations at professional meetings	*E4-1*	Digital Measures Department heads ask faculty to update their Digital Measures each December/January. The program director pulls data from Digital Measures each year. The program assistant creates a data summary, which is shared with department heads.	Program director, department heads, program assistant				X
Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars)	E5	Digital Measures Department heads ask faculty to update their Digital Measures each December/January. The program director pulls data from Digital Measures each year. The program assistant creates a data summary, which is shared with department heads.	Program director, department heads, program assistant			X	
Faculty service measure 1: Percent of PIF faculty participating in extramural service activities.	E5	Digital Measures Department heads ask faculty to update their Digital Measures each December/January. The program director pulls data from Digital Measures each year. The program assistant creates a data summary, which is shared with department heads.	Program director, department heads, program assistant			X	
Faculty service measure 2: Faculty (PIF and Non PIF) appointed on a professional practice track	E5	Digital Measures The program director pulls appointment information from Digital Measures as needed. As funding becomes available for new faculty positions, the program director and department heads	Program director, department heads			X	X

		discuss appointment options.					
Faculty service measure 3: Public/private or cross-sector partnerships for engagement and service	E5	Digital Measures Department heads ask faculty to update their Digital Measures each December/January. The program director pulls data from Digital Measures each year. The program assistant creates a data summary, which is shared with department heads.	Program director, department heads, program assistant			X	
Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations	F1	Employer Survey The program director (or Hanover Research) administers the employer survey every other spring. The program assistant (or Hanover) develops a data summary annually. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Program director, program assistant, Steering Committee, All Faculty/Staff Committee	X			
Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	F1	GAB, Stakeholder Survey, Employer Survey APE Preceptors Faculty/staff on the Steering Committee solicit feedback from the GAB each year during a GAB meeting. The program assistant takes meeting notes, which are discussed at Steering Committee meetings and All Faculty/Staff Committee meetings. The program director ensures the Stakeholder Survey and Employer	Program director, program assistant, Steering Committee, All Faculty/Staff Committee	X			

		Survey are conducted (through Hanover Research Solutions) every other year. APE preceptors complete an evaluation survey that asks about changing practice and research needs, and the program assistant compiles a summary report. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.					
Feedback from stakeholders on guiding statements and ongoing self-evaluation data	F1	SAB, GAB, Stakeholder Survey Faculty/staff on the Steering Committee solicit feedback from the SAB and the GAB each year. For the SAB, the project coordinator and SAB members take notes, which are then discussed in Steering Committee meetings and All Faculty/Staff Committee meetings. For the GAB meeting, the program assistant takes meeting notes, which are discussed at Steering Committee meetings and All Faculty/Staff Committee meetings. The program director ensures the Stakeholder Survey is conducted (through Hanover Research Solutions) every other year. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Program director, program assistant, project coordinator, Steering Committee, All Faculty/Staff Committee	X			

Professional AND community service activities that students participate in (maintain ongoing list of exemplars)	F2	Exit Interviews, Student communication with faculty, Community or Professional Service Assignment in NDFS 6140, Student Database The program director conducts exit interviews at the end of each semester (pending there are graduates). The program assistant creates an annual data summary for each evaluation. The program assistant adds data to the Student Database. Faculty are asked to update the Student Database at the end of each semester based on professional and community service activities students shared via email, course discussions, one-on-one meetings, and more. The faculty member who teaches NDFS 6140 shares assignment data with the program assistant who adds it to the program database. The summary is discussed during the annual data retreat.	Program director, program assistant, NDFS 6140 instructor, All Faculty/Staff Committee			X	
Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs)	F3	Stakeholder Survey, GAB The Stakeholder Survey is conducted every other year using a Hanover Research Solutions. Hanover analyzes the results and provides a detailed summary to the program director. The program faculty also elicit feedback	Program director, department heads, Steering Committee, All Faculty/Staff Committee				X

		from the GAB during an annual meeting. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.					
Continuing education events presented for the external community, with number of non-student, non-faculty attendees per event (maintain ongoing list)	*F3-1*	Box Folder, As events are discussed in the Steering Committee meetings or All Faculty/Staff meetings, the program assistant documents in a spreadsheet that is housed in Box.	Program Director, program assistant				X
Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation and support success of self-defined priority underserved populations—among students AND faculty (and staff if applicable)	G1	Climate Survey, Exit Interviews, Exit Survey The Climate Survey is conducted every other year. Exit interviews and an exit survey are conducted at the end of each semester (pending there are graduates). The program assistant (or Hanover Research) develops an annual data summary for each evaluation. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Program director, program assistant, Steering Committee, All Faculty/Staff Committee	X			
Student AND faculty (staff, if applicable) perceptions of unit's climate regarding diversity & cultural competence	G1	Climate Survey, Exit Interviews, Exit Survey The Climate Survey is conducted every other year. Exit interviews and an exit survey are conducted at the end of each semester (pending there are graduates). The	Program director, program assistant, Steering Committee, All Faculty/Staff Committee		X		

		program assistant (or Hanover Research) develops an annual data summary for each evaluation. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.					
Student satisfaction with academic advising	H1	Exit Interviews, Exit Survey Exit interviews and an exit survey are conducted at the end of each semester (pending there are graduates). The program assistant develops an annual data summary for each evaluation. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Program director, program assistant, Steering Committee, All Faculty/Staff Committee	X			
Student satisfaction with career advising	H2	Exit Interviews, Exit Survey Exit interviews and an exit survey are conducted at the end of each semester (pending there are graduates). The program assistant develops an annual data summary for each evaluation. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.	Program director, program assistant, Steering Committee, All Faculty/Staff Committee		X		

Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. for students and alumni (maintain ongoing list of exemplars)	H2	The project coordinator, Steering Committee, NDFS 6140 instructor, and CAAS Career Coach schedule career readiness and continued education events for students and alumni. Event topics are based on feedback provided by the stakeholders through various program evaluations.	NDFS 6140 instructor program director, Steering Committee, project coordinator, CAAS Career Design Services career coach, SAB		X		
Number of student complaints filed (and info on disposition or progress)	H3	Box Folder The MPH program follows USU's Policy for Student Complaints and Grievances. Student complaints are maintained by the program director using a Box folder. Complaints are discussed with instructor and department head as needed. Depending on the student concern, either the program director or the department head determines an action plan to address the students' concerns. The Associate Dean for Research and Graduate Studies is involved if the concern is unable to be resolved by the department head.	Program director, department heads, associate dean (if necessary)	X			
Recruitment & admissions measure: Percentage of newly matriculating students with previous health- or public health-related experience	H4	USU SGS application, Student Database Applicants are required to submit a statement of purpose and a CV/resume (starting fall 2023) as part of their MPH application to the SGS. The Admissions Committee reviews	Program assistant, Admissions Committee, Steering Committee, All Faculty/Staff Committee	X			

		these materials as part of the admissions review process. The program assistant adds data to the Student Database once students accept their offer into the program. The data is reviewed by the All Faculty/Staff Committee at the data retreat and as needed by the Steering Committee.					

2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may include reports or data summaries prepared for review, notes from meetings at which results were discussed, etc.

Please refer to ERF B/B2 for the following:
APE Progress Report Summary (2020-2023)
APE Progress Report Summary (2023-2024)
APE Completion Report Summary (2020-2023)
APE Completion Report Summary (2023-2024)
Stakeholder Survey Summary (2023)
Employer Survey Summary (2024)
Climate Survey Summary (2024)
Exit Interview Summary (2022-2023)
Exit Interview Summary (2023-2024)
Exit Survey Summary (2022-2023)
Exit Survey Summary (2023-2024)
Alumni Interviews Summary (2023)
1-Year Alumni Survey Summary (2019-2022)
1-Year Alumni Survey Summary (2022-2023)
Faculty-Staff Committee Notes (Oct 2023)
Faculty-Staff Committee Notes (Nov 2023)
Faculty-Staff Committee Notes (Feb 2024)
Faculty-Staff Committee Notes Enrollment and Graduation Rate Data (Feb 2024)
Faculty-Staff Committee Notes (Oct 2024)
Faculty-Staff Committee Data Retreat Slides (Oct 2024)
Steering Committee Notes (Nov 2023)
GAB Notes (Nov 2023)
GAB Notes (Nov 2024)
ADVS Digital Measures Report (2023)
NDFS Digital Measures Report (2023)
MPH Curriculum Database Screenshots
MPH Student Database

3) Provide at least three specific examples of improvements undertaken in the last three years based on the evaluation plan in the format of Template B2-2. At least one of the changes must relate to an area other than the curriculum.

Template B2-2

	Measure (copied from column 1 of Template B2-1) That Informed the Change	Data That Indicated Improvement Was Needed	Improvement Undertaken
Example 1	Professional and community service activities that students participate in	Data from our Exit Interviews and Exit Surveys indicated that the majority of our students were not engaging in professional or community service activities while in the MPH program.	Starting fall 2023, we required students to complete 10 hours of professional and/or community service with a public health organization of their choice as part of NDFS 6140: Introduction to Public Health, which is a required course for students in both concentrations.
Example 2	Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	Stakeholders (students, alumni, Board members, and general stakeholders) mentioned the need for MPH students to graduate with more training in data analysis. This data was collected through the exit interviews, alumni surveys, Board meetings, and stakeholder surveys.	We developed and added a new course to the curriculum titled NDFS 6540: Introduction to Epidemiology and Biostatistics. This course will be taught for the first time in the fall of 2024 and will be required by students in both concentrations and replaces an elective course. The program has also been recommending additional data analytics certifications and trainings.
Example 3	Student satisfaction with career advising	Graduates mentioned their interest in additional career advising resources in exit interviews and exit surveys in the spring/summer of 2022.	In the fall of 2022, MPH faculty and staff developed a plan for increasing career advising resources for students during an All Faculty/Staff Committee meeting. This plan included offering a career development workshop series on topics such as cover letters/resumes, interviewing/networking, and negotiating job offers, which we implemented during the 2022-2023 academic year. We also started sending out weekly announcements that include a specific section on career development opportunities to provide consistent resources for students throughout the year. Lastly, we regularly post career development opportunities on our program social media pages which we encourage our students to follow.

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

Strengths

We have made substantial improvements to our curriculum, program resources, and program evaluation process since 2021 due to increased student enrollment, higher program revenue, and additional faculty lines. Although these processes are relatively new, we have established a systematic approach to conducting these processes to ensure that data is collected from all stakeholders in a relevant and meaningful way and that data is analyzed, monitored, discussed, and used as a tool for program improvement each year.

We have also made significant improvements to our program monitoring process. We started the student database when the program started in 2017. As the years have passed, we have added new columns of data as we have determined what is important for the program to track. As a result, data from more recent years is more thorough than in the early years of the program. This database has been vital for monitoring student progress, student opportunities, employment, scholarships, advising, and more.

Weaknesses/Plans for Improvement

We recognize that our data collection process started relatively recently. As a result, it is possible that we may determine more streamlined and effective ways to collect, analyze, and review data in the future. We will continue review our program evaluation process to ensure we are collecting and using high-quality data to drive program-related decision making.

B3. Graduation Rates

The program collects and analyzes graduation rate data for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

1) **Graduation rate data for each degree in unit of accreditation.**

Template B3-1

Students in MPH Degree, by Cohorts Entering Between 2018-19 and 2023-24								
***Maximum Time to Graduate: 6 Years**								
	Cohort of Students	**2018-19**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
2018-19	# Students entered	4						
	# Students withdrew, dropped, etc.	0						
	# Students graduated	0						
	Cumulative graduation rate	0%						
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	4	15					
	# Students withdrew, dropped, etc.	1	0					
	# Students graduated	2	0					
	Cumulative graduation rate	50%	0%					
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	15	17				
	# Students withdrew, dropped, etc.	0	0	0				
	# Students graduated	0	6	0				
	Cumulative graduation rate	50%	40%	0%				
2021-22	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	9	17	24			
	# Students withdrew, dropped, etc.	0	0	0	1			
	# Students graduated	1	3	7	0			
	Cumulative graduation rate	75%	60%	41%	0%			

2022-23	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	6	10	23	23		
	# Students withdrew, dropped, etc.	0	0	0	0	0		
	# Students graduated	0	2	8	8	0		
	Cumulative graduation rate	0%	73%	88%	33%	0%		
2023-24	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	4	2	15	23	29	
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	
	# Students graduated	0	2	0	9	8	0	
	Cumulative graduation rate	75%	87%	88%	71%	33%	0%	
2024-25	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	2	2	6	15	29	24
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	0
	# Students graduated	0	1	1	3	7	0	0
	Cumulative graduation rate	75%	93%	94%	83%	65%	0%	0%

2) Data on doctoral student progression in the format of Template B3-2.

Not applicable

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

Students can start the MPH program in fall, spring, or summer. (The summer start date is not publicized since there are few summer course offerings.) We allow students to pursue the program on a full- or part-time basis, depending on what works best for them. The program, consequently, does not follow a traditional cohort model, so for data-collection purposes, students who start in fall, spring, or summer of an academic year are considered a cohort. Our program gives students a great deal of autonomy and flexibility as they work through the courses and other requirements. As a result, our program attracts students from across the state and country who may not have had access to or time for a traditional, in-person MPH program. The SGS gives students six years to complete a graduate degree. This allows many non-traditional students (e.g., working professionals, stay-at-home caregivers, those over the age of 25), the additional time they need to complete the degree. Most of our students graduate within three years.

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

Strengths

We have maintained high graduation rates since the program started in 2017, with most students graduating within three years.

B4. Post-Graduation Outcomes

The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

1) **Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B4-1.**

Template B4-1

Post-Graduation Outcomes	2020-21 Number and Percentage	2021-22 Number and Percentage	2022-23 Number and Percentage
Employed	6 (75%)	11 (100%)	18 (100%)
Continuing education/training (not employed)	1 (13%)	0 (0%)	0 (0%)
Not seeking employment or not seeking additional education by choice	1 (13%)	0 (0%)	0 (0%)
Actively seeking employment or enrollment in further education	0 (0%)	0 (0%)	0 (0%)
Unknown	0 (0%)	0 (0%)	0 (0%)
Total Graduates (known + unknown)	**8 (100%)**	**11 (100%)**	**18 (100%)**

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

Template B4-1 includes the post-graduation outcomes from 2020-2023. Data were collected from students within a year (between 6-9 months, typically) after graduation. Collection methods included, exit interviews with recent graduates, individual emails with alumni, LinkedIn searches of alumni, and direct contact at public health events. The program conducts internet searches to collect information on alumni whose post-graduation outcomes were not able to be collected through previous methods. Data are maintained in the student database and are updated as information becomes available. As faculty hear from alumni, they share job/continued education information with the program assistant for database update. The table below includes employers and job titles of program alumni in both concentrations.

Employers and Job Titles of CAAS MPH Alumni

Employers	Job Titles
• Bright Water Foundation • Utah Department of Agriculture and Food • Texas Department of State Health Services • University of Minnesota Extension • Oklahoma State University Extension • Intermountain Health • Utah Department of Health and Human Services • Utah State Board of Education • Utah State University • Volunteers of America • Weber-Morgan Health Department • Tri-County Health Department	• Program director • Compliance officer • Executive director • Health promotions supervisor • Program specialist • Nutrition educator • Health educator • Produce incentive coordinator • Clinical research coordinator • University instructor • Health coordinator • Dietitian • Facility administrator

• Oklahoma State Department of Health • Self employed • US Renal Care • Family Health Center of San Diego • Nourish • Wasatch Animal Clinic • LunchAssist • Davis County Health Department • Florence Veterinary Hospital • Native Microbials • At Your Door Veterinary Services • United States Department of Agriculture • North Lincoln and Teton WIC • Select Health • Five12 Foundation • University of Michigan • Collective Health • Palomar Community College	• Child and adolescent health program specialist • Project coordinator • Extension educator • Health program coordinator • Academic advisor • Public information officer • Laboratory Scientist • Data scientist • Facility manager • Veterinary assistant • Public health veterinarian • School programs specialist • Program coordinator • Data associate • Consumer safety inspector • Food and dairy compliance officer • Adjunct instructor

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

Strengths

Our graduates who seek positions in the field often obtain employment within six months of graduation. Many graduates also obtain leadership positions, with resultant higher salaries. When students graduate, we ask them to provide their preferred contact information for future correspondence. We have been pleased with our ability to contact program graduates and obtain outcomes information. To date, we have no missing outcomes data.

B5. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the program collects information on alumni perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.

The program defines qualitative and/or quantitative methods designed to provide useful information on the issues outlined above. "Useful information" refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.

The program documents and regularly examines its methodology, making revisions as necessary, to ensure useful data.

1) **Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.**

Skills Most Useful and Applicable in Post-Graduation Destinations
Results from our 1-Year Alumni Survey (2019-2022 and 2022-2023) and Alumni Interviews (2023) reveal that our alumni believe the program equipped them with the skills to excel in the workforce. Alumni cite research acumen, critical thinking, program planning and evaluation, cultural competence, identifying and applying evidence-based practices, communication, leadership, teamwork, stakeholder engagement, qualitative data collection and analysis, and quantitative data analysis as the most useful skills gained in the program for their current employment position. Below are examples of alumni responses regarding skill relevance:

- "[The program] helped a lot with looking at research and analyzing different perspectives and research…that has helped me a lot in my job right now" (research acumen).
- "I'm better at checking and catching any biases that I might have towards a group…I know that makes me a better clinician" (cultural competence).
- "I am constantly talking to patients and their families about research-based evidence. When they ask me a question about things they've heard, I can look at the research, understand it, and translate it for them in the most accurate and helpful way possible" (evidence-based practices).
- "[The program] was effective in allowing me to feel comfortable in reaching out to key stakeholders and creating those partnerships and knowing how to build them so they are effective and long-lasting" (stakeholder engagement).
- "[As] the person managing and helping design a program…I can think about program sustainability and utilize the social and behavioral theories...to inform program design" (program planning, implementation, and evaluation).

Areas Alumni Feel Well-Prepared
Data from our Exit Interviews (2022-2023 and 2023-2024) and Exit Survey (2022-2023 and 2023-2024) indicate that our alumni feel well-prepared for the workforce or further education immediately after graduation. Areas for which alumni feel exceptionally prepared include One Health, social determinants of health, grant writing, program planning, cultural competence, leadership, empathy, oral and written communication, leadership, research, and critical thinking. They also feel prepared with the knowledge, confidence, and recognition of how to make a difference in areas they identify as the most pressing public health concerns, such as the global impact of emerging infectious diseases, food security and hunger, mental health, and climate change. Alumni also describe feeling prepared for their post-graduation destination due to their progress in becoming well-rounded and confident in their public health knowledge. They attribute the program's emphasis on skills development and experiential learning as factors that helped them develop confidence in their abilities and feel prepared to work independently and

collaboratively in public health settings. Additionally, the majority of alumni perceive themselves to be extremely prepared or adequately prepared in all 22 foundational MPH competencies and their respective concentration-specific competencies.

Areas Alumni Would Have Benefitted from More Training or Preparation
Overall, our alumni express a high level of readiness for public health careers and perceive no significant deficits in their skills, knowledge, or competency areas. Nevertheless, insights gained from our 1-Year Alumni Surveys (2019-2022 and 2022-2023) and Alumni Interviews (2023) suggested three areas in which alumni would have benefited from additional training and preparation:

- **Advanced Research and Analytical Skills**: While alumni acknowledge they have a strong foundational knowledge of analytical methods, those who did not complete additional or elective coursework in this area also report they could have benefitted from more advanced research and analytical skills. Alumni specifically express a need to master desirable analytical tools (e.g., SPSS, R, Tableau, and Microsoft Power BI) to reflect the job requirements they encounter in the field. Some alumni also feel they could have benefitted from a more in-depth discussion on qualitative data collection methods and on the strengths and limitations of qualitative and quantitative data in relation to program evaluation.
- **Regionally Specific Knowledge and Experience:** Although alumni exhibit confidence in their general grasp of public health concepts and issues, some identify gaps in their regionally specific knowledge. This concern is more pronounced among alumni located outside Utah. Alumni feel they would have benefited from increased opportunities in the program to grow their awareness of and engagement with public health issues and cultural groups most relevant to their region.
- **Career Guidance:** Alumni are overall satisfied with the career development resources offered by the program and feel prepared for a wide variety of careers. However, some alumni, particularly students in the Veterinary Public Health concentration, find it difficult to navigate the breadth of career options to available to them. Alumni feel they could have benefitted from earlier exposure to potential career paths and additional networking and interviewing resources to be more prepared for their next steps after graduation.

2) Provide full documentation of the methodology and findings from quantitative and/or qualitative data collection.

Please refer to ERF B/B5 for the following:
Alumni Program Evaluation Methods
Exit Interview Summary (Spring 2022)
Exit Interview Summary (2022-2023)
Exit Interview Summary (2023-2024)
Exit Survey Summary (Spring 2022)
Exit Survey Summary (2022-2023)
Exit Survey Summary (2023-2024)
1-Year Alumni Survey Summary (2019-2022)
1-Year Alumni Survey Summary (2022-2023)

Please refer to ERF B/B5/Alumni Interviews for the following:
Alumni Interviews Summary (2023)
Alumni Interviews Scope of Work (2023)
Alumni Interviews Interview Guide (2023)

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

Strengths

We have a systematic approach to gathering feedback from graduating students and alumni that occurs regularly (by semester, year, or every other year, depending on the evaluation). The feedback we receive from graduates and alumni is overwhelmingly positive. Our faculty/staff team reviews feedback regularly and responds quickly, when possible, with changes to improve the student experience. With this continual evaluation cycle, we have identified areas of curricular and program improvement and the impact of the changes we have implemented. For example, alumni and graduates indicated they would have benefited from additional training in data analysis. We now require (starting fall 2024) all students to take NDFS 6540 Introduction to Epidemiology and Biostatistics, a course that provides students with training in data analysis and interpretation using SAS. We have also developed a list of free and low-cost data analysis resources that we encourage students to utilize. In the fall of 2024, we hosted a 2-hour R workshop for students and stakeholders to further train them in a statistical analysis program that is often used in the field. In response to the feedback provided by students about career guidance, we have now embedded more career readiness training into NDFS 6280 Public Health Administration and Leadership. We have also added more career development trainings throughout the academic year that we encourage all students to attend.

Weaknesses/Plans for Improvement

There are times when we are unable to make changes recommended by alumni or graduates due to logistical considerations or cost. However, we pride ourselves on responding quickly to feedback when possible and making changes based on themes and trends we see in the evaluations from alumni and graduates.

C1. Fiscal Resources

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

1) **Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:**

   a) **Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.**

      Funding varies per faculty line and by department. Funding for positions comes from hard and soft money. Hard money is ongoing guaranteed funds from the state or federal government. Soft money is not guaranteed and can vary from year to year.

      Dr. Savoie-Roskos is the MPH program director and associate dean, meaning that her funding is split between the NDFS department budget and CAAS budget. Coombs is funded entirely by MPH program returns (tuition and fees). The program returns are considered soft money. From past program returns and future projections, we have reasonable certainty that we will always receive returns sufficient to cover the salary and benefits for this position. Program returns are described in more detail under C1.e. While not expected to cover any position funding with grants, this faculty member can fill summer months with grant compensation, if awarded. If there is ever an unexpected year of returns, the program has past one-time savings that can be used to bridge the gap. We are close to having one year of reserve saved for this purpose. Dr. Gupta's funding is split between the NDFS department budget and state food security program funding (operated through Extension). Dr. Kelly's funding is split between the ADVS department and Extension. Dr. Meyer-Ficca's salary is split between the College of Veterinary Medicine (her home college) and the ADVS department. Dr. Tarbet is paid Extra Service Compensation by the ADVS departmental budget for his MPH efforts.

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

      There is a different process for requesting a soft-funded faculty line, which is funded by MPH program returns, and a hard-funded faculty line, which is budgeted through state funding. For a soft-funded faculty position, the program director will put MPH revenue projections showing that the budget conservatively can support another position and associated benefits. The request is then taken to the respective department head for approval consideration. If the department head approves, the approval request moves to the dean, HR, and provost/president's office. For hard-funded positions, the college dean requests funding from the university president, after the university's annual budget hearing. If we receive permission for the new funding, the request goes to HR and the provost's office, as it already inherently has department head and dean approval.

      If the program has one-time teaching needs, a request to hire an adjunct faculty for a course is made by the program director to the respective department head. Once approved, the program director reaches out to qualified individuals. Payment is submitted as summer salary, extra service compensation, or effort buyout if the adjunct faculty is already a faculty/staff member. Individuals not otherwise working at the university are paid a specific amount per credit hour, which is distributed over the months they teach.

The program director determines the need for staff positions and makes requests of the respective department head. If the position is non-benefitted, no additional approval is required. If the staff position is benefitted, a new position must be requested through the dean and HR. Once the position is created, the job is posted in iCims or Handshake (our student job portal), depending on the position requirements.

c) Describe how the program funds the following:

a. operational costs (programs define "operational" in their own contexts; definition must be included in response)

Operating costs include all non-labor costs required to run a successful program. Standard operating costs for the MPH program include program promotion, printing, office supplies, software, advertising, etc. All operational costs are self-funded through the MPH budget.

b. student support, including scholarships, support for student conference travel, support for student activities, etc.

The Public Health Nutrition concentration has an entirely self-funded graduate assistantship that enables students in the program to qualify for a non-resident tuition waiver, college tuition award, and subsidized graduate insurance. The departments and college provide graduate travel support from their budgets, so this support has not yet needed to come from the MPH budget.

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

As is standard in the NDFS department, all NDFS faculty members receive $2,500 yearly for professional development, travel, student support, and technology needs. The use of these funds is up to the discretion of each faculty member. For MPH faculty members, this is self-funded by the MPH budget. Proposals for additional funding 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. MPH faculty in the ADVS department have research or Extension in their role statements, so they receive professional development funds through grant budgets, Extension resources, or research funding. This funding varies from faculty member to faculty member.

Additional development funds are available through the university's Academic and Instructional Services (AIS), specifically for developing new online courses. The amount of funding has varied over the years but is currently $2,000/credit. When the MPH program began, this support was utilized heavily and is still used when courses are being developed or substantially updated.

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

If there are any additional expenses that do not fit within the MPH program budget reserve, the faculty member or program director (depending on the specific request) develops a brief proposal describing the additional funding needs and presents it to the respective department head. These requests are either approved or denied with an explanation. For example, Dr. Savoie-Roskos requested funding in 2020 to participate in the Academy of Nutrition and Dietetics Annual Leadership Institute. The NDFS department head granted funding and funds were transferred.

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

A portion of tuition dollars paid by students enrolled in MPH courses is returned to the department each semester. In the NDFS department, those funds are transferred to one of the two MPH indices, depending on the type of enrollment. In-state registrations are transferred to one index, and out-of-state registrations to the other. In the ADVS department, those funds are transferred to the general department index. The table below specifies the transfer amount per student credit hour for the 2024-2025 academic year. The college also receives $5/student credit hour (SCH) for any type of enrollment.

Location of Transfer	In-State Registrations	Out-Of-State Registrations
Department Transfer	$233	$247
College Transfer	$5	$5

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

At USU, 70% of Facilities and Administrative (F&A) revenues generated by 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 determines how the funds are allocated at that point. CAAS receives 3%, the Utah Agricultural Experiment Station (UAES) 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 PI/Co-PI to promote ongoing research efforts. In ADVS, 6% is kept by the department, 3% goes to the appropriate support center (UAES and/or the Center for Integrative Biosystems), and the remainder of 15 to 18% goes to the PI and Co-Investigators.

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

Not applicable

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

Template C1-1

Sources of Funds and Expenditures by Major Category, 2020 to 2024					
	FY 20 (Jul 2019-Jun 2020) (Year1)	**FY 21 (Jul 2020-Jun 2021) (Year 2)**	**FY22 (Jul 2021-Jun 2022) (Year 3)**	**FY23 (Jul 2022-Jun 2023) (Year 4)**	**FY24 (Jul 2023-Jun 2024) (Year 5)**
Source of Funds					
Tuition & Fees NDFS	$ 43,366.50	$ 57,769.50	$ 143,712.00	$ 168,108.00	$ 220,248.00
Tuition & Fees ADVS	$ 31,880.00	$ 50,884.00	$ 47,439.00	$ 23,658.00	$ 23,632.00
E&G NDFS^	$ 180,102.17	$ 180,102.17	$ 169,076.76	$ 187,496.53	$ 202,102.86
E&G ADVS^	$ 79,941.24	$ 95,340.48	$ 101,661.24	$ 119,783.98	$ 121,970.42

Grants/Contracts	$ 107,280.80	$ 103,597.22	$ 110,838.82	$ 119,451.36	$ 135,977.93
Other (course development incentive)	$ 9,336.74	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00
Total	$ 451,907.44	$ 492,693.37	$ 577,727.82	$ 623,497.87	$ 708,931.21
Expenditures					
Faculty Salaries & Benefits NDFS	$ 183,870.30	$ 196,529.62	$ 290,696.06	$ 294,220.11	$ 304,301.42
Faculty Salaries & Benefits ADVS*	$ 184,514.10	$ 195,437.82	$ 205,102.58	$ 230,967.62	$ 247,750.39
Staff Salaries & Benefits NDFS	$ 1,854.75	$ 2,397.18	$ 5,066.77	$ 20,122.29	$ 36,347.43
Staff Salaries & Benefits ADVS	$ 2,707.94	$ 3,499.88	$ 7,397.48	$ 8,267.72	$ 9,060.89
Operations NDFS	$ 1,675.96	$ 2,444.22	$ 4,929.55	$ 14,191.55	$ 7,580.50
Operations ADVS	$ 3,065.97	$ 3,065.97	$ 3,065.97	$ 3,065.97	$ 3,065.97
Travel NDFS	$ -	$ -	$ -	$ 8,539.03	$ -
Student Support NDFS	$ -	$ -	$ 13,499.98	$ 15,486.00	$ 13,560.00
Total	$ 377,689.02	$ 403,374.69	$ 529,758.39	$ 594,860.29	$ 621,666.60

*This does not include the portion of Dr. Meyer-Ficca's salary paid by the College of Veterinary Medicine.
^ E&G refers to the State Education and General Fund. Funds are appropriated by the state legislature, combined with tuition and fees paid by students, which is used for general operating purposes.

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

Not applicable

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

Not applicable

C2. Faculty Resources

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

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

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

1) **A table demonstrating the adequacy of the program's instructional faculty resources in the format of Template C2-1 (single- and multi-concentration formats available).**

Template C2-1

	FIRST DEGREE LEVEL			**ADDITIONAL FACULTY**
CONCENTRATION	**PIF 1**	**PIF 2**	**FACULTY 3**	
Public Health Nutrition MPH	Coombs 1.0	Gupta 0.75	Savoie-Roskos 0.5	PIF: 1 Non-PIF: 5
Veterinary Public Health MPH	Kelly 0.5	Meyer-Ficca 0.5	Tarbet 0.25	PIF: 0 Non-PIF: 2

TOTALS:

Named PIF	5
Total PIF	6
Non-PIF	8

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

Generally, tenured and non-tenure-track faculty are considered nine-month exempt employees, although faculty with Extension roles or administrative roles may range from ten- to twelve-month exempt employees. Course load expectations are set by the respective department head and are tied closely to the faculty role statements, which include percentages of teaching, research, Extension, and service. The program has one faculty member (Coombs) who is considered a 1.0 full-time equivalent (FTE) for the MPH program. As such, 100% of her salary and benefits are paid through tuition and fees. All other PIF faculty have FTE that range from 0.50-0.75 due to other responsibilities (research, Extension, and/or administration) that do not directly relate to their MPH responsibilities. For 1.0 FTE status, a faculty member must teach 5-6 three-credit MPH courses and mentor 5-8 incoming students per year (in addition to students from prior cohorts). Faculty with 75% FTE typically teach 3-4 courses per year, mentor 3-4 incoming students per year, and conduct research or Extension programming that relates to public health and engages students. Faculty with 50% FTE typically teach 1-3 courses per year, mentor 3-4 incoming

students, conduct research or Extension programming that engages students, and/or have MPH administrative duties. Non-PIF faculty with 25% FTE or less teach one course per year and/or mentor 0-3 incoming students.

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

Not applicable

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

Template C2-2

General advising & career counseling			
Degree level	**Average**	**Min**	**Max**
Master's	6	1	16

Advising in MPH integrative experience		
Average	**Min**	**Max**
6	1	16

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

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

Both our 2023-2024 Exit Survey (79% response rate) and 2024 Climate Survey (40% response rate among students) asked students to assess class size and its relation to quality of learning. The data from these surveys are summarized in the table below.

Class Size Feedback

Statement	**% Agreed***
The online class sizes were conducive to learning. ^	93%
The class sizes of the Master of Public Health program are small enough to be conducive to my learning. †	92%
Class sizes in the MPH program are neither too large nor too small. †	96%
Question	**% Satisfied***
How satisfied or dissatisfied have you been with the size of classes? †	96%

* Includes the percentage of students who somewhat/strongly agreed or are somewhat/completely satisfied
^ Exit Survey data
† Climate Survey data

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

Both our 2023-2024 Exit Survey (79% response rate) and 2024 Climate Survey (40% response rate among students) asked students to assess the availability of faculty. The data from these surveys are summarized in the table below.

Availability of Faculty

Statement	**% Agreed***
MPH faculty members were accessible to me throughout the program.^	93%
MPH faculty members were willing to assist me throughout the program. ^	93%
Question	**% Satisfied***

How satisfied or dissatisfied have you been with the availability of faculty outside the classroom? †	96%
How satisfied or dissatisfied have you been with the helpfulness of faculty outside the classroom? †	92%

* Includes the percentage of students who somewhat/strongly agreed or are somewhat/completely satisfied
^ Exit Survey data
† Climate Survey data

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

Class Size

Data from our Exit Interviews (Spring 2022, 2022-2023, and 2023-2024) and Climate Survey (2024) indicate that students are satisfied with the sizes of their courses. They perceive class size to have a minimal impact on their learning experience because courses are taught online. One exception, however, is with discussion boards. In larger classes, students report that it is more difficult to have meaningful interactions and true discussions when the entire class participates in a single discussion board. Students appreciated when faculty divided the class into small discussion groups to make a more meaningful and personalized experience. Below are examples of student perceptions of class size:

- "Where I was online, I didn't really feel a huge difference if it was a bigger class or a smaller class."
- "Most of my classes were smaller in size, which I appreciated. I felt like a lot of the professors were able to put in more time for each student."
- "With it being all online, I don't feel like there was that huge of an impact. I feel like I still got like good responses on the discussion board, and I got timely grading and feedback."
- "I never felt like class size was an issue."
- "I thought they [class sizes] were really good. I didn't ever feel like they were too big. I didn't ever feel like they were too small."
- "The class size didn't really matter as long as those discussion groups were smaller."
- "I don't think I ever truly knew how many people were in my classes. That's a good thing, because I didn't feel like it was too many people where we couldn't really discuss things or the professors were unresponsive."
- "They were small enough to interact but large enough to gain diverse perspectives."
- "Whether the class sizes are small or large, faculty make adjustments to ensure students receive quality education."
- "Having smaller class sizes made it easier for students to connect one-on-one with professors… However, sometimes in the classes that were really small, it made it hard to have broad discussions because of lack of diversity."

Availability of Faculty

Our Exit Interview (Spring 2022, 2022-2023, and 2023-2024) data shows that students perceive faculty to be available and approachable. They describe faculty as being highly responsive and willing to help students with whatever concerns they have. In the 2023-2024 survey, some students noted they had experienced slow or unresponsive communication from certain faculty members in select classes. Below are examples of student perceptions of faculty availability:

- "Faculty members available to assist you when needed."
- "Whenever I had a question, all my professors were really quick to respond."
- "I never felt like I was a burden on them when I was asking questions, and they were really responsive."
- "Each of the professors are readily available to answer questions and ensure our success as students."
- "I always felt like I could reach out and talk to the professors."
- "All the faculty were always very willing to help us out in a pretty individualized way."
- "They were all really willing to help you and make sure that you were really succeeding."

- “I never had any difficulties getting a response back from faculty members.”
- “A couple of faculty were slower to respond, but for the most part it felt like they were responsive to help in when needed.”
- “I had concerns about a course, and it was very quickly addressed. I felt like everything was very professional. And it was really telling of how much the professors actually do care about the student experience.”
- “I've had a few professors that were a little more difficult to communicate with, which was frustrating because we had due dates so I wouldn't always get my questions answered before the due date.”

Please refer to ERF C/C2 for the following:
Exit Interview Summary (Spring 2022) – see pages 4-6
Exit Interview Summary (2022-2023) – see pages 4-6
Exit Interview Summary (2023-2024) – see pages 4, 6-7
Exit Survey Summary (Spring 2022) – see page 5
Exit Survey Summary (2022-2023) – see page 5
Exit Survey Summary (2023-2024) – see pages 4, 9
Climate Survey Summary 2023 – see page 5
Climate Survey Summary (2024) – see pages 12-13, 15-16

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

Strengths
We have substantially increased our faculty resources over the past four years, which has allowed us to better fulfill our program mission and goals. A larger and more diverse faculty has helped ensure that students receive advising, mentoring, and teaching from individuals with a broader range of experiences and expertise. The additional faculty have been essential to serving our growing enrollments, maintaining a reasonable student-to-faculty ratio for advising (general and ILE-related), and ensuring ample availability to students, as needed. Furthermore, the additions have allowed us to strengthen our required curriculum and add elective offerings.

Weaknesses
Some of our newer faculty have relatively low numbers of students they advise/mentor. Although this is intentional to help them settle in their new roles and become familiar with the program requirements/expectations, this smaller advisee pool does result in some of our more experienced faculty having to mentor additional students. Starting in spring 2025, we will distribute students to faculty a bit better to align more consistently with their FTE for the MPH program. This adaptation should further improve the student-to-faculty advising ratios.

C3. Staff and Other Personnel Resources

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

1) **A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation. Individuals whose workload is primarily as a faculty member should not be listed.**

Template C3-1

Role/Function	FTE
Program assistant/graduate program coordinator	0.75
Project coordinator	0.15

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

Other staff support is provided through the university and is shared with other units. Since the MPH program is part of the NDFS and ADVS departments, we receive support from their business managers and administrative assistants. The business managers maintain MPH program budgets, provide recommendations on financial decision making, and assist with any financial paperwork. The departments' administrative assistants communicate with MPH faculty about university/department updates, requirements, and events. The NDFS and ADVS departments have access to a librarian through USU Libraries. The librarian is available to meet with faculty, staff, or students to assist with research or other projects that require library services. CAAS has a Career Design Specialist available to all students in the college, including MPH students. The Career Design Specialist meets with MPH students individually about resumes/cover letters, mock interviews, and general career readiness. The Career Design Specialist also provides career development trainings/workshops specifically for MPH students. The MPH program also has access to the Graduate Registrar, who assists with admissions and graduate school paperwork for the program.

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

There is sufficient personnel support for the MPH program. The higher program returns (from tuition) in recent years from increased program enrollments allowed us to hire a program assistant and project coordinator in the fall of 2022. The program assistant/graduate program coordinator helps with administrative duties, program evaluation, and data management; works with students to complete SGS paperwork; and assists MPH faculty and students with additional tasks. The project coordinator supports students throughout the APE process, assists with the SAB, and helps with general communication with students through the MPH Canvas page announcements.

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

Strengths

As program enrollment has increased in recent years, and with the resulting increase in program revenue, we have had the funding to hire staff members for new positions that specifically support the MPH program. These staff positions have been instrumental in supporting students, developing resources for students, and assisting with program evaluation and monitoring.

Weaknesses/Plans for Improvement
Likely due to their part-time nature, both MPH staff positions have experienced turnover since being made available in fall 2022. Although funding currently does not comfortably support pay/benefits of a full-time staff member, the program director and NDFS business manager consider the potential each year when reviewing the budget. If enrollment continues to increase, a full-time staff position (that would fulfill the responsibilities of both of the current positions) would be a priority.

C4. Physical Resources

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

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

Faculty Office Space
Each MPH faculty member has a designated private office with computer equipment, access to printers, and a private telephone line. Faculty offices are located in their respective departments' buildings, primarily on the USU Logan campus. ADVS is located in the Agricultural Sciences Building, and NDFS is located in the Nutrition and Food Science Building. Two faculty members have offices on USU's statewide campuses. Regardless of office location, students can easily meet with faculty over Zoom.

Staff Office Space
The program assistant/GPC has an office on the USU main campus. The project coordinator works from a home office but also shares a space at the closest USU campus, as needed.

Classrooms
The MPH program is an entirely online program, so no physical classroom space is required.

Shared Student Space
Since this is an online program, students do not need a shared student space to complete program requirements. Students generally meet via Zoom or other virtual meeting platforms to complete group assignments. Students who are located near USU's main campus in Logan or one of USU's statewide campuses, they may access physical space in libraries, student centers, or other campus buildings with student meeting rooms.

Laboratories, if applicable to public health degree program offerings
Not applicable

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

The physical space is sufficient for the MPH program. No faculty, staff, or students have mentioned any concerns about physical space. As the program has grown, we have found space for new faculty/staff. As an online program, students complete course requirements from any location around the world. Students are aware that the program is completely online when they enroll. Additionally, each faculty and staff member has adequate space to fulfill their responsibilities and duties, including confidential meetings with other faculty and students.

Despite being enrolled in an online program, MPH students do have access to a variety of online (and in person for those near a USU campus) facilities and services offered through the university, including the library, the Writing Center, the Disability Resource Center, the Office of Equity, mental health services, and student clubs and groups. Additional resources are available on the various USU campuses throughout the state. Students are informed of these resources on course syllabi, through program open houses and orientations, and on the MPH Canvas page.

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

Not applicable

C5. Information and Technology Resources

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

1) **Briefly describe, with data if applicable, the following:**
   - **library resources and support available for students and faculty**

     All USU faculty/staff and students have access to library services, databases, e-journals, and e-books regardless of location. Faculty/staff and students can also access the interlibrary loan system, which exponentially increases access to materials. The library will also mail printed books to students at no charge. Students can access department-designated librarians for needed support or assistance through a "Research Help" link in each MPH course's Canvas page. Department-designated librarians and any other librarian are available to faculty and staff members.

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

     The learning management system, Canvas, is required for all MPH students and is provided once they are enrolled. The university has a wide range of software for students to download free of charge. A complete list of software can be found here. All USU students, for example, have access to a USU Zoom account, which is often used to meet with faculty or other students. Students have free access to a USU Box account with 50GB of secure storage. They have the option to download Microsoft Office 365, Adobe Creative Cloud, Qualtrics survey software, and others. If a course requires additional software, the course syllabi would include information about software needs and potential costs.

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

     Upon hire, MPH faculty are provided new personal computers with multiple screens and/or laptops, as needed. As with students, a wide range of programs such as Office 365, Qualtrics survey software, Adobe Creative Cloud, and many others are free to all USU faculty. Faculty can purchase additional software or hardware as needed using professional development or other funds. All faculty have access to USU Academic Media Production services, including recording studios and equipment, to aid with professionally produced lectures. Faculty can record and edit course videos on their personal computers using Zoom, Panopto, or Kaltura. All USU faculty are provided a Zoom account and have access to Box, a secure online storage system.

   - **technical assistance available for students and faculty**

     All USU faculty/staff and students can access the Information Technology (IT) Service Desk through a toll-free phone number, email, or online chat. The IT Service Desk can assist students with inquiries and troubleshooting for Canvas and other technology-related needs. Faculty and staff members can contact their department's specific IT specialist for technology assistance on the Logan and regional campuses. The program has funds to pay for IT specialist support, as needed. Students pay $15 per online course credit to support required digital technologies and support services. Students are informed of this course fee during registration. This information is also included in course syllabi.

All MPH faculty can utilize various resources, including staff from the Center for Instructional Design and Innovation (CIDI), for assistance in building, maintaining, and troubleshooting effective online courses. Both departments have access to their own instructional designer who assists faculty with developing new online courses and modifying existing online courses to ensure that faculty follow research-based teaching practices. Instructional designers are available to provide course reviews, feedback, and suggestions to faculty on design, accessibility, assessments/rubrics, and the use of online teaching tools.

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

As part of an annual meeting, the program director asks faculty/staff about information and technology resources. In 2024, all faculty/staff agreed that resources were adequate and available to them. They did not note any IT-related resources/services to be insufficient. During the meeting, faculty/staff were encouraged to reach out to the program director or respective department head should they identify any resources needed to fulfill the responsibilities of their role statement.

In the summer of 2024, students were emailed for feedback about the IT services provided. All three respondents highlighted online library access as the most valuable IT resource offered by the MPH program and/or USU. They described their frequent use of the library's site, database, and interlibrary loan system to access books and journal articles for their coursework. One student also noted that the IT resources instructors shared in their courses were beneficial.

When asked for suggestions to enhance IT access and support, one student praised the MPH program's effectiveness in providing helpful IT information and could not think of any improvements. Another student suggested that access to the "pro" subscription in Canva, an online graphic design tool, would be beneficial. The third student recommended enhancing IT resources for writing non-primary research papers, such as conducting literature or systematic reviews. This student acknowledged the availability of these resources through the USU Library but felt that the MPH program could better highlight these resources.

Please refer to ERF C/C5 for the following:
Faculty-Staff Committee Notes (Apr 2024)
Student IT Resources Information Request

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

Strengths
MPH faculty are well supported by the university's online teaching resources through CIDI. The CIDI instructional designers provide vital support during course development and modification. Their high expectations help ensure faculty develop high-quality online courses. The university and departments provide ample resources for faculty, staff, and students. Department heads and the MPH program director have financial resources to support faculty, staff, and students in purchasing additional IT resources, as needed.

Weaknesses/Plans for Improvement
In the spring of 2024, a couple of newer faculty members mentioned that they weren't aware of CIDI until after their first semester at USU. In response, the MPH program director and/or department head will now share teaching resources with all new faculty hires. We have also incorporated more teaching/mentoring training into our All Faculty/Staff Committee meeting schedule. Due to student feedback, the program has added IT resources to the MPH Canvas page that students can refer to when writing papers, such as an example of how to use Microsoft

Excel to organize data from a literature review. We have also begun highlighting various IT resources in our weekly MPH Canvas announcements. Starting in the 2024-2025 academic year, students will be asked about IT resources in the Exit Survey where we expect to get a higher response rate than in 2023-2024.

D1. MPH & DrPH Foundational Public Health Knowledge

The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

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

Template D1-1

Content Coverage for MPH (and DrPH degrees, if applicable) (SPH and PHP)	
Content	**Course Number(s) & Name(s) or Other Educational Requirements**
1. Explain public health history, philosophy, and values	NDFS 6140 Introduction to Public Health
2. Identify the core functions of public health and the 10 Essential Services*	NDFS 6140 Introduction to Public Health
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	NDFS 6140 Introduction to Public Health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	NDFS 6140 Introduction to Public Health
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	NDFS 6140 Introduction to Public Health
6. Explain the critical importance of evidence in advancing public health knowledge	NDFS 6140 Introduction to Public Health
7. Explain effects of environmental factors on a population's health	NDFS 6140 Introduction to Public Health
8. Explain biological and genetic factors that affect a population's health	NDFS 6140 Introduction to Public Health
9. Explain behavioral and psychological factors that affect a population's health	NDFS 6140 Introduction to Public Health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	NDFS 6140 Introduction to Public Health
11. Explain how globalization affects global burdens of disease	NDFS 6140 Introduction to Public Health
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	NDFS 6140 Introduction to Public Health

*Students with a bachelor's degree from a CEPH-accredited public health program can take an alternative course to NDFS 6140 Introduction to Public Health since they would have fulfilled these foundational public health knowledge competencies in their undergraduate program.

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

Please refer to ERF D/D1 for the following:
NDFS 6140 Syllabus
NDFS 6140 Content and Assessments
Public Health Nutrition MPH Website
Veterinary Public Health MPH Website
Student Handbook – see pages 14, 20

Please refer to ERF D/D1/NDFS 6140 Slides for the following:
Knowledge Areas 1 and 2A
Knowledge Areas 1 and 2B
Knowledge Areas 3 and 6
Knowledge Area 4
Knowledge Area 5
Knowledge Area 7A
Knowledge Area 7B
Knowledge Area 7C
Knowledge Area 8
Knowledge Area 9
Knowledge Area 10A
Knowledge Area 10B
Knowledge Area 11A
Knowledge Area 11B
Knowledge Area 12

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

Weaknesses and Plans for Improvement
During the writing of this self-study, we noticed that the 2024-2025 program catalog page does not include the statement, “Students with a bachelor’s degree from a CEPH-accredited public health program can take an alternative course to NDFS 6140 Introduction to Public Health since they would have fulfilled these foundational public health knowledge competencies in their undergraduate program.” The catalog is only updated once per year (per university protocol), and the editing window is currently closed. We will make sure to add that statement to the catalog when the editing window opens in the spring of 2025 so that it can be updated for the 2025-2026 academic year.

D2. MPH Foundational Competencies

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) validate the student's ability to perform the competency.

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

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously attained skills in new ways.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

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

Template D2-1

Part A: Foundational requirements for MPH degree		
Course Number	**Course Name**	**Credits**
Foundational courses for all MPH students regardless of concentration		
NDFS 6140	Introduction to Public Health	3
NDFS 6240	Program Planning and Evaluation in Public Health	3
ADVS 5000	One Health: People, Animals, and the Environment	3
NDFS 6280	Public Health Administration and Leadership	3
NDFS 6810	Social Determinants of Health	3
NDFS 6550	Public Health Policy and Advocacy	3
NDFS 6540	Introduction to Epidemiology and Biostatistics	3
	TOTAL FOUNDATIONAL CREDITS	**21**

Part B: Concentration requirements for MPH degree in Public Health Nutrition		
Course Number	**Course Name**	**Credits**
APE & ILE courses		
NDFS 6850	Applied Practice Experience in Public Health Nutrition^	3
Concentration courses for the Public Health Nutrition concentration		
NDFS 6010	Hunger Issues and Solutions	3
NDFS 6600	Current Topics in Obesity	3
NDFS 6210	Advanced Public Health Nutrition	3
NDFS 6230	Communication of Current Topics in Public Health*	3
NDFS 6200	Nutritional Epidemiology	3
Electives		
Electives		3
	TOTAL CONCENTRATION CREDITS	**21**

^Previously titled NDFS 6850 Local Field Studies in Public Health
*Previously titled NDFS 6230 Communication of Current Topics in Nutrition

Part B: Concentration requirements for MPH degree in Veterinary Public Health		
Course Number	**Course Name**	**Credits**
APE & ILE courses		
ADVS 6100	MPH Practicum^	3
Concentration courses for the Veterinary Public Health concentration		
ADVS 6830	Communication and Evaluating Public Health Information: Case Studies in Environmental Health	3
ADVS 6000	Ecology and Health: Case Studies of Relationships Between the Environment, Organisms, and Health	3
ADVS 6840	Epigenetics in Public Health	3
ADVS 6010	Applied Veterinary Epidemiology	3
Electives		
Electives		6
	TOTAL CONCENTRATION CREDITS	**21**

^MPH Veterinary Public Health students who are Plan A (thesis) are required to take 9 credits of ADVS 6970: Research and Thesis instead of ADVS 6100 (3 credits) and the 6 elective credits.

2) List the required curriculum for each combined degree option in the same format as above, clearly indicating (using italics or shading) any requirements that differ from MPH students who are not completing a combined degree.

Not applicable

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

Template D2-2

Assessment of Competencies for MPH (all concentrations)		
Competency	**Course number(s) and name(s)**	**Describe specific assessment opportunity**
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to settings and situations in public health practice	NDFS 6540 Introduction to Epidemiology and Biostatistics	**Exercise 1**: Students answer questions that have them identify the type of epidemiological study design, variable, and data in different public health scenarios. *See the ERF D/D2/FC 1:* • *NDFS 6540 Syllabus* • *FC 1 Assessment* • *FC 1 Canvas Screenshot* • *FC 1 Slides*
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	NDFS 6540 Introduction to Epidemiology and Biostatistics (Quantitative) AND NDFS 6240 Program Planning and Evaluation in Public Health (Qualitative)	**NDFS 6540: Module 8 Mini-Homework 5:** Students develop an analytical research plan for their class research project that asks them to describe what statistical methods are appropriate based on study design, type of data collected, types of variables, and specific research question. *See the ERF D/D2/FC 2/NDFS 6540:* • *NDFS 6540 Syllabus* • *FC 2 Assessment* • *FC 2 Canvas Screenshot* • *FC 2 Slides* **NDFS 6240: Selecting Data Collection Methods Discussion:** Students participate in a discussion where they are required to individually select which method of qualitative data collection is most relevant for gathering information from a chosen stakeholder (e.g., a person from the health department, nonprofit organization, extension staff for the county, or any community member). Students describe why they selected the method and outline the advantages and disadvantages of using the method. In their response to a peer, they are asked to consider how the selected method compares to other possible method and the

		feasibility and effectiveness of the chosen method. *See the ERF D/D2/FC 2/NDFS 6240:* • *NDFS 6240 Syllabus* • *FC 2 Assessment* • *FC 2 Canvas Screenshot* • *FC 2 Slides*
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	NDFS 6540 Introduction to Epidemiology and Biostatistics (Quantitative) AND NDFS 6240 Program Planning and Evaluation in Public Health (Qualitative)	**NDFS 6540: Lab 3:** Students run analyses in SAS (or R) using data from the 1990 Pilot Surf/Health Study of NSW Water Board. They submit a document with their analysis outputs, codes/program used to generate the outputs, and answer questions about their findings. *See the ERF D/D2/FC 3/NDFS 6540:* • *NDFS 6540 Syllabus* • *FC 3 Assessment* • *FC 3 Canvas Screenshot* • *FC 3 Slides* **NDFS 6240: Individual Mini Assignment 4.2: Code and Analyze the Data:** Students conduct a thematic analysis on their collected qualitative data using Microsoft Word and Excel. They identify top emerging themes and submit a coded Word document and Excel sheet with coded data and themes. *See the ERF D/D2/FC 3/NDFS 6240:* • *NDFS 6240 Syllabus* • *FC 3 Assessment* • *FC 3 Canvas Screenshot* • *FC 3 Slides*
4. Interpret results of data analysis for public health research, policy or practice	NDFS 6540 Introduction to Epidemiology and Biostatistics	**Final Project Paper and Presentation:** Students submit a 4.5-7-page paper and 3-minute video recording that asks them to interpret the results of their final data analysis project. They develop tables and figures to present their results, explain their results in the context of the data setting, draw conclusions from statistical analyses, place them into the appropriate public health context, and effectively communicate the process (methods, results, and conclusions of a project). *See the ERF D/D2/FC 4:* • *NDFS 6540 Syllabus* • *FC 4 Assessment* • *FC 4 Canvas Screenshot* • *FC 4 Slides 1*

		• *FC 4 Slides 2* • *FC 4 Slides 3* • *FC 4 Slides 4* • *FC 4 Slides 5* • *FC 4 Slides 6* • *FC 4 Slides 7* • *FC 4 Slides 8*
Public Health & Health Care Systems		
5. Compare the organization, structure, and function of health care, public health, and regulatory systems across national and international settings	NDFS 6550 Public Health Policy and Advocacy	**Healthcare Around the Globe Assignment:** Students create an infographic or chart that compares the healthcare system model of another country to that of the United States. They also write 1-2 paragraphs discussing the feasibility of the other country's healthcare model in the United States and recommend what could be done to improve either country's healthcare system. *See the ERF D/D2/FC 5:* • *NDFS 6550 Syllabus* • *FC 5 Assessment* • *FC 5 Canvas Screenshot* • *FC 5 Slides*
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and systemic levels	NDFS 6810 Social Determinants of Health	**Week 4 Discussion Board:** Students post an evidence-based example of structural bias, social inequity or racism and how it has resulted in a health disparity for a specific population. Students engage with at least one other post by peers. *See the ERF D/D2/FC 6:* • *NDFS 6810 Syllabus* • *FC 6 Assessment* • *FC 6 Canvas Screenshot* • *FC 6 Slides 1* • *FC 6 Slides 2*
Planning & Management to Promote Health		
7. Assess population needs, assets, and capacities that affect communities' health	NDFS 6240 Program Planning and Evaluation in Public Health	**Week 2, Individual Assignment 1:** In your selected county they identify 1) two top public health issues, utilizing secondary health data, county's community health assessment reports, news report etc., 2) what programs exist in the country to address the chosen public health issues, and 3) gaps in programming and what programs are needed. Students then assess if the county has resources, assets, and capacity to work on these issues and gaps identified. *See the ERF D/D2/FC 7:* • *NDFS 6240 Syllabus* • *FC 7 Assessment* • *FC 7 Canvas Screenshot*

		• *FC 7 Slides 1* • *FC 7 Slides 2* • *FC 7 Slides 3*
8. Apply awareness of cultural values and practices to the design, implementation, or critique of public health policies or programs	NDFS 6810 Social Determinants of Health	**Cultural Awareness Lesson Plan:** Students develop a culturally informed and appropriate public health focused educational workshop for a specific culture outside their own. Students research the culture and develop a lesson plan that aligns with the culture's health-related values and practices. *See the ERF D/D2/FC 8:* • *NDFS 6810 Syllabus* • *FC 8 Assessment* • *FC 8 Canvas Screenshot* • *FC 8 Slides*
9. Design a population-based policy, program, project, or intervention	NDFS 6010 Hunger Issues and Solutions (Public Health Nutrition Concentration) OR ADVS 6000 Ecology and Health (Veterinary Public Health Concentration)	**NDFS 6010: Final Grant Assignment:** In the program description section of this assignment, students describe a food security program that they have designed. They describe the goals, objectives, program strategy and activities, program timeline and deliverables, and evaluation and dissemination. *See the ERF D/D2/FC 9/NDFS 6010:* • *NDFS 6010 Syllabus* • *FC 9 Assessment* • *FC 9 Canvas Screenshot* **ADVS 6000: Public Health Department Presentation:** Students are given a choice of two scenarios involving zoonotic transmission of bacterial or parasitic pathogens in their community. They are required to design a program or intervention for one of these scenarios. They prepare a presentation of their program or intervention, describing the goals, objectives, program strategy and activities, program timeline, and evaluation and dissemination. *See the ERF D/D2/FC 9/ADVS 6000:* • *ADVS 6000 Syllabus* • *FC 9 Assessment* • *FC 9 Canvas Screenshot*
10. Explain basic principles and tools of budget and resource management	NDFS 6280 Public Health Administration and Leadership	**Financial and Resource Management Assignment:** Students work in a group to develop an operational budget that is aligned with a strategic plan. Students then individually submit a narrative that describes and justifies their selected budgeting process(es), the use of variance analysis for managing resources annually, and

		management of resources identified in the budget. *See the ERF D/D2/FC 10:* • *NDFS 6280 Syllabus* • *FC 10 Assessment* • *FC 10 Canvas Screenshot* • *FC 10 Slides 1* • *FC 10 Slides 2* • *FC 10 Slides 3*
11. Select methods to evaluate public health programs	NDFS 6240 Program Planning and Evaluation in Public Health	**Individual Assignment-Evaluation Plan**: Students create an evaluation plan where they discuss the type of evaluation they would they conduct (process or outcome evaluation and why), the evaluation design (would they conduct pre and posttest evaluation, control group evaluation, experimental design, or quasi-experimental designs), and identify the evaluation questions they will ask. *See the ERF D/D2/FC 11:* • *NDFS 6240 Syllabus* • *FC 11 Assessment* • *FC 11 Canvas Screenshot* • *FC 11 Slides*
Policy in Public Health		
12. Discuss the policy-making process,[2] including the roles of ethics and evidence	NDFS 6550 Public Health Policy and Advocacy	**Policy Making Flowchart/Timeline:** Students create a flowchart that outlines the policy-making process for a public health policy issue of their choice. The flowchart must represent the major stages, key actors, decision points, and influential factors involved in the process. They are required to annotate their flowchart with ethical considerations and integrate evidence-based insights into their visual, such as data, research findings or expert opinions that might influence policy decisions at different stages. They are required to present their flowcharts with a written explanation that describes how ethics and evidence interact with their public health issue. *See the ERF D/D2/FC 12:* • *NDFS 6550 Syllabus* • *FC 12 Assessment* • *FC 12 Canvas Screenshot* • *FC 12 Slides*
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	NDFS 6280 Public Health Administration and Leadership	**Coalition Building Assignment**: Students identify a community problem that should be addressed by a multisector coalition. Students identify at least five stakeholders from diverse sectors of influence to invite to

		the coalition. Students discuss why each organization/individual would benefit the coalition, as well as how they would recruit each stakeholder. Students are also asked to describe strategies they would use to maintain a high-functioning coalition. *See the ERF D/D2/FC 13:* • *NDFS 6280 Syllabus* • *FC 13 Assessment* • *FC 13 Canvas Screenshot* • *FC 13 Slides 1* • *FC 13 Slides 2*
14. Advocate for political, social, or economic policies and programs that will improve health in diverse populations	NDFS 6550 Public Health Policy and Advocacy	**Advocacy Elevator Pitch Project:** Students write an elevator advocacy pitch where they would try to initiate a conversation with an elected or public official. Students are expected to briefly introduce themselves, share the issue they are advocating for with proposed solutions, and ask if they can follow up with the official in a meeting or by sending more information. Students will submit a 500-word written note of the elevator pitch and a 2-3-minute video of them making the pitch. *See the ERF D/D2/FC 14:* • *NDFS 6550 Syllabus* • *FC 14 Assessment* • *FC 14 Canvas Screenshot* • *FC 14 Slides*
15. Evaluate policies for their impact on public health and health equity	NDFS 6550 Public Health Policy and Advocacy	**Mini 3 Homework and Policy Evaluation Report:** In Mini Homework 3, students begin to evaluate a selected policy related to a public health issue by conducting a literature search for evidence that will support their evaluation, identify 3-5 alternative policies, and identify 3-4 criteria they will use to evaluate the alternative policies. Students then complete a three-page Policy Evaluation Report. The report includes an assessment of alternative policies and the pros and cons of each alternative policy using the criteria they defined in Mini Homework 3. Students recommend an alternative policy that is the most effective, efficient, and impactful based on the established criteria. *See the ERF D/D2/FC 15:* • *NDFS 6550 Syllabus* • *FC 15 Assessment* • *FC 15 Canvas Screenshot* • *FC 15 Slides*

Leadership		
16. Apply leadership and/or management principles to address a relevant issue	NDFS 6280 Public Health Administration and Leadership	**Mid-term Case Study**: Students select a public health case study to practice management and leadership skills. Through analysis of background information in the case study, students conduct an issue identification and prioritization, along with an internal and external factor situational analysis to identify the most pressing needs to address. Students utilize management and leadership to recommend and justify two plans of action to address the issue. *See the ERF D/D2/FC 16:* • *NDFS 6280 Syllabus* • *FC 16 Assessment* • *FC 16 Canvas Screenshot* • *FC 16 Slides*
17. Apply negotiation and mediation skills to address organizational or community challenges	NDFS 6280 Public Health Administration and Leadership	**Negotiation and Mediation Role Playing Team Video Assignment:** Teams of two students are given negotiation and mediation scenarios. Each student role plays as a public health manager and subordinate/community member for one negotiation and one mediation scenario. Students record and submit the videos. *See the ERF D/D2/FC 17:* • *NDFS 6280 Syllabus* • *FC 17 Assessment* • *FC 17 Canvas Screenshot* • *FC 17 Slides*
Communication		
18. Select communication strategies for different audiences and sectors	NDFS 6230 Communicating Current Topics in Nutrition (Public Health Nutrition Concentration) OR ADVS 6830 Communicating and Evaluating Public Health Information: Case Studies in Environmental Health	**NDFS 6230: Types of Communication Quiz:** Students take a quiz that requires them to select the best strategies for communicating with diverse audiences. *See the ERF D/D2/NDFS 6230:* • *NDFS 6230 Syllabus* • *FC 18 Assessment* • *FC 18 Canvas Screenshot* • *FC 18 Slides 1* • *FC 18 Slides 2* • *FC 18 Slides 3* • *FC 18 Slides 4* **ADVS 6830: Discussion Module 13:** Students participate in a discussion board where they identify a hot topic in environmental health and select a strategy for communicating information about this topic to three different audiences. Students explain the communication strategy they

	(Veterinary Public Health Concentration)	selected and give an example of how they would craft their message to appeal to the different audiences *See the ERF D/D2/ADVS 6830:* • *ADVS 6830 Syllabus* • *FC 18 Assessment* • *FC 18 Canvas Screenshot*
19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation	NDFS 6230 Communicating Current Topics in Nutrition (Public Health Nutrition Concentration) OR ADVS 6830 Communicating and Evaluating Public Health Information: Case Studies in Environmental Health (Veterinary Public Health Concentration)	**NDFS 6230: Recorded Oral Presentation and Paper:** Students record a final oral presentation on a nutrition topic of their choice that is targeted towards the general public. They are also required to submit a 10-page paper on the same topic. *See the ERF D/D2/FC 19/NDFS 6230:* • *NDFS 6230 Syllabus* • *FC 19 Assessment* • *FC 19 Canvas Screenshot* • *FC 19 Slides* **ADVS 6830: Infographic / Fact Sheet / Informative Essay Assignment:** Students create an infographic, fact sheet, or an informative essay for a specific target population. Students then present on their topic in a video discussion post. *See the ERF D/D2/FC 19/ADVS 6830:* • *ADVS 6830 Syllabus* • *FC 19 Assessment* • *FC 19 Canvas Screenshot*
20. Describe the importance of cultural competence in communicating public health content	NDFS 6230 Communicating Current Topics in Nutrition (Public Health Nutrition Concentration) OR ADVS 6830 Communicating and Evaluating Public Health Information: Case Studies in Environmental Health (Veterinary Public Health Concentration)	**NDFS 6230: Cultural Competency in Communication Assignment:** Students create a brief write up about what cultural competency is and why it is important in communicating public health content. *See the ERF D/D2/FC 20/NDFS 6230:* • *NDFS 6230 Syllabus* • *FC 20 Assessment* • *FC 20 Canvas Screenshot* • *FC 20 Slides* **ADVS 6830: Module 6 Discussion:** Students complete a discussion post that asks them to discuss why cultural competence is important in communicating public health content, plan a culturally competent communication piece for a target audience using different cultural competency strategies, and explain why these strategies are important to their communication piece.

		See the ERF D/D2/FC 20/ADVS 6830: • *ADVS 6830 Syllabus* • *FC 20 Assessment* • *FC 20 Canvas Screenshot*
Interprofessional Practice		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	ADVS 5000 One Health: People, Animals, & the Environment	**Final Project Interviews Discussion Board:** Students interview two individuals from different vaccine priority groups (e.g., healthcare, public safety, transportation, utilities, mortuary services, etc.) to gain insights into how COVID-19 affected various sectors/professions and identify what changes these sectors/professions would like to see in the event of another pandemic. Students summarize the responses from their interviewees and highlight a specific action or strategy that could be implemented to enhance population health during a future pandemic that integrates the perspectives of the interviewees with the students' own perspectives as public health professionals. *See the ERF D/D2/FC 21:* • *ADVS 5000 Syllabus* • *FC 21 Assessment* • *FC 21 Canvas Screenshot*
Systems Thinking		
22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative	NDFS 6810 Social Determinants of Health	**Causal Loop Diagram:** Students design a causal loop diagram to represent the complexity of factors that influence a health outcome or disparity among a specific population. *See the ERF D/D2/FC 22:* • *NDFS 6810 Syllabus* • *FC 22 Assessment* • *FC 22 Canvas Screenshot* • *FC 22 Slides*

4) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D2-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

Please refer to ERF D/D2 for syllabi and additional documentation for all courses listed in Template D2-2.

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

Strengths

We have substantially improved our program curriculum over the past three years due to increased resources (i.e., faculty lines, staff support) and stakeholder feedback. From 2017-2020, for example, the program relied heavily on courses taught in other departments across campus, which limited the ability to make necessary changes to course content and assessments. Since 2021, however, we have overhauled the curriculum to ensure that all required MPH courses are taught in the NDFS and ADVS departments. Since then, we have developed many new courses, including NDFS 6240 Program Planning and Evaluation in Public Health, NDFS 6540 Introduction to Epidemiology and Biostatistics, NDFS 6810 Social Determinants of Health, NDFS 6280 Public Health Administration and Leadership, and NDFS 6550 Public Health Policy and Advocacy. During this time, we also added more variety to the types of assessments used to fulfill competencies. Prior to 2021, faculty relied more heavily on research papers, discussion boards, and quizzes. Since then, faculty have included more hands-on/applicable assignments that align with the work of public health professionals (i.e., causal loop diagram, lesson plan, case study, role-playing, elevator pitch, etc.). Students and alumni have reported that these real-world assignments are the most impactful and valuable.

For most foundational competencies, students in both concentrations take the same course. However, there are select competencies (FC 9,18,19, and 20) for which each concentration has a different course used to fulfill the competency. Though Veterinary Public Health and Public Health Nutrition certainly overlap (particularly in One Health), the program faculty felt that significant differences in career paths, job requirements, and required knowledge demanded some strategic tuning. As a result, faculty felt it was essential that students fulfill select foundational competencies using courses specific to their area of study. For example, FC 18-20 are fulfilled by NDFS 6230 (Public Health Nutrition students) and ADVS 6830 (Veterinary Public Health students). In these courses, students learn about communicating with audiences with whom they will interact most in their careers (i.e., pet owners vs. individuals with chronic diseases), and about the most effective approaches to communicating with these specific populations in various circumstances. This more focused approach allows students to learn these skills from a professor whose work experience aligns best with their career interests.

Weaknesses/Plans for Improvement

Some courses (such as NDFS 6540 Introduction to Epidemiology and Biostatistics which is being taught for the first time in fall 2024) are relatively new and, as a result, have had minimal time for refinement based on feedback. It is possible that faculty who teach these courses may receive feedback that will result in course improvements. As part of that process, we may find that changes need to be made to assessments that align with foundational competencies. If that occurs, we will ensure assignments are revised to continue aligning with the competencies while also meeting student needs.

Because the program is 100% online, we rely on discussion boards to fulfill several foundational competencies which reduces the diversity of the competency-based assignments a bit. Although discussions are essential in such courses and are used very intentionally, faculty recognize the need for diversity in assignment types. As a result, we will continually review the impact and value of these discussion boards to determine if there is value in using different assessment strategies.

While the selective use of different courses to fulfill foundational competencies in the two concentrations is considered a strength by program faculty, we recognize that stakeholders might perceive the approach as a weakness. Because the courses that fulfill these competencies are so different, it can be difficult to create assignments that are similar or equal in effort for students in each concentration. For example, Public Health Nutrition students fulfill FC 9 in their Final Grant Assignment, while Veterinary Public Health students fulfill FC 9 by designing a program for a specific scenario in a presentation format. Although both are intentionally designed to meet the needs of the

foundational competency in a way that aligns best with the specific concentration, students might perceive as inequitable the work required to fulfill the same competency. We have not received feedback from students or other stakeholders in this regard, but it is something we will continue to monitor and discuss in our All Faculty/Staff Committee, as needed.

D3. DrPH Foundational Competencies

Not appliable

D4. MPH & DrPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justifies awarding a degree in the designated concentration (or generalist degree) and differentiates the degree offering from other concentrations offered by the unit, if applicable.

The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

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

Except for cases in which a program offers only one MPH or one DrPH concentration in the unit of accreditation, assessment opportunities must occur in the didactic courses that are required for the concentration.

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

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

Template D4-1

Assessment of Competencies for MPH in the Public Health Nutrition Concentration		
Competency	**Course number(s) and name(s)**	**Describe specific assessment opportunity**
1. Analyze and critically evaluate peer-reviewed research in a specific area of public health nutrition	NDFS 6210 Advanced Public Health Nutrition	**Final Research Paper:** Students write a 14-16-page (with 15+ journal article citations) research paper on a public health nutrition topic of their choice. Students are expected to review, analyze, interpret, and critically evaluate the literature. *See the ERF D/D4/Public Health Nutrition/CC 1:* • *NDFS 6210 Syllabus* • *CC 1 Assessment* • *CC 1 Canvas Screenshot*
2. Discuss the role agriculture or nutrition plays in prevention and treatment of significant chronic diseases or food security	NDFS 6010 Hunger Issues and Solutions	**Unit 8 Discussion:** Students write a research-based discussion post relating to the impact of climate and the environment on food security. Students must also respond to their peers' posts on related topics. *See the ERF D/D4/Public Health Nutrition/CC 2:* • *NDFS 6010 Syllabus* • *CC 2 Assessment* • *CC 2 Canvas Screenshot*

		• *CC 2 Slides*
3. Assess multiple perspectives of a topic in public health nutrition using peer reviewed research to substantiate claims	NDFS 6210 Advanced Public Health Nutrition	**Debate Paper:** Students select a controversial public health nutrition topic and conduct a thorough review of the literature to understand research on both sides of the controversy around the topic. Students are expected to write a 5-6-page paper based on their review of the literature. *See the ERF D/D4/Public Health Nutrition/CC 3:* • *NDFS 6210 Syllabus* • *CC 3 Assessment* • *CC 3 Canvas Screenshot*
4. Build and utilize a tool to facilitate critical reading, note taking, and synthesis of scientific articles	NDFS 6200 Nutritional Epidemiology	**Research Paper Evaluation Tool:** Students create a tool to assist with critical reading, note taking, and synthesis of the scientific literature. This may include components such as a list of questions to ask and answer while reading, a checklist, a form to fill out, and guidelines to inform use of the tool. Students apply the tool to critically review and evaluate a nutritional epidemiology paper, make revisions based on their experience using the tool, and then complete a reflection paper to critically evaluate their performance and learning. *See the ERF D/D4/Public Health Nutrition/CC 4:* • *NDFS 6200 Syllabus* • *CC 4 Assessment* • *CC 4 Canvas Screenshot* • *CC 4 Slides 1* • *CC 4 Slides 2* • *CC 4 Slides 3* • *CC 4 Slides 4* • *CC 4 Slides 5* • *CC 4 Slides 6*
5. Develop a resource to disseminate the findings of an original research article to a general audience	NDFS 6600 Current Topics in Obesity	**Obesity in the News Midterm Assignment**: Students develop a written summary or recorded video to disseminate original research from a specific journal article to a general audience in a way that is accurate and can easily be understood by the lay public. *See the ERF D/D4/Public Health Nutrition/CC 5:* • *NDFS 6600 Syllabus* • *CC 5 Assessment* • *CC 5 Canvas Screenshot* • *CC 5 Slides*

Assessment of Competencies for MPH in the Veterinary Public Health Concentration		
Competency	**Course number(s) and name(s)**	**Describe specific assessment opportunity**
1. Develop an epidemiological tool to evaluate disease dynamics between animals	ADVS 6010 Applied Veterinary Epidemiology	**Homework 15 Infographic:** Students develop an infographic tool that details transmission routes and disease outcomes of Highly Pathogenic Avian Influenza in dairy cows. *See the ERF D/D4/Veterinary Public Health/CC 1:* • *ADVS 6010 Syllabus* • *CC 1 Assessment* • *CC 1 Canvas Screenshot*
2. Analyze the role that vectors such as bats and insects play in human and animal health and disease	ADVS 6000 Ecology and Health: Case Studies of Relationships Between the Environment, Organisms, and Health	**Module 4 Discussion:** Students answer discussion questions regarding the role of vectors in health and disease in relation to the Hendra Virus, West Nile Virus, African Horse Sickness, and COVID-19. Students also respond to their peers' posts. *See the ERF D/D4/Veterinary Public Health/CC 2:* • *ADVS 6000 Syllabus* • *CC 2 Assessment* • *CC 2 Canvas Screenshot* • *CC 2 Slides 1* • *CC 2 Slides 2* • *CC 2 Slides 3*
3. Assess how global trade and global climate change affect the health of both animals and humans	ADVS 6000 Ecology and Health: Case Studies of Relationships Between the Environment, Organisms, and Health	**Module 2 Discussion:** Students read articles on *Aedes* species mosquitos, emergence of echinococcosis in central Asia, and effects of climate change on animal production. Students answer discussion questions designed to get them to assess effects of global climate change on health of animals and humans. Students also respond to their peers' posts. *See the ERF D/D4/Veterinary Public Health/CC 3:* • *ADVS 6000 Syllabus* • *CC 3 Assessment* • *CC 3 Canvas Screenshot*
4. Assess the benefits and risks of interaction with animals and/or animal products to people and their communities	ADVS 6000 Ecology and Health: Case Studies of Relationships Between the Environment, Organisms, and Health	**Module 8 Assignment:** Students read two scientific articles and write a half page essay discussing the pros and cons of the two recommendations made for reducing the risk of zoonotic disease transmission from bushmeat and assess the benefits and risks of people and communities interacting with animals and animal products. *See the ERF D/D4/Veterinary Public Health/CC 4:* • *ADVS 6000 Syllabus* • *CC 4 Assessment* • *CC 4 Canvas Screenshot*

5. Evaluate the role that epigenetics play in the disease dynamics of both animals and human beings	ADVS 6840 Epigenetics in Public Health	**Term Paper:** Students write a 2,000-3,000-word paper where they evaluate the epigenetic component of a public health issue, such as obesity, autism, endocrine disruption, and COVID-19. The paper is structured as an informative statement. *See the ERF D/D4/Veterinary Public Health/CC 5:* • *ADVS 6840 Syllabus* • *CC 5 Assessment* • *CC 5 Canvas Screenshot*

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

Not applicable

3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D4-1, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

Please refer to ERF D/D4 for syllabi and additional documentation for all courses listed in Template D4-1.

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

Strengths

The courses that fulfill concentration competencies give students specialized training in their respective areas. The assessments students complete in these courses are intentionally designed to help prepare them for the advanced knowledge and skills they will need in their specific areas of the profession. These advanced knowledge and skills can also better prepare students for further education, such as Doctor of Veterinary Medicine (DVM) or PhD programs.

Weaknesses/Plans for Improvement

See D2.5 for weaknesses/plans for improvement related to discussion boards.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

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

The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

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

   All students in the MPH program, with the exception of Veterinary Public Health students who are Plan A (thesis), are required to enroll in a 3-credit APE course. The specific course that students register for depends on their concentration. Public Health Nutrition students register for three credits of NDFS 6850 Applied Practice Experience in Public Health Nutrition (previously called Local Field Studies in Public Health). Veterinary Public Health students register for three credits of ADVS 6100 MPH Practicum. Both courses focus on fulfilling requirements related to APE. Students are encouraged to register for the APE credits and complete their APE in the last year of the program. Veterinary Public Health students who are Plan A are required to take nine credits of ADVS 6970 Research and Thesis instead of ADVS 6100 MPH Practicum and the six elective credits. All students must complete and sign a learning contract and have it signed by their preceptor and their advisor before beginning the APE.

   To prepare students for their APE (even before course enrollment), the APE/ILE Handbook, Learning Contract, Learning Contract instructional video, APE instructions video, APE examples, and course syllabi are provided to students via the MPH Canvas page. Students then have access to the general requirements and expectations from their first day in the program to help ensure they have time to prepare adequately and plan for the APE. The APE is also introduced during the annual new student orientation for this same purpose. These materials, in addition to other recordings, instructions, and announcements, are included in the course Canvas pages when the students are enrolled in their APE course. Prior to their final year of the program, students are required to meet with their advisor and/or the project coordinator to discuss project ideas and potential preceptors/organizations, review competencies, and ask questions. Before these meetings, students are asked to thoroughly review the MPH APE/ILE Handbook and watch the APE instructions video. The APE/ILE Handbook provides students with a list of potential preceptors and organizations, but they are free to find a different preceptor or organization should they wish. Students must complete the APE at a community-based practice site under the supervision of a preceptor with advanced knowledge and experience in the field of public health (MPH degree or higher or bachelor's degree with at least five years of public health experience),

as indicated in the APE/ILE Handbook. For Plan A Veterinary Public Health students, the student's faculty advisor is their preceptor since the APE is related to their thesis. The program also has an APE Preceptor Handbook and an APE Preceptor Instructional video that outlines preceptor responsibilities, APE expectations, and other APE-related information. Students are asked to share these materials with prospective preceptors.

Once an appropriate organizational site and preceptor have been identified, students collaborate with their preceptor and advisor to identify two project outputs that fulfill five competencies (a minimum of three must be foundational competencies) that appeal professionally to the student and benefit the host site. In the Learning Contract, students describe their two project outputs, indicate how they will fulfill competencies, and provide the project timeline. For Plan A Veterinary Public Health students, the two project outputs are derived from their thesis research but distinct from their written thesis. There is no set minimum time requirement for the APE. However, it is estimated that most students need 150-200 hours to adequately complete their APE. Upon completion of the two project outputs, the preceptor reviews and approves the outputs. At this same time, the preceptor is asked to sign the APE signature form. After preceptor approval, the student is required to submit the project outputs on their APE Canvas page. Two faculty members then review the APE outputs and complete the APE rubric, which is then returned to the student.

Students must complete a progress report halfway through their APE and a completion report when they have finished their APE. The program uses the feedback provided in these reports to improve the overall APE process. Due to low response rates of these reports, students are now required to submit the reports for points in their APE courses, which has increased the report completion rates resulting in more comprehensive data for the program.

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

Please refer to ERF D/D5 for the following:
Timeline Assignment
APE Learning Contract
APE and ILE Handbook
APE MPH Canvas Course Information
NDFS 6850 Syllabus
ADVS 6100 Syllabus
APE Progress Report Form
APE Completion Report Form
APE Rubric
APE Preceptor Handbook
APE Preceptor Instructions Video Slides
ADVS MOU – for Plan A Students

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

Please refer to ERF D/D5/Public Health Nutrition Samples for the following:
Student 1
Student 2
Student 3

Student 4
Student 5

Please refer to ERF D/D5/Veterinary Public Health Samples for the following:
Student 1
Student 2
Student 3
Student 4
Student 5

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

Strengths
We have made substantial improvements to the APE process and support materials to make the experience as meaningful and professionally valuable as possible for the students, faculty, and preceptor/organization. As students have expressed new ideas for APE resources, the program director, program assistant, and project coordinator have developed them and made them available to students on the MPH Canvas page. For example, we redesigned assignments, further clarified outcomes expectations, created assessment rubrics, revised support materials, and more.

The program collects student APE progress and completion reports and preceptor evaluations that provide valuable experiential data. The program reviews this feedback annually when revising/developing APE materials. Furthermore, hiring a part-time project coordinator has allowed us to provide additional support to students and preceptors, which was essential as we grew.

Based on data collected from the APE progress and completion reports and exit interviews, the APE is a valuable hands-on learning experience for students. In general, students report that their APE experience provides an opportunity to apply their public health knowledge and skills, engage in a real-world project, gain confidence in working and making decisions independently, interact with public health program participants, feel like real public health professionals, and build a network with public health professionals.

Lastly, the program director (Savoie-Roskos) and a program faculty member (Coombs) are collaborating with other members of the UPHA Academic Section to create a more systematic process for connecting MPH students with public health preceptors across the state of Utah. Though we are just in the planning stage, the collaboration gives representatives from many higher education institutions the forum to discuss challenges, opportunities, and strategies for moving forward with APE projects for MPH students. We anticipate the effort will be a win-win for students and organizations.

Weaknesses/Plans for Improvement
A few students mentioned that it took a while to find a preceptor or that they were unsure about where to start their search for a preceptor. To address these concerns, program faculty and staff added resources to help students with this process. For example, in the summer of 2024, the program assistant added an email template to the MPH Canvas course that students can adapt to their specific needs as they draft requests to prospective preceptors. The project coordinator and program assistant review a list of potential Utah-based preceptors (located in the APE/ILE Handbook) once a year and make appropriate additions. The program has also recently developed an Overview of Student APE Projects spreadsheet that lists past students' project outputs, competencies, organization, preceptor, and preceptor contact information that students can refer to as they begin planning for their APE. The program also gives faculty members reminders more frequently to refer students to the project coordinator for help with finding a

preceptor. We also encourage faculty to copy the projector coordinator on APE-related emails to students to help initiate conversations between students and the project coordinator. We will continue to modify and add resources that support our students through the APE process.

Two of our students experienced significant challenges as they worked with their APE preceptors. They reported feeling unsupported and undervalued by their preceptors. In these instances, MPH faculty members helped students find different preceptors and projects. Due to the nature of the students' concerns, these public health professionals were removed from our list of potential preceptors. As a result of these experiences, the project coordinator connects with new MPH preceptors before obtaining their commitment to work with our students. We have also developed a preceptor orientation and handbook to ensure preceptors understand their role and the various expectations. Doing so, we feel, helps ensure that potential preceptors understand the requirements and expectations of the project, understand and accept their responsibilities as preceptors, and commit to supporting students during the entirety of the APE.

We have had three Plan A (thesis) Veterinary Public Health students since the program began. These students all enrolled in the program before we were an applicant for CEPH accreditation, and we had not yet added the APE to Plan A requirements. We honored the Plan A requirements in place at the time these students began the program, so these students did not complete an APE. We have not had any Plan A Veterinary Public Health students enroll since becoming an applicant for CEPH accreditation. All future Plan A students will fulfill the APE requirements, which are clearly outlined in our Student Handbook, APE and ILE Handbook, the APE page on the MPH Canvas course, and a memorandum of understanding (MOU) that each Plan A student completes with their faculty advisor.

D6. DrPH Applied Practice Experience

Not applicable

D7. MPH Integrative Learning Experience

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

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

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

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

Template D7-1

MPH Integrative Learning Experience for the Public Health Nutrition Concentration	
Integrative Learning Experience Options	**How competencies are synthesized**
Integrative Learning Experience Final Paper (Plan C)	Students receive information about the ILE on the MPH Canvas course, their MPH advisor, and the project coordinator. Students synthesize two foundational and two concentration competencies that the program preselects, which are the same for all Public Health Nutrition students. An instructions document on the MPH Canvas course explains how the preselected competencies are expected to be synthesized. Students reach out to the project coordinator or their faculty advisor if they need assistance with synthesizing the preselected competencies. The faculty advisor reviews a draft of the ILE paper three weeks before the final submission deadline to offer feedback and allow time for revisions. The faculty advisor and one additional MPH faculty member in NDFS assess the writing quality and competency synthesis of the final ILE paper submission using the ILE rubric. Students must revise the paper if they do not receive a 'sufficient' score on all rubric elements, including competency synthesis. The final paper (Plan C) fulfills the ILE.

Template D7-1

MPH Integrative Learning Experience for the Veterinary Public Health Concentration	
Integrative Learning Experience Options	**How competencies are synthesized**
Integrative Learning Experience Final Paper (Plan C)	Students receive information about the ILE on the MPH Canvas course, their MPH advisor, and the project coordinator. Students synthesize two foundational competencies program the preselects, which are the same for all Veterinary Public Health students. Students complete an ILE Contract to select the two concentration competencies they will fulfill. An instructions document on the MPH Canvas course explains how the preselected foundational competencies are expected to be synthesized. Students explain how they will synthesize the two concentration competencies with the preselected foundational competencies in the ILE Contract. Students reach out to the project coordinator or their faculty advisor if they need assistance with synthesizing competencies. The faculty advisor reviews a draft of the ILE paper three weeks before the final submission deadline to offer feedback and allow time for revisions. The faculty advisor and one additional MPH faculty member in ADVS assess the writing quality and competency synthesis of the final ILE paper submission using the ILE rubric. Students must revise the paper if they do not receive a 'sufficient' score on all rubric elements, including competency synthesis. The final paper (Plan C) fulfills the ILE.
Thesis (Plan A)	Students receive information from their thesis committee about conducting research and writing a thesis. Students may use their thesis to fulfill the ILE requirement as long as it synthesizes two foundational and two concentration competencies. Students synthesize two foundational competencies that the program preselects, which are the same for all Veterinary Public Health students. Students complete an ILE Contract to select the two concentration competencies they will fulfill. Students explain how they will synthesize the two concentration competencies with the preselected foundational competencies in the ILE Contract. Students work with their thesis committee to ensure the successful synthesis of competencies in the thesis process. The student's MPH advisor and thesis committee assess the writing quality and successful integration of selected competencies using the ILE grading rubric. Students must revise their thesis if they do not receive a 'sufficient' score on all rubric elements, including competency synthesis. The final thesis fulfills the ILE. Although the thesis track is an option for students, it is uncommon (three students since 2017 and no students have selected Plan A since we became applicants of CEPH).

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

The Integrative Learning Experience (ILE) final paper represents a culminating experience that is key to students' educational and professional objectives. Students are required to complete their ILE in the final semester of the program. The ILE instructions, rubric, and instructional video outline the requirements for completing the ILE. These materials are available on the MPH Canvas page for students to review at any point in the program. Students also get reminded by

the project coordinator and advisor, via weekly announcements, the program orientation, and more.

The ILE final paper relates to the content of each student's APE. Students are expected to write their ILE using the instructions and rubric provided after they have completed their APE. It is possible that Plan A Veterinary Public Health students write their ILE while simultaneously working on their APE since they are outputs of their research.

The ILE requires students to demonstrate the integration of four competencies within the context of a single, high-quality written paper. All competencies are pre-selected by MPH faculty for the Public Health Nutrition students. Veterinary Public Health students are provided with two pre-selected foundational competencies and are required to select two concentration competencies. The Veterinary Public Health students complete an ILE Contract via Qualtrics to indicate the concentration competencies they will fulfill.

Students are required to work on their ILE final paper independently. They must send one or more drafts of the ILE to their advisor for review/edits before their final ILE submission. Students email their final ILE to their advisor by the required deadline. The student's advisor and one additional MPH faculty member (requested by the advisor) review the final ILE and evaluate the writing quality and evidence of the successful integration of selected competencies using a robust grading rubric via Qualtrics. Students are provided feedback on their final submission from faculty reviewers within 10 days of submission.

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

Please refer to ERF D/D7 for the following:
Plan A Veterinary Public Health ILE Instructions
Plan C Veterinary Public Health ILE Instructions
Public Health Nutrition ILE Instructions
ILE Video Instructions Slides
APE and ILE Handbook
ADVS Graduate Student Handbook – for Plan A students
ADVS MOU – for Plan A students
ILE MPH Canvas Course Information
Veterinary Public Health ILE Contract

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

Please refer to ERF D/D7 for the following:
ILE Rubric

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

Please refer to ERF D/D7/Public Health Nutrition Samples for the following:
Student 1
Student 2
Student 3
Student 4
Student 5

Please refer to ERF D/D7/Veterinary Public Health Samples/Final Papers for the following:
Student 1
Student 2
Student 3
Student 4
Student 5

We do not have ILE examples for Plan A (thesis) Veterinary Public Health students since we have not had any students select the Plan A option since we became applicants of CEPH accreditation.

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

Strengths
We have invested a great deal of time in developing ILE materials and resources for students over the past few years to improve transparency about the expectations and requirements of the ILE, clarify and streamline the ILE review/submission process, and meet student needs so they can be successful. We have noticed improved writing quality in the ILEs and a better demonstration of competency fulfillment after the development of these resources.

Weaknesses/Plans for Improvement
Completion of the ILE is not associated with a specific course. As a result, a couple of students have not planned enough time in their final semester to complete the ILE. In two circumstances, the oversight delayed the students' graduation by a semester. We will continue to improve our communications with students at the orientation, advisor/advisee meetings, and through our MPH Canvas course announcements to remind them to plan for the ILE in their last semester. Starting in the summer of 2024, students have been required to submit a timeline assignment in their APE course designed to organize their ILE (and APE) in manageable steps, each with a specific deadline, to keep them accountable and on track to submit their ILE on schedule.

The program started requiring ILE reviewers to use a standardized rubric in the fall of 2023. The rubric has streamlined the review process and improved its consistency for students. Since this rubric is relatively new, ILEs that were submitted prior to fall 2023 do not have standardized rubrics.

We had three Veterinary Public Health students select Plan A (thesis) before the program was an applicant for CEPH accreditation (fall 2017-spring 2022). During that time students completed the Plan A requirements as instructed by the School of Graduate Studies and ADVS which did not include the ILE Contract or Rubric. We have not had any Veterinary Public Health students select the Plan A option since becoming an applicant for CEPH accreditation. All future Plan A students will fulfill all ILE requirements, which are clearly outlined in our Student Handbook, APE and ILE Handbook, the ILE page on the MPH Canvas course, and a memorandum of understanding (MOU) that each Plan A student completes with their faculty advisor.

D8. DrPH Integrative Learning Experience

Not applicable

D9. Public Health Bachelor's Degree Foundational Domains

Not applicable

D10. Public Health Bachelor's Degree Foundational Competencies

Not applicable

D11. Public Health Bachelor's Degree Cumulative and Experiential Activities

Not applicable

D12. Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

Not applicable

D13. MPH Program Length

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

Programs use university definitions for credit hours.

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

   The MPH program requires 42 credits for graduation. Students who graduated with a bachelor's degree from a CEPH-accredited public health program can take an alternative course to NDFS 6140 Introduction to Public Health Nutrition since they would have fulfilled the foundational public health knowledge competencies in their undergraduate program. In that case, students work closely with their advisor to select a course to help them develop public health skills and knowledge that align with their career goals and interests.

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

   USU uses semester credit hours. All required MPH courses are three-credit courses. The credit-hour standard for a three-credit class is 150 minutes of lecture per week for the duration of one semester. Fall and spring semesters are 16 weeks, and summer semester is 14 weeks. Additional details are included in Section D19 about how credit hours are translated for online asynchronous courses.

D14. DrPH Program Length

Not applicable

D15. Bachelor's Degree Program Length

Not applicable

D16. Academic and Highly Specialized Public Health Master's Degrees

Not applicable

D17. Academic Public Health Doctoral Degrees

Not applicable

D18. All Remaining Degrees

Not applicable

D19. Distance Education

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

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

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

   The MPH degree with concentrations in Public Health Nutrition and Veterinary Public Health are offered via distance education. Both concentrations are only available in a 100% online format.

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

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

      Courses are delivered on a semester basis (16 weeks for fall and spring semesters, 14 weeks for summer semester). All MPH courses that fulfill foundational competencies are offered in either the fall or spring semester (not both). A few courses are offered in the summer, including certain electives, APE/ILE credits (NDFS 6850 and ADVS 6100), and certain concentration competency courses for the Veterinary Public Health concentration.

      In Canvas, instructors have an online location to manage, maintain, and archive their required and elective course materials, recorded lectures, assignments, and more. Faculty can use Kaltura on their computer to record lectures or use the recording studio in the Distance Education building. Additionally, all faculty and students are furnished a Zoom USU account, which, aside from web-based conferencing abilities, also has a video-recording function. Through these digital platforms, students have a wide range of opportunities to interact with faculty and other students as part of their courses and for advising purposes. Faculty members make themselves available to meet with students via Zoom, over the phone, or in person, depending on the student's location. Weekly modules within each course open each Monday. Modules often include some or all of the following components: objectives, readings, lectures, assignments, quizzes, discussions, optional materials, and video clips. Assignment due dates vary based on the instructor, but courses often engage students in weekly submissions (i.e., quizzes, discussions, assignments, etc.).

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

      As a land-grant institution, it has always been the mission of USU to provide educational opportunities for the people of Utah, regardless of their location. The MPH was initially created as a traditional face-to-face program but was changed to a 100% online program after the 2017-2018 academic year due to low enrollment. We learned that most of our prospective students worked in public health or cared for family members. We also learned that most prospective students lived outside the Logan, Utah, area (where the main USU campus is located). We recognized the need for flexibility in the program curriculum and program location. As a result, during the 2018-2019 academic year, we shifted courses to 100% online. We heavily marketed the program, and our program enrollment increased from three students in 2018-2019 to 17 students in the 2019-2020 academic year. The

current 100% online program model aligns with the USU's mission while also meeting the needs of prospective students in the region.

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

Students are introduced to the degree, program, and university resources, and program/SGS expectations at the new student orientation each fall. USU provides online students with access to a wide range of resources. Like on-campus students, online students have access to an IT service desk that can be reached through live chat, website, or phone. All USU students can access online library services, health and wellness services, the Disability Resource Center, Career Design Center, online tutoring, and academic support services. USU Online also provides optional student success webinars, a USU Online Handbook, and online orientation. Academic advising is provided by MPH faculty.

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

Federal credit hours standards require one credit hour equals one hour of class time plus an additional two hours of outside homework (for a total of three hours per credit). To comply with this standard, USU encourages faculty members who teach asynchronous online courses to estimate three hours of total online activity per week per credit. Therefore, a three-credit online course should be designed with an estimated nine hours per week of online course engagement on reading assigned readings, watching recorded lectures, participating in discussions, taking quizzes/exams, and completing course projects/assignments.

The MPH program follows the same academic standards as all graduate degrees that are offered through the SGS. Graduate students are required to maintain at least a 3.0 GPA for degree-program courses. Grades of C- or lower are not accepted for a graduate degree at USU. Students are placed on academic probation if their GPA falls below 3.0. As described in more detail in the SGS Catalog, it is expected that graduate students follow the highest standards for academic honesty and integrity. Violations result in disciplinary actions as described in Article VI Section 3 of the Student Code.

Faculty in the MPH program use various tools provided by USU's Academic Testing Services to prevent and detect online cheating, including assessment proctoring guidelines and virtual proctoring through Proctorio. Proctorio is a program embedded in Canvas that allows faculty to monitor and prevent cheating behaviors during course exams. Faculty also use Copyleaks, which is also embedded in Canvas and detects plagiarism in written assignments and provides faculty with a detailed report of the plagiarism and a percentage of the assignment that was plagiarized.

USU requires a seven-year review of each program using the R411 mechanism. All graduate programs within the NDFS department were last reviewed in 2021, and all ADVS graduate programs were last reviewed in 2022. USU's Office of Data Analytics (previously known as the Office of Analysis, Assessment, and Accreditation) performs a substantial review for rigor/quality at the university level. Though they do not perform substantial reviews at the program level, they provide guidance to departments. The most recent guidance on program reviews can be found in the Assessment Handbook for Academic Programs, which can be found in the ERF.

All MPH courses were required to go through quality control measures through CIDI after initial course development. Each course was evaluated for best practices in online

education and rigor using the CIDI online rubric form. Faculty can request their courses be evaluated by CIDI after this initial development review for continued feedback. Faculty are also strongly encouraged to have peers conduct peer evaluations of their courses/teaching for continual improvement. USU provides departments with additional resources to evaluate course rigor. These include IDEA course evaluation scores and feedback (discussed below), the online rubric form mentioned above, and course fail and drop rates.

Please refer to ERF D/D19 for the following:
Assessment Handbook for Academic Programs

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

Every course at USU (except select practicum/thesis/project-based courses) is evaluated at the end of each semester by enrolled students using the IDEA Student Ratings of Instruction survey. The IDEA surveys allow students to give feedback on the instructor, progress in achieving specific learning objectives (identified by the instructor), and overall course. The IDEA Center provides reports to the instructor with qualitative and quantitative data. They also offer recommendations and resources for improvement based on research. The IDEA system has a documented history of reliability and validity and is a useful tool for faculty as they continually work on course improvement.

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

All USU students are assigned a unique student identification number (A#) upon admission to a degree program, during which the admissions team verifies each student's identity. To access Canvas, Banner, and other USU student portals, students are required log in using their A# and a strong password and verify their identity by using Microsoft Multifactor Authentication, a two-step authentication system. Furthermore, there is a feature in Proctorio that requires students to present a photo ID to verify the identity of the student completing the exam. Students are expected to protect their USU login information and to change their strong password periodically for security purposes.

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

Not applicable

E1. Faculty Alignment with Degrees Offered

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

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

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

Template E1-1

Primary Instructional Faculty Alignment with Degrees Offered						
Name*	**Title/ Academic Rank**	**Tenure Status or Classification**	**Graduate Degrees Earned**	**Institution(s) from Which Degree(s) Were Earned**	**Discipline in Which Degrees Were Earned**	**Concentration Affiliated with in Template C2-1**
Abiodun Atoloye	Assistant Professor	Pre-tenure	PhD MSc	Utah State University, University of Ibadan (Nigeria)	Nutrition Science Human Nutrition	Public Health Nutrition
Casey Coombs	Professional Practice Assistant Professor	Non-tenure track	MS	Utah State University	Nutrition Science	Public Health Nutrition
Jane Kelly	Clinical Professor	Non-tenure track	DVM MPH MS	North Carolina State University University of Iowa Utah State University	Veterinary Medicine Veterinary Medicine Bioveterinary Science	Veterinary Public Health
Mateja Savoie-Roskos	Associate Professor/MPH Program Director/ Associate Dean	Tenured	PhD MPH	Utah State University Idaho State University	Nutrition Science Public Health	Public Health Nutrition
Mirella Meyer-Ficca	Associate Professor	Tenured	PhD MS	Eberhard-Karls-University of Tuebingen (Germany) University of Kaiserslautern (Germany)	Human Genetics Biology & Chemistry	Veterinary Public Health
Palak Gupta	Assistant Professor	Pre-tenure	PhD MPH	University of Delhi (India) University of South Florida	Public Health Nutrition Public Health	Public Health Nutrition

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

Template E1-2

Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) From Which Degree(s) Were Earned**	**Discipline in Which Degrees Were Earned**	**Concentration Affiliated with in Template C2-1**
Abby Benninghoff	Tenured	Professor, Department Head, USU	5%	PhD	University of Texas Austin	Marine Science	Veterinary Public Health
Bart Tarbet	Tenured	Research Professor, USU	15%	PhD MS	University of Delaware Louisiana State University	Animal Science Microbiology and Immunology	Veterinary Public Health
Carrie Durward	Tenured	Associate Professor, USU	15%	PhD	The Pennsylvania State University	Nutritional Sciences	Public Health Nutrition
Chloe Stenkamp-Strahm	Adjunct	Adjunct Instructor, USU	15%	DVM PhD	Colorado State University Colorado State University	Veterinary Medicine Epidemiology	Veterinary Public Health
Getrude Mphwanthe	Tenure track	Assistant Professor, USU	15%	PhD MSc	Michigan State University University of Malawi (Malawi)	Human Nutrition Food Science and Human Nutrition	Public Health Nutrition
Heidi Wengreen	Tenured	Professor, Department Head, USU	10%	PhD	Utah State University	Nutrition Science	Public Health Nutrition
Jill Henderson	Non-tenure track	Professional Practice Assistant Professor, USU	15%	MPH	Utah State University	Public Health Nutrition	Public Health Nutrition
Katie Kraus	Tenured	Associate Professor, USU	10%	PhD	Utah State University	Nutrition Science	Public Health Nutrition

*Note: FTE or % time allocated represents the amount of time each individual allocates to the MPH program specifically. They all have other responsibilities at the university that take up their additional time/FTE.

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

Please refer to ERF E/E1/PIF CVs for the following:
Atoloye CV
Coombs CV
Kelly CV

Savoie-Roskos CV
Meyer-Ficca CV
Gupta CV

Please refer to ERF E/E1/Non-PIF CVs for the following:
Benninghoff CV
Durward CV
Henderson CV
Kraus CV
Mphwanthe CV
Stenkamp-Strahm CV
Tarbet CV
Wengreen CV

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

PIF teaching loads vary from one faculty member to another depending on their role statements. PIFs have a range of program-related responsibilities that go beyond teaching courses. All PIFs are involved in MPH advising/mentoring, research/scholarly activities, service, and, for some, Extension.

The percentage of Non-PIF time is calculated based on MPH-related course instruction, advising, and program improvement efforts. Non-PIFs (Durward, Henderson, Tarbet, and Stenkamp-Strahm) teach an MPH course while also provide regular advising for students. Other Non-PIFs teach courses often taken as electives and/or advise students. The NDFS and ADVS department heads (Dr. Wengreen and Dr. Benninghoff, respectively) provide program oversight and support. They are also willing to advise students, which Dr. Wengreen has done twice. Most Non-PIFs teach in other undergraduate and graduate programs in the department, conduct public health research, and/or work with Extension.

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

Strengths
The MPH program has worked diligently over the past several years to hire faculty with diverse backgrounds and experiences, which has been recognized as a need among faculty/staff and students. Our faculty vary in position type (e.g., tenured, tenure track, professional practice, adjunct, etc.) and in non-MPH responsibilities (e.g., research, Extension, administration, etc.), which adds to our ability to bring unique and diverse perspectives and experiences to the program.

Weaknesses/ Plans for Improvement
We recognize that our faculty members are limited in gender diversity. We will consider this when hiring faculty members in the future.

E2. Integration of Faculty with Practice Experience

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

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

1) **Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, other than faculty members' participation in extramural service, as discussed in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice settings outside of academia, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.**

   The MPH faculty brings extensive practice experience in public health nutrition and veterinary public health. Faculty have a breadth of national- and international-based experiences that benefit our students, the program, and the university. Our faculty have previously held positions in the field, collaborate regularly with public health organizations for research/programming, and provide regular service to the field. The respective department heads work diligently to assign courses to faculty with associated field experience with the expectation that their expertise, field experience, and network of public health professionals will prove beneficial to our students. Below are details describing the practice experience of select PIF and Non-PIF faculty.

   Mateja Savoie-Roskos
   Dr. Mateja Savoie-Roskos has held several positions in public health, clinical dietetics, and academia throughout her career, all of which inform her teaching and mentoring. During her years in the field of public health, Dr. Savoie-Roskos worked primarily with nonprofit and grant-funded organizations to improve food security and nutrition knowledge among low-income individuals. When working with these organizations, Dr. Savoie-Roskos was responsible for program planning and evaluation, grant writing, curricular development, staff training, and more.

   Casey Coombs
   Casey Coombs worked in the field of public health nutrition for over 15 years in Ecuador, New York, and Utah. Coombs' interest in public health nutrition was sparked while serving as a sustainable agriculture Peace Corps volunteer in Ecuador. She worked to increase access to nourishing foods by facilitating the development of organic vegetable gardens and yogurt production while also designing and conducting nutrition workshops. After Ecuador, she returned to the United States and worked as a nutrition educator for New York's Supplemental Nutrition Assistance Program-Education (SNAP-Ed). Coombs then moved to Utah and worked with Utah's SNAP-Ed program through USU Extension. During her time with Utah SNAP-Ed, she oversaw the development of the state's policy, systems, and environment program areas and coordinated direct education programming for youth and adults.

   Abiodun Atoloye
   After graduating from college with her bachelor's degree in Nigeria, Dr. Atoloye's first job was teaching in K-12 schools. She taught at both middle school and post-high school levels for four years. After completing her master's and PhD, Dr. Atoloye completed postdoctoral training at the Rudd Center for Food Policy and Obesity at the University of Connecticut.

Palak Gupta
Dr. Palak Gupta worked as an evaluation specialist with non-governmental and international organizations, including UNICEF India, Save the Children Philippines, and the Aga Khan Network India. She also worked for six years with the Florida Department of Health as a Health Education Consultant and Accreditation Coordinator. In this role, Dr. Gupta was responsible for maintaining the department's public health accreditation by working on its community health assessment, strategic plans, and quality improvement plans.

Jane Kelly
Dr. Jane Kelly has 31 years of work experience in the Utah Veterinary Diagnostic Lab (UVDL). She provides veterinary diagnostic services to safeguard animal health, protect the agricultural economy, and shield the public against zoonoses.

Bart Tarbet
Dr. Bart Tarbet 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 equine influenza virus jumped species to dogs.

Carrie Durward
Dr. Carrie Durward has been a nutrition specialist at USU Extension since 2013. Her Extension role focuses on public health nutrition programming and applied research to meet the needs of Utah's populations. Dr. Durward collaborates with public health organizations across the state to provide and evaluate diabetes management programs, food preservation programs, farmers market incentives programs, and other hunger relief interventions.

Chloe Stenkamp-Strahm
Dr. Chloe Stenkamp-Strahm works full-time as a DVM at the Blacksmith Fork Veterinary Clinic in Cache County, Utah, and brings real-life clinical experiences to the classroom. Dr. Stenkamp-Strahm is an adjunct faculty who teaches MPH courses in ADVS and provides APE/ILE mentorship for MPH Veterinary Public Health students.

Getrude Mphwanthe
Dr. Getrude Mphwanthe worked as a nutrition officer in the Malawi Office of the President and Cabinet in the Department of Nutrition, HIV, and AIDS for five years. She was responsible for micronutrients, food fortification, and dietary diversity programs. During that period, she facilitated the review and development of the national nutrition and HIV policies and guidelines and led a national micronutrient survey. Dr. Mphwanthe then joined academia in Malawi and taught courses in human nutrition and dietetics for nine years. She has consulted with the World Food Program and Civil Society Organization Nutrition Alliance Malawi Offices on integrating nutrition and healthy eating in the workplace.

Involvement of Current Public Health Practitioners
Several courses in the MPH curriculum utilize guest lecturers from the field of public health. Below is a sample of guest lecturers and topic areas.

- **Dr. Willy Lanier.** Public health veterinarian with the Utah Department of Health and Human Services. Guest lecture on One Health in NDFS 6140.
- **Hannah Rettler.** Infectious disease epidemiologist with the Utah Department of Health and Human Services. Guest lecture on her career in ADVS 6100.
- **Natalie Dalley.** Program director of the Bright Water Foundation. Guest lecture on water, sanitation, and hygiene in NDFS 6470.
- **Lea Palmer.** Assistant director of Create Better Health (SNAP-Ed). Guest lecture on continuous quality improvement in NDFS 6280.
- **Dr. Tom Roskos.** Psychologist at Bear River Mental Health. Guest lecture on motivational interviewing with children in NDFS 6800.

- **Jonathon Walters.** SNAC coordinator at USU. Guest Lecture on SNAC and college student food insecurity in NDFS 6010.

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

Strengths

Our faculty have a wealth of diverse experiences and vast public health networks across the state, country, and world. Faculty bring this ethos and expertise to the classroom, and our students benefit. Faculty connections are vital to program success and enlarge our capacity to extend invitations to health professionals who can act as preceptors, provide professional development training, and serve on our GAB.

E3. Faculty Instructional Effectiveness

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

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

The program supports professional development and advancement in instructional effectiveness.

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

Faculty instructional effectiveness is assessed by the respective department head as part of the mandatory faculty annual review and of the promotion/tenure process. The department head meets with faculty individually for this purpose. If the faculty member's role includes instruction or teaching, then it is evaluated at this point. As described in more detail in Policy 405, teaching includes all forms of instructional activities that occur inside and outside the classroom. Documentation supporting teaching excellence includes a wide range of supporting evidence. Faculty must include student and peer evaluations and may include instructional materials, awards, pedagogy-related publications, evidence of mentoring, teaching-related grants received, and more.

Student Course Evaluations
USU students have the opportunity to evaluate each of their courses (and instructors) in the final three weeks of each semester through formal course evaluations. These evaluations are administered electronically by the USU Office of Data & Analytics using the IDEA Student Ratings of Instruction system. According to the USU Office of Data & Analytics:

> The hallmark of the IDEA system is the opportunity for students to provide feedback on course and instructor quality while also giving feedback on their progress in achieving specific learning objectives that are selected by the instructor, while adjusting for extraneous circumstances like class size. The IDEA system has a documented history of reliability and validity, and the IDEA 'Diagnostic' also provides specific feedback on teaching methods and practice.

Instructors and administrators can access all student course evaluations from any prior semester using the USU Office of Data & Analytics website. The only exception to this occurred in the spring of 2020 during the COVID-19 pandemic, when evaluations for the spring 2020 semester were optional and only available to the course instructor. These student IDEA ratings are one of the ways department heads and the dean evaluate teaching faculty as part of the review process for annual evaluations, reappointment decisions, and the tenure and promotion process.

Peer Course Evaluations
MPH faculty members are advised to have their courses evaluated by peers regularly for both MPH program improvement and P&T documentation. Some faculty members (especially pre-promotion and pre-tenured faculty) have their courses reviewed by peers annually, while others request course peer reviews every two to three years. Faculty members can request any faculty member to review their course, often selecting faculty with expertise in a related area or a teaching pedagogy that aligns with their own. These peer evaluations primarily aim to receive peer feedback, which may include input on syllabi, course objectives, course curriculum and design, use of Canvas, pedagogy, use of technology/media, authentic assessments, rubric development and utilization, and competency alignment. Peer review feedback may be included

in the faculty's annual evaluations, reappointment decisions, and the tenure and promotion process. Faculty can also request an anonymous peer review arranged through CIDI by a USU faculty member outside the program. CIDI is also willing to have its instructional designers complete course reviews at any point. USU Online has high standards of instruction for online courses. To encourage the peer review process, USU Online provides a $100 financial incentive to go towards the department after a faculty member completes a peer review using the Online Course Quality Rubric and Process outlined by USU Online. The department heads typically give the faculty member the financial incentive to use for professional development or other teaching-related expenses.

2) Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

All USU faculty are provided with exceptional resources to support teaching and encourage teaching excellence. Although many USU resources exist, the following examples offer the most extensive support for MPH faculty.

Example 1: Empowering Teaching Excellence (ETE)
The university provides the ETE program, which "elevates and promotes our culture of teaching excellence across the statewide-system through events and programs that are open to all USU instructors, regardless of role statement or location." ETE offers digital badging and development programs, professional development events, and publications on teaching and learning. ETE also includes an annual teaching excellence conference, frequent learning circles and seminars, and other training opportunities. Additionally, ETE publishes the *Journal on Empowering Teaching Excellence* (JETE). Below are a few ways that MPH faculty have engaged with ETE:

- Most MPH PIFs (and select Non-PIFs) attend the annual ETE conference.
- Savoie-Roskos presented with a faculty panel on student mental health, food security, and housing resources/needs during the 2022 ETE Conference.
- Coombs is working towards the ETE 10 Digital Age Teaching Certificate.
- Savoie-Roskos has been a peer reviewer for JETE and has published an article on blended learning in JETE.

Example 2: The Center for Innovative Design and Instruction (CIDI)
CIDI is a university-wide resource that helps USU instructors create and maintain high-quality learning environments. CIDI provides access to practical tools, relevant data, prompt and effective support, consultation, and hands-on training. More specifically, their services include online tools tutorials, faculty consultation, workshops, online course development, online teacher orientation, and accessibility support. All MPH faculty members work one-on-one with a CIDI instructional designer when they develop or take over the instruction of an MPH course. The instructional designer assists the faculty member with developing an online course that follows best practices for online learning while also helping the faculty successfully utilize Canvas tools and resources. There are instructional designers assigned to each department that faculty can access anytime for additional support. CIDI also provides online course development funds for faculty members developing new courses that meet specific funding criteria. Additional examples of engagement with CIDI include:

- Faculty who initially developed online courses for the MPH program (2018-2019) were provided with $3,000 in development funds for each 3-credit course developed that could be used at the department head's discretion. The faculty members were typically provided with the funds as additional salary to compensate them for their time. In addition, an instructional designer was assigned to each course to further assist with course development and ensure the published courses met the expectations for rigor and quality set by the university.

- Faculty who developed a new online MPH course and receive course development funds are required to enroll in CIDI's Online Teacher Training Course, which provides training on planning a course, developing a course, teaching a course, and what to do after a course. The course is optional for faculty who take over an existing MPH course or those who develop courses without course development funds.
- Faculty can apply to participate in the Online Development Bootcamp offered through CIDI. If they are selected (it is competitive), they engage in a rigorous summer training course that guides them through developing or significantly modifying online courses. After completing the boot camp, faculty are provided with compensation of $2,000 per credit hour. Dr. Kelly was selected for this opportunity in the summer of 2023.
- Many faculty members have received peer reviews of online courses from CIDI instructional designers in the years following course development to support continued course improvement. These faculty include Durward, Kelly, Kraus, Savoie-Roskos, Coombs, and others.
- CIDI regularly reviews courses to ensure content is accessible to everyone. They also provide several accessibility resources that faculty are encouraged to use.
- CIDI offers a wide range of workshops throughout the academic year that all faculty with teaching roles are encouraged to attend (although space is limited). Several MPH faculty members have attended these workshops. For example, in spring 2024, Coombs attended a three-day eLearnX workshop that provided a hands-on deep dive into online, virtual, and hybrid instruction teaching tools and methodologies.

Example 3: College of Agriculture and Applied Sciences Documenting Teaching Excellence Workshop and CAAS Professional Development Canvas Page

CAAS provides many resources that support faculty teaching, research, Extension, and service roles. The college hosts the Documenting Teaching Excellence Workshop annually to provide faculty with resources and tools to integrate reflective teaching methods into practice while describing how to use those approaches to support P&T documentation. Five MPH faculty have attended the Documenting Teaching Excellence Workshop (Coombs and Gupta in 2023 and Atoloye, Mphwanthe, and Henderson in 2024). Dr. Savoie-Roskos organizes and hosts the event each year with a faculty committee from across the college. CAAS also has a CAAS Professional Development Canvas page that includes a wide range of teaching resources on inclusive excellence, peer evaluation of teaching, characteristics of effective teaching, engaging students through issues-based topics, and more. All MPH faculty members have access to the CAAS Professional Development Canvas page.

3) Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current.

USU, CAAS, and the NDFS and ADVS departments all provide various levels of support and resources to ensure all faculty can stay current in the field and with current teaching practices. The departments provide faculty with financial resources ($2,500 annually in NDFS, varies depending on the faculty member's role statement in ADVS) to help them cover the costs of traveling to conferences, attending leadership development trainings, and more. MPH faculty in NDFS with research and Extension in their role statements receive generous start-up packages and annual budgets to assist with professional development. These financial resources help many MPH faculty in NDFS attend annual conferences of UPHA/APHA (Coombs), UAND (Savoie-Roskos, Coombs, Henderson, Mphwanthe), Society for Nutrition Education and Behavior (Savoie-Roskos, Coombs, Atoloye, and Durward), and the One Health Symposium (Coombs and Savoie-Roskos). Faculty members also tend to present posters or presentations when attending these conferences. MPH faculty in ADVS have used departmental professional development funds to attend the annual One Health Symposium (Kelly, Meyer-Ficca). Faculty with research and Extension in their role statements receive generous start-up packages and annual budgets to

assist with professional development. MPH ADVS faculty (Meyer-Ficca, Kelly, and Tarbet) use this funding to attend conferences, such as the Veterinary Educator Symposium, Utah Veterinary Medical Association Conference, annual meeting for the Society for the Study of Reproduction, among many others.

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

Faculty instructional effectiveness is assessed by the NDFS and ADVS department heads as part of the mandatory faculty annual review and the promotion/tenure process. The department head meets with faculty individually for annual reviews and during any required year for the promotion/tenure process (varies by tenure/non-tenure track). If the faculty member's role includes teaching, then it is evaluated during these meetings using Policy 405, as described above.

Teaching is a major university function, and USU takes its commitment to teaching very seriously. Teaching is either the major emphasis (faculty are expected to perform with excellence) or a minor function (faculty are expected to perform effectively) to be tenured and promoted to an associate professor. Specifically, faculty are expected to establish superior credentials as an instructor, advisor, and mentor. Faculty teaching assignments are determined each year by the department head and reflect the academic needs of the department and the faculty member's areas of expertise. USU expects faculty to create an environment in their teaching activities that is conducive to academic learning and free from intimidation or abuse.

The following elements are commonly associated with success in teaching and found in role statements with teaching components:

- *Steady and consistent record of teaching activity*. Documentation of supporting teaching activity is described in USU Faculty Code 405.2.2(1) and is generally outlined within the template for presenting P&T documentation. Faculty are encouraged to develop a teaching portfolio with materials that illustrate their teaching philosophy, use of pedagogy, and overall effectiveness, such as student outcomes, portfolios of student work, course projects, written course materials, contributions to the USU Honors Program, leading students in service learning and community engagement activities, and examples of out-of-class interactions with students.
- *Assessment of teaching activity.* Students and peers are required to provide systematic and repeated evaluations of classroom effectiveness. Faculty are expected to document their responses to these evaluations and any changes to their instruction resulting from such feedback. Student evaluations are required for each course and section every semester. Positive student evaluations of the faculty member's classroom performance attest to their ability to create an environment that invites student learning. Improvement in student evaluations is expected as faculty gain experience, and university colleagues will look for patterns of consistency in student evaluations. A successful profile will reflect either ongoing improvement in teaching or consistently high levels of performance. Significant fluctuations in student evaluations from semester-to-semester require an explanation.
- *Continued development of teaching skills. Efforts to develop teaching skills, and to keep current on content in the field, bear out a dedication to high-quality teaching.* Such efforts include attending training workshops on pedagogy and seminars that provide updates to current knowledge and trends in the faculty member's discipline.
- *Engagement with student learning outside the classroom.* This may take many forms such as involving students in scholarly activities, supervising independent study, advising student organizations, participating in service learning and/or community engagement activities, or consulting with students regarding their evolving careers.
- *Advancement of pedagogy for teaching within your field.* Contributions might include such things as authorship of refereed articles on teaching and the development of peer-

reviewed media packages or computer programs. These items represent creative endeavors and are critically important to developing a positive professional reputation in teaching.

- *Participation in the development of curricula.* A department's academic programs are ever-changing, and faculty are expected to participate in curriculum development in a substantive and collegial manner. This includes the development of their assigned courses in a fashion consistent with program learning objectives.
- *A positive professional reputation based on your teaching activity*. Faculty should be able to articulate a philosophy of teaching that communicates their approach to instruction and describes their primary goals as a teacher, advisor, and mentor. This philosophy should be recognized from the body of work arising from their teaching activity, and it should be echoed by their peers when describing the faculty member's teaching.
- *Ability to attract graduate students and to mentor them to the successful completion of their degree and publication of their research*. This is generally expected for those having a research appointment and is preferred in units offering a graduate degree in the faculty member's area of expertise.

5) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on its self-selected indicators of instructional effectiveness.

Faculty Currency: Faculty Maintenance of Relevant Professional Credentials or Certifications that Require Continuing Education

CAAS is committed to ensuring faculty have the resources to maintain credentials and certifications. Although the funding source varies, 100% of faculty receive financial support to assist in paying for continuing education, professional credentials, and/or certification. The specific process for each department with an MPH concentration is described below.

The NDFS department provides teaching faculty with $2,500 annually that can be used for any professional development, continuing education, or technology need. Faculty with research as their primary role are expected to obtain grant funding to help support their continuing education needs. Faculty with Extension and/or non-primary research roles receive $4,000 - $6,000 through Extension and/or the Agriculture Experiment Station annually. All NDFS MPH faculty use some of these funds to attend various state/national conferences for continuing education. For example, in the 2022-2023 academic year, faculty attended the American Public Health Association Annual Conference, Society for Nutrition Education and Behavior Annual Conference, UAND Annual Conference, and the Utah Public Health Association Annual Conference. NDFS MPH faculty who are Registered Dietitians use these funds to pay their annual fees to the Commission on Dietetic Registration to maintain their credentials. For all faculty, additional funds may be approved by the department head on a one-time basis for specific leadership or professional development opportunities that do not fit within the faculty member's budget. For example, Dr. Savoie-Roskos requested and was provided with additional funding in 2020-2021 to attend the Academy of Nutrition and Dietetics Leadership Institute.

The ADVS department supports its research and teaching faculty for professional development via its annual operating budgets, allocated by CAAS. Requests for support for training, continuing education, technology, or other needs related to performing their faculty roles can be made to the department head, who is authorized to expend operational dollars in service of the department's tripartite mission of teaching, research, and outreach. Examples of this support include funding for participating in conferences, obtaining specialized equipment, paying fees for membership in professional organizations, etc. The department has ample resources to meet these needs, with combined operating budgets for research and teaching exceeding $230,000 annually. Faculty with Extension appointments are provided $4,000 - $6,000 annually from the Vice President of Extension to support their Extension roles, including professional development.

If these faculty have needs that exceed that annual amount, they can request supplemental assistance from the department.

Faculty Instructional Technique: Participation in Professional Development Related to Instruction

Faculty have access to a wide range of professional development opportunities at USU through ETE. These in-person and virtual events are offered throughout each academic year and include the annual ETE conference, learning circles, seminar series, sparkshops, and more. All PIF faculty have attended one or more of these events or have attended other teaching/pedagogy-related events offered outside of USU over the past three years. All teaching faculty are expected to continue this level of participation in the upcoming years. Faculty with research or Extension as their major role are strongly encouraged to attend these or other professional development opportunities related to teaching/pedagogy. Three Non-PIF faculty with Extension or research as their major roles participated in these events annually over the past three years. The MPH program director compiles this data annually using Digital Measures as part of a larger MPH faculty report to department heads.

Program-Level Outcomes: Implementation of Grading Rubrics

We strongly encourage faculty to develop and utilize grading rubrics for every assignment so that students have a clear understanding of assignment expectations and grading procedures. We also ask faculty to include these rubrics in Canvas along with any additional assignment details. The use of grading rubrics is tracked through and updated annually in the MPH Curriculum Database. Faculty are asked to review their courses and indicate the assignments that use grading rubrics to allow the program director to determine the need for additional rubric-related training, resources, or examples. Currently, 100% of competency-based assignments include grading rubrics. Although we don't track the number of non-competency-based assignments that use rubrics, conversations with faculty indicate that the majority use rubrics for all their assignments. We will continue to encourage faculty to use rubrics for all MPH course assignments and provide examples to aid faculty in the rubric development process.

Current courses (n=9) that were developed with financial and instructional support from CIDI during the 2017-2019 academic years were required to include grading rubrics as part of the course development process. Faculty who have developed new courses since that time (faculty no longer automatically receive CIDI support) are strongly encouraged by the respective department head and MPH program director to include grading rubrics. Examples of grading rubrics are provided to new faculty as a resource for developing new courses. Faculty can also ask CIDI for additional examples and suggestions for developing grading rubrics. Additionally, in the spring of 2024, the MPH program hosted a Rubrics and Equity-Based Grading Workshop, presented by Dr. Chris Babits, to provide rubric-related training to all MPH faculty (PIF and Non-PIF). This workshop was held during the normal All Faculty/Staff Committee meeting to ensure that most faculty could attend.

Please refer to ERF E/E3 for the following:

Rubrics and Equity-Based Grading Workshop Slides
Rubric and Equity-Based Grading Workshop Attendance
Rubrics and Equity-Based Grading Workshop Invitation

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

Strengths

USU provides abundant resources to faculty to support teaching effectiveness, and administrators at all levels strongly encourage faculty to utilize these resources. These resources support the university's teaching mission and contribute to faculty feeling supported and valued in

their roles. Furthermore, students have reported on individual course evaluations and through informal feedback that they appreciate when faculty utilize detailed grading rubrics.

Weaknesses/Plans for Improvement

Most of our faculty have research, Extension, and administrative roles in addition to their MPH responsibilities, resulting in the need to divide their time in ways that reduce their capacity to avail themselves of teaching-related professional development activities and instructional resources as often as they might wish or as often as faculty with primary teaching roles. The MPH program director and department heads will continue to encourage faculty to utilize resources to improve teaching pedagogy. We will also continue to offer periodic training during our scheduled monthly All Faculty/Staff Committee meeting since these are planned well in advance and have good attendance. The MPH program director only recently (January 2024) started compiling MPH faculty data (including instruction) using Digital Measures to share with department heads. This new protocol is in place to ensure faculty data can be compiled easily and shared annually.

E4. Faculty Scholarship

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

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

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

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

   Research assignments among MPH faculty vary widely from 0% to 60%, depending on the faculty member's role statement. Faculty members are expected to demonstrate excellence in the area with the greatest percentage in their role statement, and they must show effectiveness in all other areas. For example, Dr. Atoloye's role statement requires 60% research, 35% teaching, and 5% service. Dr. Atoloye must demonstrate excellence in research and effectiveness in teaching and service. On the other hand, Coombs' role statement specifies 95% teaching and 5% service, meaning she needs to demonstrate excellence in teaching and effectiveness in service (without any research expectations).

   Research or creative endeavors encompass a wide variety of scholarly activities that lead to the advancement of knowledge. Faculty with research in their role statements are expected to develop a high-quality program of research or scholarship that is consistently productive, self-sustaining, and nationally recognized for excellence. The following elements are commonly associated with success in research/creative endeavors:

   - *Steady and consistent record of research or creative endeavors supporting scholarly activity*. Any periods of time without significant record of scholarly activity will require explanation. Documentation supporting scholarly activity is described in USU Faculty Code 405.2.2(2) and is generally outlined within the template for P&T documentation. Commonly recognized documentation includes authorship of peer-reviewed materials (books, book chapters, journal articles), invited authorship of review articles, participation in symposia, intellectual contributions represented by patents, inventions and other intellectual property, evidence of community engagement in achieving the goals of research or creative endeavors, and success in competition for extra-mural funding.
   - *Continued development of scholarly activity.* Development includes such things as obtaining extramural funding sufficient to sustain an upward trajectory of research or creative output, systematic accumulation of a body of research or creative works such that later work builds upon earlier work, and leadership for research or creative endeavors independent of earlier mentors.
   - *Advancement within field of inquiry owing to scholarly activity.* Peers will judge research or creative works for innovation, scientific rigor, and contribution of new knowledge. One indicator is the reputation and stature of the academic, scientific, and public venues chosen as outlets for works.
   - *Positive professional reputation based on scholarly activity.* There should be a focused and coherent theme in the body of your research or creative works that establishes your professional reputation and expertise. This theme should be clearly articulated, and it should be echoed by peers when describing works and expertise.

- *Regular reports of research activities to the department head, the director of the UAES, and contract granting agencies as appropriate*. Reporting takes the form of annual or quarterly reports as required by your Department Head or contract granting agency and annual CRIS reports in the case of the UAES.

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

USU provides a wide range of resources through the Research Development Division within the Office of Research, the Utah Agricultural Experiment Station, and the College of Agriculture and Applied Sciences.

The resources provided through the Office of Research include the following:

- Faculty Training include the following:
  - New Faculty Research Orientation
  - Seed Grant Workshop
  - New Faculty Start-up Budget Training
  - Proposal Writing Seminar
  - Datapalooza (Research data management workshop)
  - Interacting with Program Officers Workshop
- Office of Research Seed Grant Programs include the following:
  - Grant-Writing Experience Through Mentorship (1 year funding, $10,000 max)
  - Research Catalyst Grant (1 year funding, $20,000 max)
  - Seed Program to Advance Research Collaboration (1 year funding, $35,000 max)
- Other resources include:
  - Capital Equipment Grant Program, which can be used for the purchase of capital equipment to advance the infrastructure available for research and/or creative activities. This program requires a minimum 1:1 match from applicants.
  - GrantForward is a search engine dedicated to helping institutions and individuals find grants to fund their research.

The resources provided through the Utah Agricultural Experiment Station include the following:

- Seed grants
- Equipment grants
- Statistical consultations

The Office of Research and Graduate Students Services in CAAS provides additional resources and support to college faculty, including:

- Research and Grant Support Website
- Research Advisory Committee
- CAAS Professional Development Canvas Page
- Grant proposal writing support
- Statistical consultations
- Development of templates and tools to use when developing grant proposals
- Connecting new research faculty with USU Office of Research resources
- Administrative support for proposal development
- Monthly CAAS research newsletter

Examples of faculty engagement with these resources are provided below.

Example 1

Dr. Abiodun Atoloye has attended the Office of Research's New Faculty Research Orientation, Seed Grant Workshop, and New Faculty Start-up Budget Training. She also applied for the Research Catalyst Grant in 2023. She was not awarded funding but describes how the feedback

she received has been valuable in strengthening her future external grant applications. Additionally, Dr. Atoloye has utilized the statistical consultation with Xin Dia at the Utah Agricultural Experimental Station and CAAS Research Helpdesk resource on the college's Research and Grant Support website.

Example 2
Dr. Mirella Meyer-Ficca applied and was awarded a Research Catalyst Grant in 2013 and has also participated in the Proposal Writing Seminar from the Office of Research. She has also utilized the ADVS grants specialist in CAAS for support with budget planning, compiling ancillary grant documents, and uploading application documents to the USU Office for Sponsored Programs system for submission to external funding agencies.

Example 3
Dr. Palak Gupta has participated in the Office of Research's Proposal Writing Seminar and utilizes GrantForward. She also submitted two grant proposals to the Utah Agricultural Experiment Station in 2024, one of which was funded. Additionally, Dr. Gupta actively utilizes CAAS resources, including the Professional Development Canvas page, the monthly research newsletter, and administrative support for proposal development.

Please refer to ERF E/E4 for the following:
Guide to CAAS Research Services

3) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. This response should focus on instances in which students were employed or volunteered to assist faculty in faculty research projects and/or independent student projects that arose from or were related to a faculty member's existing research.

Example 1
Megan Jensen (MPH Public Health Nutrition '22 alumni) worked with Dr. Katie Kraus (Brown) (NDFS faculty member) in the 2021-2022 academic year on an existing multi-institution research project that Dr. Kraus had been conducting for several years. The research resulted in a publication in the *International Journal of Environmental Research and Public Health* in the spring of 2022, "Nutritional Concerns among Female International Volunteers Based on the Income and Development Status of Their Country of Service." Due to her extensive contributions to analyzing the data and drafting the manuscript, Megan was listed as the first author of this publication.

Example 2
Amria Farnsworth (MPH Public Health Nutrition '24 alumni) worked with Coombs and Dr. Mateja Savoie-Roskos (NDFS faculty members) on research related to evaluating Supplemental Nutrition Assistance Program-Education (SNAP-Ed) using a comprehensive and multi-pronged approach. Evaluation of SNAP-Ed programming has been a research area for Coombs and Dr. Savoie-Roskos for over a decade. The research resulted in a manuscript, "Assessing the Impact of Multilevel Comprehensive Programming on SNAP-Ed Participant Behaviors," accepted by *Health Promotion Practice*.

Example 3
Ashley Sheesley (MPH Veterinary Public Health '23 alumni) worked in a lab with Dr. Tarbet (ADVS faculty member) while in the MPH program. In 2020, Dr. Tarbet received NIH funding to develop an animal model for a SARS-CoV-2 infection that progressed to a viral pneumonia similar to COVID-19. Ashley had the opportunity to assist with data collection, analysis, and drafting of publications during her time in Dr. Tarbet's lab. Ashley was co-author of the article, "Visible Blue Light Inhibits Infection and Replication of SARS-CoC-2 at Doses That are Well Tolerated by Human Respiratory Tissue" in *Scientific Reports*. She also was an author/presenter on several posters and abstracts with Dr. Tarbet.

Example 4
Lexie Zwerdling (MPH Veterinary Public Health '24 alumni) has worked in a lab with Dr. Meyer-Ficca (ADVS faculty member) during her MPH program. In ongoing NIH-funded projects, she helped study the relevance of niacin (Vitamin B3) for healthy aging and reproduction in men using a novel mouse model. Lexie has assisted in animal husbandry and colony management, conducted feeding trials, collected and analyzed data, and supervised undergraduate students working on projects. She was also nominated and selected as the Master's Student Researcher of the Year in the ADVS department for the 2022-2023 school year. Among her poster and other presentations, she co-authored a scientific article in *Frontiers in Endocrinology*, "Low NAD+ Levels Are Associated with a Decline of Spermatogenesis in Transgenic ANDY and Aging Mice," and a review article in *Reproduction*, "Reproductive Ageing: Current Insights and a Potential Role of NAD in the Reproductive Health of Aging Fathers and Their Children."

4) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students. This response should briefly summarize three to five faculty research projects and explain how the faculty member leverages the research project or integrates examples or material from the research project into classroom instruction. Each example should be drawn from a different faculty member, if possible.

Example 1
Dr. Mateja Savoie-Roskos has primarily focused her research on farmers market incentives, food insecurity, and nutrition education. Her qualitative and quantitative research has been published in many well-known journals in her field, including the *Journal of the Academy of Nutrition and Dietetics*, *Journal of Nutrition Education and Behavior*, *Journal of Nutrition, Health Promotion Practice*, among others. Dr. Savoie-Roskos regularly integrates her research into NDFS 6010 Hunger Issues and Solutions. For example, Unit 5 focuses on food insecurity on college campuses. In the weekly lecture, Dr. Savoie-Roskos discusses her local and national research on college food insecurity and the various campus interventions she has assisted with to reduce food insecurity on the USU campus. Students then have the opportunity to discuss this topic with Dr. Savoie-Roskos in more depth on the weekly discussion board. Dr. Savoie-Roskos also worked closely with an MPH student who was the coordinator of the USU food pantry to increase support and funding for the pantry during the 2022-2023 academic year.

Example 2
Dr. Carrie Durward has focused her applied research in two primary areas: methodological research to improve outcome measures for nutrition outreach programs, and program evaluation research for nutrition outreach programs, including direct education and policy, systems, and environment interventions. She has published qualitative and quantitative research in top journals in the field of community and public health nutrition, including the *Journal of Nutrition Education and Behavior*, *Journal of Nutrition*, and *Journal of the Academy of Nutrition and Dietetics*. Dr. Durward's research provides examples for students in NDFS 6200 Nutritional Epidemiology. In her lecture on measurement tool reliability and validity, Dr. Durward's work helps students understand intra- and inter-coder reliability. In the unit on short-term measures of dietary intake, she uses several examples from her research on automated self-administered 24-hour recall. Dr. Durward has also worked with two MPH students on their APE projects that conducted survey data analysis, evaluation, and program improvement in collaboration with the Utah Department of Health and Human Services's Produce Rx program.

Example 3
Dr. Abiodun Atoloye leads the Equity in Food Access Lab at USU. Her research focuses on food access and community food systems research with an equity lens. She takes an explicitly contextual and spatial approach (including mapping, citizen science, and policy analyses) to identify residents' needs, test potential solutions, and measure exposures and outcomes. She

integrates her research in NDFS 6550 Public Health Policy and Advocacy. Students learn, for example, how to analyze/evaluate the impact of existing policies that address community issues. Dr. Atoloye shares the link to a local food access policy database she previously contributed to as one of the resources students can use to complete their policy analysis assignment. While Dr. Atoloye is still working on the paper associated with the analysis of policies in this database, once published, she will share the paper with students to learn from, discuss, and critique.

Example 4

Dr. Bart Tarbet has focused his research primarily on developing small animal models of human infectious diseases (RNA viruses) to evaluate experimental therapeutics and vaccines. He is one of five principal investigators in the Institute for Antiviral Research at USU. For more than 25 years, he has collaborated with the NIH on new and emerging diseases. The ADVS 5000 One Health course he teaches in the MPH program is designed to introduce students to infectious disease prevention and control through an interdisciplinary approach involving human health, animal health, and environmental health ("One Health"). The course helps students to understand the environmental drivers of emerging diseases and how diseases can be transmitted between animals and people. Students learn how a One Health approach can be used to better understand and respond to the challenges and threats of infectious disease and international food safety. Students also engage in a discussion board with weekly questions drawn from Dr. Tarbet's experience with infectious diseases.

Example 5

Dr. Mirella Meyer-Ficca has focused her research primarily on the role of nutrition and environmental exposure in male fertility and offspring health. She has published more than 30 primary research articles in well-known and highly respected journals in her field, including *Nature Cancer, iScience, Cell Reports, Advances in Nutrition, Biology of Reproduction*, among others. Currently, her NIH-funded research projects use transgenic mice models to investigate the role of dietary niacin for aging, the epigenetic information in sperm that is transmitted to offspring, and how nutrition changes affect subsequent generations' metabolic health. The ADVS 6840 Epigenetics in Public Health course taught by Dr. Meyer-Ficca is designed to introduce MPH students to the scientific basis and public health implications of epigenetics. Dr. Meyer-Ficca uses her ongoing research projects and her more than 20 years of research experience studying the role of niacin and NAD in cancer biology, reproductive epigenetics, fertility, and offspring health to design and enrich this course. In weekly discussion boards on the topics of cancer epigenetics, embryogenesis and cellular differentiation, nutritional epigenetics, and epigenome environment Interactions, she uses current epigenetic research results to guide student discussions. She leads students to consult current primary literature and published research studies in the preparation of their semester research papers. Dr. Meyer-Ficca is hosting and mentoring in her lab an MPH student who is currently conducting research for an MPH thesis project.

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

Faculty are expected to perform well in all areas of their role statement (e.g., teaching, research, Extension, service) during the probationary period at USU. Faculty with research included in their role statements must demonstrate excellence (if it is their major role) or effectiveness (if it is not their major role) to be eligible for advancement (i.e., tenured and promoted). Failure to meet expectations in any domain can result in non-renewal. Tenure-track faculty are eligible for renewal during their third and sixth (typically) years. Non-tenure track faculty are eligible for renewal annually. Expectations for performance increase yearly, meaning that faculty are expected to show a clear trajectory of excellence as they work towards promotion or tenure. Tenure-track faculty receive performance evaluations from their TAC and department head each year to provide feedback on progress toward tenure and promotion. This feedback entails documented letters that are included in the faculty member's dossier. In the third-year review for

tenure-track faculty, the dean also reviews the faculty member's materials and writes a letter that describes their progress and makes recommendations.

The annual review is also used to evaluate faculty for salary adjustments, term appointment renewal, and post-tenure review of tenured faculty. This process encompasses a five-year span of performance. Such reviews, at a minimum, incorporate an analysis of the fulfillment of the role statement. The basic standard for appraisal is whether the faculty member under review satisfies conscientiously and with professional competence the duties appropriately associated with their position.

6) Provide quantitative data on the unit's scholarly activities from the last three years in the format of Template E4-1, with the unit's self-defined target level on each measure for reference. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.

Template E4-1

Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	**Target**	**2021-2022**	**2022-2023**	**2023-2024**
Percent of faculty (PIF and Non-PIF) participating in research activities	75%	91%	91%	86%
Number of articles published in peer reviewed journals	20	41	25	26
Number of presentations at professional meetings	30	32	43	49

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

Strengths

The university and college have abundant resources that support faculty involvement in scholarly activities and promote faculty success with the research and promotion/tenure process. All full-time faculty, no matter their primary role (i.e., teaching, research, or Extension), are strongly encouraged to conduct scholarly activities. Our faculty are accustomed to integrating a variety of scholarly activities in their roles and regularly include MPH students in their research.

Weaknesses/Plans for Improvement

The MPH program director only recently (January 2024) started compiling MPH faculty data (including scholarly activities) using Digital Measures to share with department heads. This new protocol is in place to ensure faculty data can be compiled easily and shared annually.

E5. Faculty Extramural Service

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

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

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

   Service activities are vital to the mission of the university. Faculty are, therefore, expected to participate in service. Emphasis in professional service areas varies within and among academic departments and individual faculty role statements. All faculty in the MPH program are assigned 5% service. Service activities include effective participation in organizations relating to the academic profession.

   In judging efforts in the service domain, USU looks for evidence of contributions to a variety of significant and meaningful areas of service. Service is not expected in all areas but, rather, in some combination that represents the relative weight that is equivalent to the percent that faculty have been assigned in this domain. Examples of external service activities are described in Faculty Code 405.2.2(4) and may include:

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

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

   The university and college value faculty service, so all full-time faculty have service included in their role statements. Accordingly, faculty cannot be promoted without engaging in internal and/or external service. The university also allows faculty to take time out of their workday to engage in service. In addition, faculty may use professional development funds (as previously described) to engage in any service outside of the university.

3) **Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.**

Example 1
Dr. Mateja Savoie-Roskos recently (2022) served on a United States Department of Agriculture (USDA) grant review panel. As part of this service, Dr. Savoie-Roskos reviewed 12 grant proposals and participated in a three-day panel with all grant reviewers, during which all grants were reviewed and discussed at length. This service was very valuable for Dr. Savoie-Roskos's NDFS 6010 Hunger Issues and Solutions course. The main assignment in this course requires students to develop a minimum 14-page grant proposal on a food security-related intervention of their choice. Dr. Savoie-Roskos created a video with instructions that outline assignment expectations, which align closely with actual Request for Proposal expectations of smaller grants. Dr. Savoie-Roskos also created a video for students with general grant-writing tips and suggestions that she gleaned while serving on the grant review panel (while maintaining confidentiality as required by the USDA).

Example 2
Dr. Jane Kelly has served on the planning committee for the Utah One Health Symposium since its beginning in 2015. Since the start of the MPH program, she has engaged several MPH Veterinary Public Health students as part of the ADVS 6100 Practicum course in planning and marketing the symposium. In 2023, Dr. Kelly worked with one student to manage and add student posters and flash presentations to the symposium agenda. Since 2021, Dr. Kelly has also served on the WIMU veterinary school admissions team, and she uses this experience to improve career development resources (e.g., interview techniques, stress management techniques) for the ADVS 6100 Practicum students. She also uses her service experience to benefit students when they elect to participate in the MPH Mock Interviews, which are tailored to mirror the experience of veterinary school interviews for pre-veterinary students.

Example 3
Casey Coombs is the faculty director for the SNAC food pantry on USU's Logan campus. SNAC works to reduce food insecurity among USU students by offering donated, recovered, and gleaned food, as well as providing nutrition and food preparation education. Coombs has incorporated aspects of SNAC management into several MPH courses, including modules on human resource management, budgeting, and cover letter and resume writing in NDFS 6280 Public Health Administration and Leadership. She has also used her experience developing infographics for SNAC stakeholders as part of the final assignment for NDFS 6470 Global Public Health. SNAC is also a potential site for students' APE. In addition, she is an active member of the UPHA Academic Coalition. As part of her role, she helps plan and market networking events for MPH students in universities across the state. The most recent virtual event covered the importance of networking for new public health professionals and provided social media tips for success. The UPHA work group plans three virtual events annually, and students in Coombs' NDFS 6280 Public Health Administration and Leadership course are required to attend at least one to build their professional network. She also includes service to the field in her course NDFS 6140 by requiring students to complete 10 hours of service for a public health organization that aligns with their MPH program emphasis. In the summer of 2024, Coombs began serving on the Membership Unit for the UPHA and as the secretary of UAND, both of which will help her better connect students with these professional organizations and the opportunities they provide.

Example 4
Dr. Palak Gupta leads Utah's Food Security Council, which meets monthly with a large group of program administrators, community leaders, government leaders, and social service leaders to address food security. Hunger and food security are significant public health problems in Utah, and the council's integrated approach implements plans to improve food security across the state. Dr. Gupta applies her council work and expertise in food insecurity to create linkages between food and health in the work and assignments of her courses. For example, one assignment in NDFS 6240 Program Planning and Evaluation in Public Health requires students to develop a public health nutrition program for their community, considering social determinants of health and their relationship to other public health problems. Dr. Gupta is also a conference planning chair

for the Utah Chapter of the Society for Public Health Education. She encourages her students to present the work they developed in her course at these annual conferences. Dr. Gupta teaches students how to bridge public health nutrition courses from academia to practice and provides students with training on leadership and advocacy.

4) Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on the self-selected indicators of extramural service, as specified below.

Data on faculty extramural service are obtained annually (spring semester) through Digital Measures. The MPH program director pulls data from Digital Measures, compiles the data, and shares the results with department heads.

Outcome Measures for Faculty Extramural Service

Outcome Measure	Target	2021-2022	2022-2023	2023-2024
Percent of PIF participating in extramural service activities.	100%	100%	100%	100%
Faculty (PIF and Non-PIF) appointed on a professional track	4	3	3	4
Public/private or cross-sector partnerships for engagement and service*	13	18	19	19

Percent of PIF Participating in Extramural Service Activities
Since service is a required component in every faculty role statement, all MPH PIF faculty engage in extramural service activities. Faculty are encouraged to select service opportunities that align best with their areas of expertise (see below), interests, and availability. Although many extramural service activities relate directly to the field of public health, others align more with public health research (e.g., board members of peer-reviewed journals) or specifically with Extension.

Faculty (PIF and Non-PIF) Appointed on a Professional Track
Having professional track faculty positions has allowed us to hire individuals with extensive public health experience, many of whom still engage in the field of public health while teaching for the program. Our students are learning from faculty who have recent and relevant public health experience. In the 2023-2024 academic year, we hired Dr. Stenkamp-Strahm as an adjunct professor to support the ADVS concentration. The hiring also achieved our goal of four professional-track faculty (combined PIF and Non-PIF). We plan to maintain that number until program enrollments oblige us to do otherwise.

Public/Private or Cross-Sector Partnerships for Engagement and Service
Most faculty engage in service to organizations in their public health specialty. This service is a benefit to the organization and to the leadership and networking development of faculty. Our target for this indicator is 13 since we have 13 faculty who work full-time at USU and, ideally, engage in at least one external service opportunity. Below is a select list of organizations and MPH faculty who have engaged in service to these organizations (e.g., as board members, committee chairs, etc.).

- Utah Public Health Association (Coombs, Savoie-Roskos)
- North American Veterinary Licensing Exam Board (Kelly)
- Utah Veterinary Medical Association (Kelly)
- Mountain West Society of Toxicology (Meyer-Ficca)
- Society for Nutrition Education and Behavior (Coombs, Savoie-Roskos, Atoloye, Durward)
- Utah Food Security Council (Gupta, Durward, Atoloye)

- Utah Academy of Nutrition and Dietetics (Coombs, Savoie-Roskos, Kraus, Durward, Wengreen, Henderson)
- Utah Department of Health Task Force on Physical Activity and Obesity Prevention (Wengreen)
- American Society of Andrology (Meyer-Ficca)
- Utah Chapter of the Society for Public Health Education (Gupta)
- American Society for Nutrition, Diet & Cancer Research Interest Section (Benninghoff)

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

Faculty must engage in internal and external service for P&T as outlined in their role statement. Engagement in external service is required since it helps faculty develop a state or nationwide reputation. Internal (department, college, university) level service is also required as it supports governance and is vital to the mission of the university. Although the percentage of service can vary depending on the college/department, all MPH faculty have a 5% service role. As a minor domain, faculty are required to demonstrate effectiveness in their service. Some examples of service activities include membership in or leadership of departmental/college/university committees, active engagement in state/regional/national professional organizations (e.g., committee membership, elected or appointed office), consulting for organizations/agencies, public speaking and/or information dissemination involving professional expertise, and engagement in local communities.

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

Strengths
MPH faculty are engaged in a wide range of university and professional service roles. These service roles are vital to the mission of the university and the MPH program. It is because of these service roles that faculty are well-networked in the field, engaged in public health decision-making, and up to date with current practices in the field. For example, many MPH faculty members are actively involved with the UPHA, which has provided opportunities for involvement with state-wide professional development training, organizational decision-making, and grant, scholarship, internship, job, and networking opportunities for MPH students.

Weaknesses/Plans for Improvement
The MPH program director only recently (January 2024) started compiling MPH faculty data (including service experiences) using Digital Measures to share with department heads. This new protocol is in place to ensure faculty data can be compiled easily and shared annually.

F1. Community Involvement in Program Evaluation and Assessment

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

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

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

   The MPH General Advisory Board (GAB) was established in fall 2022 to gather formal input from stakeholders. One MPH faculty member, currently Coombs, organizes and leads the GAB meetings. The board includes public health professionals from across the state with diverse backgrounds, expertise, and, ideally, professional emphases inclusive of nutrition and veterinary public health. GAB members serve a two- to three-year term, but we have added members strategically each year, with a principal aim of filling vacated or desired areas of expertise. The table below lists current and past GAB members.

   The GAB meets twice a year to provide feedback on student outcomes, curriculum, and overall program direction and planning. Their suggestions are used to guide programmatic changes that best serve students and the field of public health. For example, in the 2023-2024 academic year (both meetings), the board has helped us determine important professional development topics for students, alumni, and public health professionals. They specifically suggested that we focus on helping students prepare for job interviews, improve communication skills, and use AI in the field. The feedback guided our decision to offer a professional communication workshop series for students and alumni in the spring of 2024. That same year, we offered mock interviews for students and led the planning of an AI presentation at the UPHA Conference.

General Advisory Board Members

Name	Degree(s)	Organization	Position	Term
Greg Bell	JD	Utah Hospital Association	President/CEO; (Former Lieutenant Governor for Utah)	2022-2023
Hannah Rettler (Block)	MPH	Utah Department of Health and Human Services	Zoonotic and vector-borne epidemiologist	2022-2024
Carrie Butler	MPH MPP	Utah Public Health Association	Executive director	2022-2024
Commander Willy Lanier	DVM MPH	Center for Disease Control and Prevention/Utah Department of Health and Human Services (UDHHS)	Veterinary officer/state public health veterinarian	2022-2025
Lea Palmer	MPH RD	Create Better Health (SNAP-Ed), Hunger Solutions Institute	Assistant director/program manager, co-director	2022-2025
Linnea Fletcher	MPA MPH	Healthy Environments Active Living Program in UDHHS	Program manager	2022-2025
Dr. Danilo J. Franco	DVM	Utah Department of Agriculture and Food	Veterinarian/animal scientist	2022-2025
Amanda Price	DVM MS	Utah Department of Agriculture and Food	State veterinarian	2022-2025
Dr. Ashley Yaugher	PhD	Utah State University Extension	Assistant professor	2022-2024

Luisa Hansen	MPH	Utah Department of Health and Human Services	Public information office	2023-2026
Trevor Carter	MPH	Central Utah Public Health Department	Community health director	2024-2027
Kacy Nowak	MPH	Utah Department of Health and Human Services	Zoonotic and vector-borne epidemiologist	2024-2027
Student Advisory Board Member (Rotating)	N/A	USU College of Agriculture and Applied Sciences MPH Program	Current student	All years

2) Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.

APE Preceptors
The program gathers regular feedback from APE preceptors at the end of each student's APE. Because these public health professionals mentor and supervise students, they provide insightful feedback on students' skill development.

Alumni
The program collects data from alumni through exit interviews (occur near graduation), an exit survey (sent near graduation), and a one-year alumni survey (sent 6-9 months after graduation). This feedback is reviewed annually (and as needed) and is used to improve the curriculum.

Employers
The program started collecting feedback from employers in spring 2023 through the Stakeholder Survey (see below). Subsequent employer feedback has been gathered through the MPH Employer Survey. Employers provide feedback (e.g., strengths, abilities, growth opportunities) on how alumni are performing in the field and how the program can adjust to meet current needs in the field.

Professional Stakeholders
Starting in spring 2023, the program began collecting feedback from general stakeholders (public health professionals in Utah and in areas with current students or alumni) every other year through our Stakeholder Survey. This survey is developed and administered by Hanover Research. The objectives of the survey are to 1) understand the skills and knowledge that are currently essential for the field, 2) understand the level of familiarity with the MPH program, and 3) understand the perceptions towards the program's mission, vision, and goals. The feedback gathered from the survey in 2023 was used to modify guiding statements and update assignments/course content to better align with the needs of the field.

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

General Advisory Board
As mentioned above, the GAB members are very invested and engaged in their service to the board. These members provide thoughtful and insightful feedback that we bring to the All Faculty/Staff Committee and SAB for discussion before making changes. One of the primary responsibilities of the GAB is to provide regular assessments of the program curricula, so curriculum-related topics are regularly included as agenda items for these meetings. In the fall 2022 meeting, the two major agenda items were trends, obstacles, and practices in today's public health field; and the skills and tools MPH students/graduates need to be competitive in the job market. Both resulted in excellent discussions about ways we could modify the program to meet the needs of the field. Several board members emphasized the need for MPH graduates in

general, to have more experience with statistics, which they view as an essential skill but one less common among recent MPH graduates (in general, not specific to our program). We brought this feedback to the All Faculty/Staff Committee and SAB, and everyone agreed that the program needed to amplify statistical training requirements. MPH faculty decided to develop a new course, NDFS 6540 Introduction to Epidemiology and Biostatistics, that will be offered for the first time in fall 2024. Other areas the board identified to be lacking in MPH graduates (in general, not specific to our program) include policy development/implementation, content interpretation/translation for the public, grant writing, communication/motivational interviewing, and budget/resource management. These topics were discussed with MPH faculty/staff and with the SAB to determine potential areas of improvement in the curriculum related to these skills.

APE Preceptors

After completion of the APE, students are required to ask their site preceptor to submit the APE Preceptor Evaluation via Qualtrics. Students have access to the survey link to share with their preceptor but do not have access to any of the data/responses unless the preceptor specifically grants permission for the program to share feedback. This system ensures the preceptor can offer a completely honest evaluation on each individual student. The preceptor responds to questions about the student's performance on 15 skills (e.g., oral communication, written communication, analytical skills, problem-solving, project management, organization, dependability, etc.) using a Likert scale. The preceptor also describes (open-ended) the student's strengths and challenges/skill gaps/learning opportunities and how likely (Likert scale) the organization would be to hire the student if a position was available in their organization. Lastly, the preceptor offers suggestions for improving the APE experience and gives additional feedback, if desired. MPH faculty/staff review survey responses during an annual data retreat and use the feedback to improve the MPH curriculum and APE/ILE experience. As a result of preceptor feedback, we have improved and increased the resources provided to preceptors and students. The feedback has also informed revisions of the APE Handbook to make it applicable to both students and preceptors.

All preceptors who completed the survey in the 2022-2023 (n=8) and 2023-2024 (n=13) academic years reported that students' skills ranged from "adequate" to "excellent" and that students supported the mission and goals of the organization. Preceptors noted other strengths of students to include 1) motivational interviewing skills, 2) enthusiasm for the project/organization, 3) investment in the success of the program, 4) receiving and incorporating feedback, 5) perseverance and resilience, 6) creativity, and 7) flexibility. Preceptors requested that program faculty work more closely with them and provide additional resources to increase understanding of student expectations. This feedback was discussed during the spring 2023 and fall 2024 data retreats (and in previous meetings due to feedback from exit interviews and other program evaluations). As a result, when students submit their learning contracts, the project coordinator now meets with new preceptors to ensure they have received the APE/ILE Handbook and to allow them to ask questions to become more familiar with the APE process and expectations. The program has also developed additional resources to support preceptors, such as a preceptor video and a preceptor information sheet.

Alumni

Program alumni provide valuable insights into how well the program prepares students for the field of public health. Alumni are asked to complete the 1-Year Alumni Survey between 6-9 months after graduation to ensure we receive the data within 12 months of graduation. Since we have students who graduate in the fall, spring, and summer, we often send this survey out twice per year. Administered since spring 2023, the survey contains questions about the employment status, continued education and credentials, aspects of the MPH curriculum that prepared them for their employment positions/continued education, what the program could have done to better prepare them for these opportunities, current job information (job title, employment sector, salary, job duties, etc.), and the skills from the MPH program that best prepared them for the field. Alumni who indicated they are unemployed are asked about reasons for unemployment,

length of unemployment, and career development opportunities that the MPH program could provide to help with the transition to careers in the field.

4) Describe how the program's external partners contribute to the ongoing operations of the program, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.

Guiding Statements

The program has engaged our GAB and SAB in developing our vision, mission, values, and goals and has sought feedback on these guiding statements in our Stakeholder Survey.

The GAB provides regular feedback (every 3-4 years) on the program's guiding statements. Before our fall 2022 GAB meeting, the program sent members a copy of the program's vision, mission, values, and goals to review. Board members came to the meeting with feedback on these guiding statements. For example, the board discussed words they felt were well chosen and words they felt needed revision to provide better alignment among the guiding statements and the focus of the program, as described in B1. The GAB was asked to review these guiding statements again during the spring 2023 and spring 2024 meetings. In the spring 2024 meeting, the board offered no additional suggestions or feedback, but one member mentioned the inclusion of One Health in the mission as a strength.

The SAB also regularly provides feedback on the program's guiding statements. The board first reviewed the program's vision, mission, values, and goals in the fall of 2022. Overall, they agreed with the guiding statements but suggested more of a focus on DEI. They also expressed confusion about the phrase "future generations of public health professionals" in a prior version of the program's mission because they felt like they were the "current" generation of public health professionals.

We also solicit feedback on our guiding statements from external partners through our Stakeholder Survey (conducted every other year). This survey was first conducted in spring 2023. Respondents (n=68) were asked to review the program's guiding statements before answering a series of open- and close-ended questions. A summary of the feedback received is provided below:

- Eighty-seven percent of respondents agreed/strongly agreed our mission and vision align with the needs and priorities of health and public health industries.
- Qualitative responses on our mission included:
    - "Greater emphasis on serving diverse populations."
    - "I really like this mission statement and find it encapsulates what we're looking for in health professionals."
    - "I would add a component to address health disparities or promote health equity as this is a major issue and not included in the mission."
- Qualitative responses on our vision included:
    - "You could add in a component about health equity."
    - "I like this, but it sounds a bit generic and bland."
    - "There must be a better word than inclusive. That is a loaded word right now. Perhaps 'widespread' or 'comprehensive' or 'expansive'. Something a little less heavy on the zeitgeist."
    - "A vision statement should be aspirational or transformational. I think this statement has the potential to be more so. I would hope that the program is already supporting communities in this way. What about driving collaboration or creating systemic change?"
- Respondents viewed collaboration with public health professionals (94%) and "high-quality, application-based education (91%) as the program goals most important to the health and public health industries. Additionally, respondents felt that engagement in

service (86%) and training of diverse and underserved individuals (85%) were very important.

Feedback from the GAB, SAB, and Stakeholder Survey was shared with MPH faculty/staff and reviewed at an All Faculty/Staff Committee meeting and the program's annual data retreat. Revisions to the guiding statements were made in response to feedback. The revised statements were included on the spring 2023 agenda for both the GAB and SAB meetings. All SAB members supported the revisions. GAB members agreed the revised guiding statements were much improved and gave minor suggestions for revision, which were brought back to the MPH faculty/staff before edits were made on the final version of the guiding statements in spring 2023.

Evaluation Plan

The GAB was asked to review Section B2: Evaluation and Quality Improvement of our self-study prior to the spring 2024 meeting. At the meeting, program faculty asked for feedback on the evaluation plan. The board did not identify any areas for improvement in the evaluation plan. As a result, the program director emailed external partners who are members of the UPHA's Academic Section to get feedback on the evaluation plan during the spring of 2024. The Academic Section consists primarily of faculty who teach in public health programs across the state of Utah and public health professionals who collaborate regularly with faculty/students in higher education. Five members of the Academic Section completed a brief survey. A summary of their feedback is provided below:

- Greatest strengths of the evaluation plan:
  - Collaboration with an external evaluation organization.
  - Thoroughness of the evaluation plan and data summaries.
  - Use of mixed methods approaches.
  - Inclusiveness of key stakeholders.
  - Responsiveness to stakeholder feedback.
- Aspects of the evaluation plan that could be improved:
  - Conducting exit interviews by a neutral party (e.g., an external organization or program staff) to ensure accurate feedback and anonymity.
  - Engaging community-based organizations and professionals in rural areas of Utah in the evaluation plan.

Self-Study Document

The GAB was asked to review specific sections of the self-study prior to our spring of 2024 and be ready to discuss these sections in the meeting. Sections the GAB reviewed included B1: Guiding Statements, B2: Evaluation and Quality Improvement, F1: Community Involvement in Program Evaluation and Assessment, F3: Professional Development, and H2: Career Advising. In addition to what has previously been mentioned, the GAB provided valuable feedback on content within F1, F3, and H2. For example, with F3, we had an excellent discussion about the role the program plays in delivering professional development opportunities to the workforce. Several board members expressed great appreciation for our active involvement and follow-through on our professional development activities. Regarding H2, we discussed the efforts we have made to improve our program's career advising for students based on prior feedback in fall 2023 from the GAB. We also discussed how we can partner more with UPHA and other public health programs across the state to provide events that serve students at multiple institutions.

5) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation requests 3 and 4.

Please refer to ERF F/F1 for the following:
GAB Meeting Notes (Nov 2022)
GAB Meeting Notes (Feb 2023)
GAB Meeting Notes (Mar 2024)
SAB Meeting Notes (Oct 2022)

SAB Meeting Notes (Feb 2023)
Stakeholder Survey Summary (2023)
UPHA Academic Section Members Email

6) Summarize the findings of the employers' assessment of program graduates' preparation for post-graduation destinations and explain how the information was gathered.

The program assesses the preparedness of our graduates through our Stakeholder Survey and Employer Survey. We identify the appropriate employer to distribute these surveys by reaching out to graduates via email at 9-11 and 21-23 months after graduation with a request to share employer contact information. In cases where alumni do not respond, the program employs alternative methods to locate potential supervisors, such as searching employer websites or LinkedIn profiles. Additional information about the process of collecting employer data can be found in F1.2, F1.3 and in depth in the ERF (Employer Survey Methods and Instrument (2024) and the Stakeholder Survey Methods and Instrument (2023)). A summary of employers' assessment of our graduates' preparation for their post-graduation destinations is provided below.

Overall Satisfaction
Employers' assessment of our graduates' preparation for their post-graduation destinations is overall very positive. In the Stakeholder Survey (2023), 100% of participating employers (n=9) reported being satisfied (22%) or very satisfied (78%) with the graduates they hired from our program. Similarly, in the Employer Survey (2024), 100% of employers (n=9) expressed satisfaction, with 33% being satisfied and 66% very satisfied. Additionally, 57% indicated that our graduates' performances were slightly better or much better than those of graduates of other MPH programs with whom they had worked, while 43% reported our graduates' performances as neither better nor worse.

Areas Graduates are Well-Prepared
Data from our Employer Survey (2024) reveals that employers rate our graduates highly across most surveyed skills and knowledge areas***.*** All respondents gave positive ratings (either good or excellent) for teamwork, systems thinking, program evaluation/management, policy development, leadership, empathy, data/statistical analysis, data collection/management, cultural competency/humility, community outreach and partnerships, analytical thinking, and adaptability/flexibility. Graduates were also rated positively (either good or excellent) in their use of cultural awareness in program/policy design, implementation, or evaluation; evaluating public health programs or policies; designing population-based policies or programs; and assessing communities' health based on needs, assets, and capacities. When asked what our graduates' greatest strengths were, employers responded with:

- "Well-rounded with a broad knowledge base"
- "Critical and analytical thinking"
- "Being familiar and comfortable with data collection and analysis"
- "They understand the data collection, analysis, and evaluation really well. I have intentionally asked them to participate on projects with data."
- "Excellent in program planning and execution as well as working with diverse community partners."
- "Incredible ability to work in fast-paced environments and very flexible"

In our Stakeholder Survey (2023), employers also praised graduates for their work ethic, flexibility, responsiveness, knowledge base, and passion for the field, making comments such as:

- "They have a good base knowledge of skills and abilities that they are able to use immediately in their current roles while continuing to learn and develop new skills."
- Very responsive, competent and willing to be flexible to meet the needs of our organization."

- "These graduates are passionate and hard workers."
- "They already had good skills in working with the public in various settings. I appreciate their willingness to work, learn, and experience new things."

Areas Graduates Would Have Benefitted from More Training or Preparation
While the majority of surveyed skills received positive ratings in the Employer Survey (2024), areas for improvement were noted in which graduates would have benefited from more training or preparation. Areas with the highest number of "fair" ratings included communicating/negotiating with different stakeholders and knowledge of budget and resource management. When asked to identify our graduates' greatest areas for improvement, employers responded with:

- "Statistical design and analyses"
- "Public health models and theories that apply to individuals, families, communities, and society"
- "Community coalition and strategic planning seems to be needed across all universities. It makes up a lot of what we do. Policy development, implementation, and evaluation is also another needed area."
- "Data analysis skills"

7) Provide documentation of the method by which the program gathered employer feedback.

Please refer to ERF F/F1/Employer Feedback for the following:
Stakeholder Survey Summary (2023)
Stakeholder Survey Methods and Instrument (2023)
Stakeholder Survey Scope of Work (2023)
Employer Survey Summary (2024)
Employer Survey Methods and Instrument (2024)
Employer Survey Scope of Work (2024)

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

Strengths
We have been very intentional and systematic in our process of involving stakeholders in program evaluation and assessment. We recognize that our stakeholders are very busy, and their involvement with our program is entirely voluntary. As a result, we designed our evaluation plan so that we gather information from stakeholders regularly enough to keep data current but not so often as to prove burdensome.

We have made many changes to our curriculum and overall program because of the feedback provided by employers and stakeholders. We communicate with stakeholders (when possible) about changes we have made so that they can clearly close the feedback loop. Both of our advisory boards have complimented us on our quick and intentional response to feedback.

Weaknesses/Plans for Improvement
Of the stakeholders from whom we collect data, employers have proven to be the greatest challenge to our achieving good response rates. Furthermore, since our program is fairly new, we have a relatively small pool of employers to survey. Although we provided employers with financial incentives for completing our Employer Survey, we only had about a 25% response rate. In the fall of 2024, we started contacting graduates at 9-11 and 21-23 months after graduation requesting employer /organization name, position title, and supervisor name/contact information as a way to obtain employer information directly from the graduates right before reaching out to employers. We will consider other strategies for communicating with employers in the future such as asking our alumni to share the survey request with their employers so requests are more personalized.

F2. Student Involvement in Community and Professional Service

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

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

NDFS 6140 Introduction to Public Health
Students in both concentrations are required to take NDFS 6140 Introduction to Public Health in their first fall semester in the program. In this course, students are asked to engage in at least 10 hours of community or professional service with a public health organization of their choice. Ideally, the 10 hours are completed with a single organization to allow students the opportunity to contribute and serve that organization in a meaningful way. If this is not feasible, students may work with multiple organizations. Students are expected to contribute to the organization, and they are not allowed to count shadowing or observation as part of their 10 hours. Students who work are asked to find another organization or department to volunteer with for this assignment. Students are required to submit an hour log and a 3-4-page reflection paper (pictures optional).

Additional Opportunities for Community Engagement and Professional Service
As a 100% online program, we inform students about service, community engagement, and professional development activities through various online platforms. Below are ways the program communicates these opportunities with students via online platforms.

MPH Canvas Page
New students are invited to the MPH Canvas page upon acceptance. The MPH Canvas page is the hub of all the information students need in the program (APE/ILE information, SGS paperwork, recorded meetings/workshops, the Student Handbook, and more). Students are strongly encouraged to accept the invitation, check the Canvas page regularly, and set up Canvas notification emails to their preferred email address. We post weekly Canvas announcements that include upcoming opportunities for service, community engagement and professional development, program reminders, university and SGS information, and more. The project coordinator gathers information from program faculty and staff each week and ensures its dissemination to students in a timely manner. Faculty/staff also can make announcements or add materials, as needed. Students have indicated in our exit interviews that the weekly Canvas announcements are a valuable resource and an easy way to learn about opportunities and important program information.

MPH Social Media
The MPH program has a very active social media presence on LinkedIn and Instagram. The program has also recently re-opened a program Facebook page. Students are highly encouraged during new student orientation, on the MPH Canvas page, and in the MPH newsletter to connect with the MPH program on one or more social media platforms of their choice. The program's social media accounts are managed by the MPH student who receives the annual Public Health Nutrition concentration assistantship position. Faculty/staff forward job postings; internship opportunities; upcoming workshops, conferences, seminars, and presentations; student leadership opportunities; and current events in the field with the student assistant to post on our MPH social media platforms. The student also works individually to find and communicate these opportunities, activities, and resources to benefit our students. The student publishes 2-4 posts a week throughout the year to maintain a consistent social media presence. Individual faculty members also have active social media accounts to share opportunities with students. For example, Dr. Savoie-Roskos is very active on LinkedIn, and she regularly posts service, community engagement, and professional development opportunities for students and alumni.

MPH Newsletter
The MPH program has a quarterly newsletter (two fall issues and two spring issues) that goes out to current students, faculty, staff, alumni, administrators, and stakeholders. The newsletter always highlights professional development opportunities such as state or national conferences, virtual webinars, workshops, seminars, and more.

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

Professional and Community Service Participation

Academic Year(s)	Student Name	Organization(s)	Responsibilities
2024-2025	Carson Johnson	Utah Department of Health and Human Services	Analyzed a dataset collected from LGBTQ+ individuals with disabilities in Utah and wrote a report on the findings
2024-2025	Katherine Trepanier	Arizona Animal Welfare League	Assisted in leading a vaccine clinic for low-income pet owners by preparing vaccines, collecting patient histories, conducting a physical exam, and educating pet owners
2024-2025	Halle Larsen	William A. Burnard Warming Center	Planned and prepared five recipes of 25 meals that were portioned and frozen for distribution to unhoused patrons of the warming center
2024-2025	Depore Rosemond	Greater Baton Rouge Food Bank	Sorted and categorized donated food items
2024-2025	Tiffany Nielsen	Utah State University SNAC Pantry	Assisted with food recovery efforts, put together Point in Time bags for the homeless population, and took product inventory
2024-2025	Alicia Smith	iHELP Foundation	Created and presented health educational materials to low resource African and Central American communities
2024-2025	Blessing Boateng	Utah Refugee Connection	Assisted with organizing efforts to receive and distribute donations for clothes, household supplies, and good
2024-2025	Ala Najduch	Street Dog Coalition, San Diego Rescue Mission, Project Street Vet San Diego	Administered vaccines, completed rabies certificates, provided preventative care to pets of unhoused individuals, helped set up showers and meals for unhoused individuals
2023-24	Amanda Arnold	Meals on Wheels	Distributed meals to older adults, talked with Meals on Wheels clients, assisted with basic household tasks
2023-24	Allie Bernstein	Marine Discovery Center	Assembled biodegradable ‘jute volcanos’ to provide a habitat and shoreline protection for marine life, created “oyster mats” to improve the habitat of next generation of oysters

2023-24	Kristi Higham	Utah Food Bank	Distributed food through a mobile food pantry at local public schools
2023-24	Chandler Hughes	Athens Area Humane Society	Assisted in the surgical recovery of animals, ensuring vitals were stable and needs were met
2023-24	Rachel Kelly	Bear River Health Department	Created a nutrition education handout, participated in a community health resource fair
2023-24	Makaylie Langford	Utah State University SNAC Pantry	Packaged recovered food, prepared space for food pantry opening, collected and recorded data on the food recovered
2023-24	Surika Maharaj	Fairfax County Animal Shelter	Assisted veterinarian in restraining animals during vaccinations and microchipping, prepared vaccinations for administration, educated pet owners on potential vaccine site reaction symptoms
2023-24	Madison McConnell	Utah One Health Symposium, Utah State University Extension	Helped coordinate the symposium, spoke at the symposium, spoke at a Sheep Health Night for 4-H and adults regarding the efforts to protect their flocks
2023-24	Kesler Nelson	Cache Humane Society	Administered medications to animals preparing for spay/neuter procedures, maintained cleanliness of the facility
2023-24	Marisa Pincock	Tabitha's Way Local Food Pantry	Organized food items for pantry guests, maintained cleanliness of the facility, answered questions by translating for Spanish-speaking guests
2023-24	Camilla Quezada	Utah State University Dolores Doré Eccles Center for Early Care & Education	Created a four-week menu for preschool students, designed a graphic outlining key nutrients for a healthy body, ensured government compliance with child nutrition program
2023-24	Maria Cecila Rosendo	Cooperadora de la Nutrición Infantil	Organized a cooking workshop for women, helped create a first aid course for mothers, facilitated community building through meaningful craft projects
2023-24	Mariangela Scotto D'antuono	St. Nicholas Animal Rescue	Administered medications to animals in the shelter, participated in a spay/neuter clinic, rescued stray dogs and cats, prepared dogs for flight to the United States
2023-24	Miranda Thomas	Food and Care Coalition	Collaborated with food service volunteers to provide hot meals to community members
2023-24	Heather Jensen	Utah Food Bank	Organized a food drive, collaborated with community partners

Please refer to ERF F/F2 for the following:
Service Reflection Example 1
Service Reflection Example 2
Service Reflection Example 3
Service Reflection Example 4
Service Reflection Example 5
Service Reflection Example 6
Service Reflection Example 7
Service Reflection Example 8

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

Strengths
We regularly communicate community and professional service opportunities through various platforms and strongly encourage our students to take advantage of these opportunities. We regularly use student feedback to inform our communication methods and ensure we focus on opportunities that are meaningful to our students. Many of our students have availed themselves of these opportunities, nationally and internationally, to gain skills and experiences that align with their career goals.

Weaknesses/Plans for Improvement
Because our program is 100% online, students often work part- or full-time, care for family members, or have other obligations. Due to these commitments, students often have trouble in finding time “outside of class” to engage in community and professional service opportunities even though they are interested. Starting in fall 2023, we decided to include an assignment in NDFS 6140 Introduction to Public Health that requires students to complete at least 10 hours of volunteer experience in a public health organization, an hours log, and a reflection paper. We will continue to evaluate this approach and will make changes as needed.

F3. Delivery of Professional Development Opportunities for the Workforce

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

1) **Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the program) and an indication of how the unit identified the educational needs. See Template F3-1.**

Template F3-1

	Education/Training Activity Offered	How did the unit identify this educational need?	External Participants Served
Example 1	2024 Utah Public Health Association (UPHA) Conference Session: AI in Public Health^	Since fall 2022, when ChatGPT came on the scene, nearly all program stakeholders (students, faculty, professional advisory board members, UPHA leadership, etc.) have expressed concern about how to ethically use ChatGPT and other AI tools in higher education and in public health practice.	350
Example 2	2023 Utah One Health Symposium: Urbanization in Utah*	The 2023 Stakeholder Survey indicated that nearly 35% of respondents felt that there is going to be an increased need for One Health initiatives in the future of public health, resulting in a need for increased training in this area. Other program evaluations have also indicated a continued need to train in this area.	150
Example 3	2024 R Workshop	In fall 2023, our General Advisory Board reported that R is becoming more commonly used in the field of public health and that both students and public health professionals could benefit from training on R. Other program evaluations, including our 1-Year Alumni Survey have also indicated a need to offer training in R.	39

^This event was hosted in collaboration with multiple public health programs across the state of Utah through the UPHA Academic Coalition. The MPH program director suggested this event due to stakeholder feedback. One of our MPH faculty members and the program director both assisted with securing speakers.
*This is an annual event that is sponsored by multiple public health organizations and universities. MPH faculty member Dr. Kelly was one of several veterinary public health professionals across the state who planned and implemented this event.

Please refer to ERF F/F3 for the following:
UPHA Conference Agenda – see page 7
UPHA Conference Planning Emails
One Health Symposium Flyer
R Workshop Flyer

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

Strengths

Administering professional development opportunities aligns with many faculty roles, including research, teaching, service, and Extension. For this reason, MPH faculty members regularly plan and conduct professional development events (e.g., workshops, webinars, trainings, etc.) for the public health community in capacities that align with their role at USU and their area(s) of expertise. Offering professional development in the field has allowed us to stay connected with public health professionals across the state and country, market the program to prospective students, and maintain a pulse on how to train students to meet the needs of the public health workforce. Our GAB members have expressed that they are impressed and appreciative of the efforts of our faculty in assisting with planning these events that benefit public health professionals across the state.

Weaknesses/Plans for Improvement

Although program faculty regularly provide professional development opportunities to public health professionals in a variety of capacities, not all of these training events are based on specific community-identified needs. At times they are based on the specific research/practice expertise of a faculty member. In fall 2022, we started asking our GAB, alumni, employers, and other stakeholders what topic/focus areas they would like to see addressed in these trainings. Their feedback will help ensure that we are meeting the training needs of the local public health workforce. We will continue to use stakeholder data to guide select professional development trainings in the future.

G1. Diversity and Cultural Competence

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- **incorporation of diversity and cultural competency considerations in the curriculum**
- **recruitment and retention of diverse faculty, staff, and students**
- **development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination**
- **reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted**

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

   Priority Populations
   The MPH program prioritizes the following populations:
   - Students living in rural areas without access to in-person MPH programs
   - Students, faculty, and staff with current or prior experience working in public health or related fields

   Our program has been designed and implemented with these priority populations in mind. The priority populations were intentionally selected based on faculty discussions, a review of prospective student survey data, and a review of regional workforce needs. These priority populations were also influenced by the Equal Opportunity Initiatives Bill (HB 261), which prohibits public higher education institutions in Utah from, among other things, "using an individual's certain characteristics in decisions regarding aspects of employment or education."

   Initially, we offered the MPH program face-to-face, a format that resulted in minimal enrollment. From conversations with prospective students (most of whom were working in the field), the program director and faculty quickly realized the need to transition the program to 100% online to increase access to the program for public health professionals across the state. This change has been particularly beneficial for public health professionals living in rural communities across the state that do not have universities and may be unable to relocate to pursue higher education. The MPH program allows students to pursue the degree part- or full-time without having to pause their public health careers. This flexibility permits students to continue working to help pay for tuition/fees and utilize employer tuition payment programs. Furthermore, offering a 100% online MPH program allows us to help fulfill USU's land grant institution mission of improving access to education across the state. Regarding recruiting and retaining faculty and staff, our program values diversity of experiences and expertise, which students have also described as valuable in their exit interviews and the climate survey.

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

1. Recruit and maintain faculty and staff who reflect a diversity of experiences and expertise in the public health workforce.
2. Minimize barriers for individuals applying for the program and meeting admissions requirements.
3. Recruit and graduate a student body that includes priority populations.
4. Support and connect students, faculty, and staff with meaningful international public health opportunities.

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

In support of these goals, the program has done the following:

1. Recruit and maintain faculty and staff who reflect a diversity of experiences and expertise in the public health workforce.
    a. Consider how an applicant's expertise and experience add to what already exists among faculty in the program when reviewing candidates for MPH faculty positions.
    b. Align faculty expertise and interests with the courses they are assigned to teach and the students they are asked to mentor to aid in creating a fulfilling work environment.
    c. Offer flexible schedules for program staff to allow them to go on international public health service trips, as desired.

2. Minimize barriers to admissions requirements and deadlines.
    a. Remove the GRE requirement from the MPH application.
    b. Use flexible application deadlines.
    c. Limit undergraduate pre-requisite course requirements to those that are essential for success in the program.
    d. Accept students to start in any semester to accommodate personal schedules.

3. Recruit and graduate a student body that includes priority populations.
    a. Offer the program 100% online to accommodate individuals in remote areas or those working part- or full-time in the field of public health.
    b. Utilize peer-reviewed publications and other free resources in courses to reduce student costs.
    c. Allow part- and full-time enrollment to allow greater flexibility for students with work or home obligations.
    d. Collect and monitor student zip codes using the student database to determine how well we are reaching students in rural areas.

4. Support and connect students, faculty, and staff with meaningful international public health opportunities.
    a. Connect interested students with international public health organizations or USU-affiliated study abroad opportunities.
    b. Allow students to count study abroad courses towards their elective credits.
    c. Assist interested students in fulfilling their APE requirements internationally.
    d. Offer faculty and staff scheduling flexibility to pursue international public health opportunities.

General actions that support goals:

- Program faculty discuss how we can create a supportive environment for students, faculty, and staff.
- The program director ensures climate data are collected every other year to better understand the experiences of faculty, staff, and students. In reviewing the survey data, we determine what we are doing well and how we can improve our support environment for all faculty, staff, and students. Our current climate survey process may need to be modified due to H.B. 261.
- The program director encourages faculty, staff, and students to attend trainings, workshops, and events offered by the university to ensure we provide education that aligns with H.B. 261 and create learning environments that support all individuals.

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

Curricular Requirements

Below are select examples of how cultural competency is weaved into required/elective MPH courses.

NDFS 6810 Social Determinants of Health: Students examine the various ways culture affects health attitudes, behaviors, and outcomes through several readings, articles, and recorded lectures. Students also assess their own cultural competence, knowledge, and self-awareness in interactions with others. To apply the content in the required learning materials, students develop a culturally appropriate educational workshop for an audience of a culture different from their own. Students research the culture and weave/adapt the lesson plan to incorporate the needs, values, and beliefs of their selected audience.

NDFS 6470 Global Health: Students define and differentiate the concepts of cultural competence and cultural humility and examine why these skills are critical in both domestic and international public health efforts. After engaging in readings, videos, and recorded lectures, students are asked to reflect on these concepts, discuss the concepts' roles in their current or future careers, and set three goals to become more culturally competent or practice cultural humility in their personal and/or professional lives.

NDFS 6210 Advanced Public Health Nutrition: Students examine Native American foods, health, and modern diets allowing them to explore the rich culinary traditions, nutritional practices, and health challenges of Native American communities. Students develop culturally sensitive public health strategies that respect and incorporate indigenous knowledge and practices. Additionally, they learn the role of diet in human biological and cultural evolution and explore how dietary practices have shaped human development over millennia. It emphasizes the interplay between biology, culture, and diet to help students appreciate the diversity of dietary patterns and their evolutionary significance. By examining historical and cultural contexts, students learn to approach nutritional interventions with a deep respect for cultural heritage and biological diversity. It equips students to design and implement nutrition programs that are both culturally relevant and scientifically sound.

NDFS 6240 Program Planning and Evaluation in Public Health: Students conduct community health assessments in their own communities. Using real datasets and various measurement tools, students identify and summarize factors that influence the health of their target populations. This work includes examining cultural influences on health behaviors and social determinants that impact health equity and resource access. By working with actual data and diverse community contexts, students learn to recognize and address the unique cultural and social factors that

affect health outcomes. This hands-on approach fosters a deep understanding of cultural competence, preparing students to design and evaluate public health programs that are both inclusive and effective in meeting the needs of diverse populations.

Trainings

USU historically has provided a wide range of inclusive excellence resources to faculty, staff, and students. These resources include workshops, teaching certificates, toolkits, book clubs, and research support. Based on ideas and feedback from stakeholders, the MPH program director organized two workshops for MPH faculty, staff, and students in the 2023-2024 academic year and will continue to organize inclusive excellence workshops each semester in the future. These workshops were held during regularly scheduled All Faculty/Staff Committee meetings to ensure the greatest faculty availability. Below is a brief description of each event held in the 2023-2024 academic year.

Inclusive Online Pedagogy & Leadership Practices

The program faculty suggested we request a training from the university's inclusive excellence leaders on creating an inclusive online learning environment for students. To this end, Dr. Chris Babits provided a 1-hour workshop that focused on identifying 1) core structural elements of inclusive online pedagogy, 2) strategies to construct an inclusive online learning environment, and 3) strategies to communicate effectively to create an inclusive online learning environment.

Rubrics and Equity-Based Grading

The program director requested this training from the university's inclusive excellence leaders after hearing from a few students that they love when faculty use rubrics for their assignments and that there were select faculty that either did not use rubrics or the rubrics were not easy for students to interpret/utilize. The program director also felt this topic was important since it aligns with the program evaluation and monitoring plan. Dr. Chris Babits provided this 1-hour workshop that focused on the value of using rubrics, the basics of developing rubrics, the various types of rubrics, and the best practices for developing effective rubrics.

Faculty, Staff, and Student Scholarship and/or Community Engagement Activities

Faculty

Many MPH faculty have international public health research, teaching, and service experiences that support and help us maintain a culturally competent environment. Below are examples.

Casey Coombs led a study abroad to Crete, Greece, in May 2023. The cultural immersion experience is designed to help participants better understand the influence of the Mediterranean diet and culture on population health. Fifteen graduate and undergraduate students attended the 10-day study abroad. To understand the rich history and cultural influences on the positive health outcomes of the island, students engaged in a guided tour of ancient Cretan palaces, a botanical hike focused on the wild flora of the region, local farm tours, beekeeping and medicinal herb workshops, dance classes, and many traditional cuisine cooking and tasting classes. Immersing students in these experiences resulted in a deeper appreciation of Cretan culture and its role in health and well-being.

Dr. Abiodun Atoloye's research seeks to understand barriers that low-resource families, refugees, and immigrants face in accessing healthy, affordable, safe, nutritious, and culturally acceptable food. Her ongoing research projects span nutrition, health, environment, and food systems from the perspective of people, policy, and global context. She is currently a co-PI on a USAID-funded international study on food safety and childhood malnutrition, a co-PI on a Summer Institutes in Computational Social Science- and Russell Sage Foundation-funded study among Black immigrants with PhDs, and a co-PI on a Nutrition & Obesity Policy Research & Evaluation Network (NOPREN) Coordinating Center-funded project on the promotion of racial equity among Food Policy Councils.

Dr. Getrude Mphwanthe's research focus has been on dietary quality and patterns, and food and nutrition insecurity in relation to chronic conditions such as type 2 diabetes, gestational diabetes in women living, and disease-related malnutrition in adults and older adults in resource-limited settings, particularly in Malawi. For example, Dr. Mphwanthe determined that a culturally tailored carbohydrate exchange system for diabetes management had been a critical missing piece in dietetic practice in Malawi. With funding from UNESCO-The World Academy of Sciences, Dr. Mphwanthe developed and has published findings on both pictorial paper-based and mobile app carbohydrate exchange using a user-centered approach and tested for feasibility in clinical settings among dietitians and patients with diabetes in Malawi.

Dr. Jane Kelly spent eight years in Zambia. In 2022, she had an opportunity to help rhinos and the rangers who protect them by entering an ultra-marathon through the organization Beyond the Ultimate. The race in Kenya, called "For Rangers," was developed specifically to raise money and awareness about the anti-poaching rangers. Part of the race entrance fee went directly to the rangers' families for education, insurance, and other needs. In addition, the runners had an opportunity to raise money separately for Save the Rhino International. Dr. Kelly was able to raise approximately $4,000 that went directly to Save the Rhino. Dr. Kelly is also very engaged with other organizations such as the World Wildlife Fund, the Zambia Scholarship Fund, Heifer International, and the David Sheldrick Wildlife Trust.

Staff

Both MPH staff members have recent international public health experience that adds value to the program and creates opportunities for students. Their most recent experiences are summarized below.

Savannah Daines is the executive director of the International Health and Early Learning Programs (iHELP) Foundation. Since 2023, she has collaborated with health professionals in Guatemala, Liberia, Uganda, and the Dominican Republic to organize nine trips that brought U.S. volunteers to remote areas of these countries to provide culturally appropriate medical and dental care and health education to 500-1,500 individuals per trip. These trips increase access to health services, assist iHELP's international partners in developing sustainable resources for health, and offer volunteers a culturally enriching service experience. Savannah has attended two trips of these trips to Guatemala and Uganda. During the Guatemala trip, she developed and implemented culturally tailored education initiatives, including a health education station within medical clinics and emergency first aid response training for staff members of a Guatemalan orphanage. On the Uganda trip, she spent five weeks working with community leaders and health professionals on a food security program, yellow fever vaccination campaign, HIV treatment adherence program, water/hygiene/sanitation evaluation, and maternal and child health services. While in the United States, she continues to work with health professionals and community members from Uganda, as well as other African and Central American countries, to develop initiatives addressing malnutrition, food security, water/hygiene/sanitation, health education, and healthcare provider training. She has created opportunities for several of our students to be involved in these efforts. Savannah also oversees iHELP's healthcare access program for local refugees, which provides free healthcare to over 200 uninsured or underinsured refugees and immigrants annually from countries such as Afghanistan, Venezuela, Peru, and Sudan. The program also serves as a platform for cross-cultural learning experiences, engaging students from USU and medical students across the state. Additionally, Savannah is a co-director for Athletics United, a nonprofit focused on promoting health and well-being among refugee youth. Each week, she helps engage 25-50 youth from countries such as Eritrea, Ethiopia, Somalia, and Syria in physical activity and academic tutoring opportunities, involving community members and USU students as volunteers.

Natalie Dalley is the program director of Bright Water Foundation, an international safe water initiative. Since 2021, she has led nine project expeditions to the Atiwa West District in Ghana. There, she collaborates with government officials, the health directorate, the school district and

local schools, international NGOs, and local opinion leaders to educate community members on how to eliminate waterborne diseases at the household level. Instead of building infrastructure, they focus on self-reliance and point-of-use water sanitation. They teach community members how to make the water they have safe to drink. The initiative is wildly successful. Around 75,000 individuals will be educated on these safe water principles by the end of 2024. Data from 2021 to early 2023 showed 98.5% compliance with treatment protocols, a 96% reduction in diarrheal disease-induced missed school days for children, and a 99% reduction in missed work days for adults. Natalie has also worked with a team to write a safe water educator manual, a village education manual, and the school health club curriculum, and create a survey application local staff use to conduct household surveys. Natalie has taken many volunteers on her trips, including MPH Public Health Nutrition students.

Students

Eleven of our students have elected to go on study abroad trips and other non-USU affiliated international public health service trips during their time in the MPH program. Students have visited the following countries: Greece (n=7), Ghana (n=1), Columbia (n=1), India (n=1), and Indonesia (n=1). Students have engaged in a wide range of experiences during these trips. For example, MPH Public Health Nutrition student Laura Tingey (fall '23 alumni) went to Ghana with the Bright Water Foundation, where she provided safe water education and assisted in efforts to support sustainable safe water systems in the Atiwa West District. Another student, Anna Cheal (spring '22 Alumni), went to Medellin, Columbia, where she worked with Proyecto Florecer to help women improve nutrition for themselves and their families. MPH students are provided with support and resources from program faculty and staff to help them find international opportunities. In addition to the experiences mentioned above, students have the opportunity to engage with diverse community agencies as part of the NDFS 6140 Professional and Community Service Experiences assignment and through their APE. Within these opportunities, many students engage with public health organizations in rural areas and those that target underrepresented populations. A few of the organizations include Cooperadora de la Nutrición Infantil, Athletics United, Sanpete County Food Pantry, Utah Families Feeding Families, BeWellPBC Behavioral Health Initiative, and North Utah Valley Animal Shelter, among many others.

Please refer to ERF G/G1 for the following:

Rubrics and Equity-Based Grading Slides
Rubrics and Equity-based Grading Attendance
Inclusive Online Pedagogy and Leadership Practices Slides
Inclusive Online Pedagogy and Leadership Practices Attendance
Student Community Engagement Example

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

Below are data that demonstrate our successes and challenges.

- Five faculty, both of our staff members, and 11 students have pursued international public health experiences during their involvement with the MPH program. These experiences are weaved into the program curriculum to improve cultural competency within coursework and the overall student experience.
- 17% of current students lived in a rural area (as defined by the Federal Office of Rural Health Policy) when they applied to the program.
- The majority of graduates report in our exit interviews that they feel cultural competency is weaved into most courses in the curriculum.
- In our 2024 Employer Survey, all employers (n=3) who identified cultural competency/humility as one of the skill areas crucial for their organization rated our graduates' cultural competency/humility skills as excellent or good.

- In our 2023 In-Depth Alumni Interviews, alumni reported that the program helped them grow their cultural competency, become aware of their biases, and feel more comfortable addressing social or cultural differences.
- In our 1-Year Alumni Surveys, alumni consistently highlight cultural competency as one of the most valuable skills they gained from the program in preparation for the workforce.
- 97% of current students had health or public health-related field experience when they applied to the program.
- 100% of faculty and staff have current or prior public health-related (i.e., non-academic) experience.

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

A climate survey is administered to faculty/staff and students every other spring. The program conducted its first climate survey in spring 2023. Less data was collected than expected, so the program contracted with Hanover Research to conduct an additional climate survey in spring 2024. The next climate survey will be in spring 2026, pending the program's ability to conduct climate surveys with the new H.B. 261 Bill.

Spring 2023 Climate Survey

A total of 46 responses were received (60% response rate). Of these responses, 28% were from faculty/staff, and 72% were from students. One hundred percent of faculty/staff (n=13) and 94% of students (n=31) indicated they were either "very comfortable" or "comfortable" with the overall climate of the MPH program. One hundred percent of faculty/staff (n=13) and 94% percent of students (n=13) said they have never experienced exclusionary, intimidating, offensive, discriminatory, and/or hostile conduct affiliated with the MPH program.

Twenty-three percent of faculty/staff (n=3) and 21% (n=7) of students reported they have considered leaving the MPH program. Faculty/staff considered leaving the program because of an increased workload (n=2) and family responsibilities (n=1). The main reason students considered leaving the MPH program was for personal reasons (medical, mental health, or family emergencies) (n=5). Other reasons included aspects of the program's environment (differing political views, unwelcoming climate, lack of belonging) (n=3) and financial concerns (n=2).

When asked what the MPH program is already doing to support a positive program climate, students pointed to the program's supportive faculty and staff. They noted faculty and staff were friendly, always available, often reached out to create community, and worked with them if personal extenuating circumstances arose. Students also appreciated the program's efforts to make courses and course curricula more inclusive and provide opportunities to interact with diverse peers and faculty. Faculty/staff cited the program's efforts to hire diverse faculty, recruit and support students from diverse backgrounds, and openness to discuss and improve the program's climate.

When asked what could be done to improve the program's climate, students most frequently suggested creating more opportunities to interact with their classmates online, in person, or through additional group work (n=3). Other suggestions included:

- Making it clear that discussion responses should not be a form of debate.
- Including more student spotlights in the newsletter.
- Offering more scholarship opportunities for minority students.
- Having one place to go to for the most current information (i.e., required classes and contacts) rather than having the information sent in multiple emails.
- Making course content more inclusive to students of all body types and adopting more holistic definitions of nutrition that are less reflective of diet culture themes.
- Having more diverse professors.

Faculty/staff suggestions for improving the program's climate included:

- Continuing to make progress in hiring diverse faculty.
- Adding required DEI trainings for faculty.
- Continuing to offer trainings and opportunities for faculty and students to learn about DEI.
- Exploring ways to make the program more inclusive for students who may not have as much access or resources to fully participate in the program.
- Securing more funding to offset the financial burden of graduate school.

Spring 2024 Climate Survey

A total of 36 responses were received (58% response rate). Of these responses, 31% were from faculty/staff/administrators, and 69% were from students.

Respondents generally found that the MPH program fosters a supportive, diverse, and inclusive environment. More than nine out of ten respondents agreed that diversity and inclusivity appear to be very or extremely important to MPH program leaders (94%), the MPH program is very or completely supportive of fostering a culture of diversity and inclusivity (93%), and the program is very or completely supportive of fostering a culture of cultural competence (90%). Additionally, most respondents somewhat or strongly agreed they feel respected (97%), welcomed (94%), valued (94%), included in events and activities (85%), and connected to their peers and colleagues (76%) within the program.

Respondents reported having good or excellent relationships with different groups of people within the MPH program. While the highest ratings were for relationships with faculty and staff (92% good or excellent for staff members, 88% for instructional faculty, and 86% for administrators), the majority also reported good or excellent relationships with students (79%). MPH students were viewed as mature (97% somewhat or strongly agree), supportive (94%), and approachable (88%). MPH faculty and staff were also viewed as approachable (97% each). The culture within the MPH program was described as more collaborative than competitive (94%) and encouraging of teamwork and collaboration (91%). Ninety-four percent of respondents felt that students are supportive of one another.

Furthermore, respondents felt the MPH program climate was good or excellent for various populations, including women (97%), LGBTQ+ individuals (95%), individuals with mental health (94%) or physical disabilities (93%), and ethnic or racial minorities (89%). As shown by the high levels of agreement with the statements in the table below, respondents view the program's climate very positively.

State of the Program's Climate

Statement	% Agree*
Existing policies promote a climate that is free of harassment and discrimination	97%
Students with diverse backgrounds have equal access to academic opportunities	97%
Students feel comfortable expressing differing points of view	94%
Hiring practices prioritize the recruitment of diverse faculty and staff	88%
Topics relevant to diversity and inclusion are prominent in coursework	87%
The student body holds diverse ideological views	82%
Adequate resources exist to support students from under-resourced groups	79%
The student population is racially/ethnically diverse	78%
It is a top priority to narrow success gaps for under-resourced groups	76%

*Includes the percentage of respondents who strongly and somewhat agreed

Please refer to ERF G/G1 for the following:
Climate Survey Summary (2023)
Climate Survey Summary (2024)
Climate Survey Scope of Work (2024)
HB 261 Enrolled Bill

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

Strengths
Our faculty have diverse experiences and expertise which adds great value to the curriculum and the overall student experience. Our students seek out international public health opportunities and other opportunities that allow them to gain cultural competence outside of the classroom. Furthermore, they value this aspect of the program curriculum and speak positively about the various ways cultural competence is weaved into various courses.

Weaknesses/Plans for Improvement
In the spring of 2024, the state of Utah passed the Equal Opportunity Initiatives Bill (H.B. 261). An excerpt (as stated verbatim from the highlighted provisions) states: “This bill prohibits an institution of higher education, the public education system, and a governmental employer from: requiring an individual, before, during, or after admission or employment, to provide certain submissions or attend certain training that promotes differential treatment; using an individual's certain characteristics in decisions regarding aspects of employment or education and engaging in certain practices ….” Furthermore, the bill states that institutions of higher education will need to “contract with a third party to conduct campus climate surveys”.

USU has recently published information about its compliance with state law HB 261. To be in compliance with this law, recent changes have been made to the university’s Inclusion Center, DEI-related resources, and other affiliated entities and processes. As a result, the MPH program has had to recently revise its approach to fulfilling this criterion. For example, we eliminated processes that focused on recruitment of faculty/staff/students of specific racial and ethnic groups. It is possible in the future that we will need to revise the process for implementing the program climate survey and/or the overall objective of the survey tool. We will likely also need to modify the types of trainings provided to faculty since prior trainings may not be allowed. In general, we will continue to make revisions based on advisement from the USU legal team to ensure our program practices are compliant with HB 261 and USU policies.

Only 19% of our current students live in rural areas. The program would like to increase that to 30-40% in the upcoming years. We will meet with our college marketing team to determine how we can improve our program marketing in rural areas to reach prospective students in these areas.

H1. Academic Advising

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

1) **Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.**

   The MPH program provides a virtual two-hour orientation on the first day of the fall semester for students in both concentrations. The orientation is offered once per year. While the orientation is designed for incoming students, returning students are also invited to attend if they would like a refresher. The orientation is recorded and posted on the MPH Canvas page, along with the orientation PowerPoint slides, so that students can refer to them at any point during their time in the program. Program faculty/staff are encouraged to attend (many of which do) to welcome new students. The orientation includes information on program requirements, expectations, policies, protocols, and program/university resources. Students are walked through the MPH Canvas page, Student Handbook, and other essential program materials. Students are also asked to review the Student Handbook after the orientation and reach out to the program director with any questions. Students are given two weeks to review and sign/submit the Handbook Signature Form.

   Students in the Veterinary Public Health concentration who are Plan A (thesis option) are also added to the ADVS Graduate Students Canvas page, which has an onboarding module that is specifically for ADVS students who are not Plan C. Plan A students are also required to complete an MOU agreement when they begin the program that outlines expectations and requirements.

   All incoming graduate students are required to take an online orientation course through the SGS. This orientation provides an overview of graduate education at USU, a checklist for new students, grad school best practices, and campus resources. Students are encouraged to complete all the modules before the beginning of the semester, but all materials remain accessible throughout their time at USU.

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

   MPH faculty (PIF and Non-PIF) provide academic advising services to our MPH students. Faculty advisors provide students with support and guidance as they plan their program of study, develop course schedules, register for classes, and prepare for APE/ILE experiences. Students are encouraged to meet with their academic advisor once per semester to help ensure they are on track to complete course requirements within their preferred timeline. Some students request to meet more often, which is always an option. Other students require less advising and choose to meet once per year. Students can also reach out to the GPC with any graduate school or program of study-related questions. The GPC provides additional support for ensuring students are meeting the requirements of the SGS and completing SGS paperwork.

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

   The program director matches advisors (PIF and Non-PIF) with students based on the student's request for specific faculty, alignment of the faculty experience and expertise with student interests, and the current advising load of the faculty member. Students are provided with a

program advisor upon acceptance into the MPH program. Students have the ability to change advisors during their time in the program and are informed of this option during orientation. Although it is an option, very few students make this request. Students meet many of the faculty members at the fall orientation and can learn more about each faculty member by reading their bios in the faculty/staff directory on the MPH Canvas page.

MPH faculty are provided with information on the MPH program by the program director upon hire. The program director meets with new faculty individually to discuss the program requirements, curriculum, student/advisor expectations, and more. New MPH faculty are asked to review program materials such as the Student Handbook, APE/ILE Handbook, and the MPH Canvas course. New MPH faculty are invited to observe advisor/student meetings with the program director or other senior faculty member until the new faculty member feels comfortable advising students on their own. MPH faculty are also encouraged to invite the program director/senior faculty member to their first advising meetings to provide any support/clarification if needed.

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

Please refer to ERF H/H1 for the following:
Orientation Slides
Student Handbook
Student Handbook Signature Form
ADVS Graduate Students Canvas Onboarding Module – for Plan A students
ADVS MOU – for Plan A students
ADVS Graduate Student Handbook – for Plan A students
Veterinary Public Health 2-Year Degree Plan
Veterinary Public Health 3-Year Degree Plan
Public Health Nutrition 2-Year Degree Plan
Public Health Nutrition 3-Year Degree Plan
Program of Study Example 1
Program of Study Example 2

Please refer to ERF H/H1/MPH Canvas Academic Advising Pages for the following:
Orientation and Student Handbook
Registration Help
Program of Study and Graduation
Faculty and Staff Directory
Frequently Asked Questions

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

The program collects data regarding student satisfaction with academic advising at the time of graduation through our Exit Survey and Exit Interviews through the following questions:

1. Please indicate your level of agreement with the following statements (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, and strongly disagree):
    A. A faculty member was available (via phone, in person, zoom, email, etc.) to answer my questions about course registration. (Exit Survey)
    B. My MPH advisor adequately advised me during the program. (Exit Survey)
    C. The online orientation provided me with the information I needed to be successful in my first semester of the program. (Exit Survey)
    D. I am satisfied with the academic advising I received. (Exit Survey, added spring 2024)
2. How satisfied were you with the academic advising you received and why? (Exit Interviews)

The table below shows the percentage of Exit Survey respondents who “strongly agreed” to statements A-D listed above.

Exit Survey Academic Advising Results

Statement	% Strongly Agree		
	Spring 2022 Graduates (89% response rate)	**2022-23 Graduates** (69% response rate)	**2023-24 Graduates** (79% response rate)
A faculty member was available (via phone, in person, zoom, email, etc.) to answer my questions about course registration.	88%	100%	86%
My MPH advisor adequately advised me during the program.	100%	91%	93%
The online orientation provided me with the information I needed to be successful in my first semester of the program.	63%	55%	64%
I am satisfied with the academic advising I received.*	N/A	N/A	100%

* Data for this statement began to be collected with spring 2024 graduates (67% response rate among spring 2024 graduates).

Qualitative data collected from our Exit Interviews (100% completion rate since spring 2022) indicates that students are satisfied with the academic advising they received. A summary of the career advising data from the last three years is provided below.

Spring 2022 Graduates
All students were satisfied with the academic advising they received. Students described how they received quick and helpful answers to their questions and concerns from their faculty advisor and that program expectations and requirements were always communicated clearly. In addition to their faculty advisor, students also viewed the MPH Canvas course, degree plan examples, and checklists as helpful academic advising resources.

2022-2023 Graduates
With the exception of one student who felt they experienced lapses in communication with their faculty advisor, students were very satisfied with the academic advising they received. They described their faculty advisors as respectful, supportive, accessible, and prompt in addressing inquiries or providing valuable insights. Students also noted their advisors were organized and calming, which helped make meeting program requirements go smoothly and reduce their stress levels.

2023-2024 Graduates
Nearly all students expressed high levels of satisfaction with the academic advising they received. They shared that advisors were approachable, readily available, caring, responsive, understanding and flexible, eager to offer assistance, and helpful in navigating program requirements. Students also appreciated the personalized attention they received from their advisors. One student in the Veterinary Public Health concentration voiced some dissatisfaction with their advising experience, citing a need for more proactive communication about meeting program requirements as they neared graduation, specifically with having multiple points of contact across both the ADVS and NDFS departments.

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

Strengths

In the past few years, we have hired several new faculty members, all of whom serve as advisors for MPH students. This has allowed us to improve our advising ratios and better connect students with faculty who have experiences that align with their career goals/interests. Reducing advising loads among faculty also helps ensure that faculty can spend adequate time with each of the students they advise.

We recognize that all students learn differently and benefit from different types of resources. As a result, we have developed a wide range of written and video resources for students to utilize while in the program to help ensure their success and on track for graduation. Students have 24/7 access to these resources on the MPH Canvas page for the entirety of the program, which serves as a one-stop-shop for program information. We update these resources regularly based on student feedback.

Weaknesses/Plans for Improvement

We continue to add to our program orientation because of student feedback. From 2017-2022, the Zoom orientation was one hour long and was limited to sharing information about program faculty, the curriculum, and additional program requirements. Starting in 2023, we changed the orientation to be two hours long and added the following content: student introductions, program advising, registration information, how to engage and connect, resources offered through the program and university, the basics of the APE and ILE, and the grievance policy. As we obtain feedback from students in upcoming exit surveys, we will determine if additional content or changes need to be made to this orientation to make it most valuable for students.

Although we provide new faculty with information about the program upon hire, it does take time for faculty to fully understand the requirements and expectations of the program. As a result, it can take new faculty extra time to respond to student questions while they confirm information with other faculty, staff, or the program director. In rare circumstances, students have unintentionally been provided with misinformation about the curriculum or program requirements from new faculty. As a result, the program director encourages new faculty to reach out any time they or their students have questions. The program director also encourages all faculty to bring any questions to the Steering Committee and/or All Faculty/Staff meeting.

The program previously operated with two GPCs, one in NDFS that worked with Public Health Nutrition MPH students and one in ADVS that worked with Veterinary Public Health MPH students. Starting in the spring of 2024, one individual took on the GPC role for students in both concentrations. This has eliminated confusion about having different contacts for different concentrations and has provided Veterinary Public Health students with additional support.

H2. Career Advising

The program provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

1) **Describe the program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs**.

   The MPH program provides a wide range of career design services through the following formal and informal avenues:

   NDFS 6280 Public Health Administration and Leadership
   NDFS 6280 Public Health Administration and Leadership (required course for both concentrations) has two learning modules geared toward career readiness. The first module focuses on skills needed to be a competitive candidate for current public health positions in the student's field of interest. Students watch two recorded webinars on resumes and cover letters, as well as interview and networking strategies. Students submit a cover letter and resume and receive feedback for improvement from the course instructor. Students are required to make the suggested edits and submit the documents as part of the final project for the course (described below). The second module focuses on introducing various public health organizations to the students. Students are required to participate in an event hosted by a local public health organization to begin or expand their professional network.

   In addition to the career readiness modules, the final project for this course is the Leadership and Management Portfolio. The portfolio is a compilation of experiences, skills, abilities, and knowledge students have in leadership and management. The required components of the portfolio include a personal leadership philosophy, complete resume or curriculum vitae (CV), description of leadership and management experiences, statement of purpose in public health, and any other materials the students deem pertinent. The portfolio is a living document that students can build upon as they progress through the MPH program and into the field.

   MPH Canvas Page
   The MPH program has an MPH Canvas page that all students, faculty, and staff have access to. In this Canvas page, the project coordinator posts weekly announcements throughout the year that (among other things) include internship/project/job opportunities and career development trainings/events. Prior to the spring of 2022, the program would send out announcements several times during the week, as information became available to share. The program decided it may be less overwhelming and easier for students if we sent out a weekly announcement. The project coordinator now collects information from faculty/staff throughout the week and then shares the announcement at the same day/time each week for consistency. Based on student exit interviews, students really appreciated this change. The MPH Canvas page also gives us a location to house recordings of the career development trainings, among many other program

resources. Alumni can continue to access the MPH Canvas page after graduation, which allows them to use the career development resources as professionals in the field.

Faculty Advisors
Faculty advisors provide mentorship and guidance for students during the program and as alumni. Faculty meet with their students as often as the students would like, often once per semester. Once faculty get to know each student, they share specific opportunities (jobs, internships, awards, etc.) with students that align with their interests in the field. For example, in 2023, Dr. Savoie-Roskos nominated Kylie Peterson for the Emerging Dietetic Leader Award through UAND. Kylie won this award and was recognized at the UAND conference in March 2023. When students graduate, they are encouraged to reach out to their advisors any time for career advice, review of CV/cover letters, building connections with public health professionals, letters of recommendation, and more.

MPH LinkedIn
The MPH program and specific program faculty use LinkedIn as a way to connect current students, prospective students, and alumni with job/internship/fellowship/project opportunities, professional development opportunities, professional organization events, and public health networking. The MPH program encourages students, prospective students, alumni, and other stakeholders to connect on LinkedIn through the MPH LinkedIn page and with Dr. Savoie-Roskos' personal page. In our exit interviews, many students have mentioned they really appreciate that program faculty and staff share career development opportunities via LinkedIn.

MPH Newsletter
The MPH Newsletter goes out via email to all current students, alumni, faculty/staff, and interested stakeholders. In this quarterly newsletter, we share information about upcoming public health events and career development opportunities. For example, in the February 2023 newsletter, we discussed upcoming events and opportunities through the Utah Veterinary Medicine Association, UPHA, UAND, and Society for Public Health Education.

USU Career Design Center
Our students have access to the USU Career Design Center, which is provided centrally through the university. Within the Career Design Center, the college has a staff member (Jillian Morley) dedicated to providing career advising to students, including online graduate students. This staff is available to provide training, workshops, one-on-one appointments (virtual or in person), internships and job opportunities, and more.

Career Development Workshop Series
The MPH program hosts a career development series each year that includes 3-4 career development workshops/presentations provided by Jillian Morley from the Career Design Center. These trainings are specifically designed and offered for our MPH students. In the 2022-2023 academic year, Jillian provided our MPH students with training on the following topics: cover letters and resumes, interviewing and networking strategies, and negotiating job offers. The trainings were offered online in real-time. They were also recorded and posted on the MPH Canvas page for students to view later. Other examples are described in more detail below in H2.3.

Please refer to ERF H/H2 for the following:
NDFS 6280 Portfolio Example 1
NDFS 6280 Portfolio Example 2
MPH Newsletter February 2023

Please refer to ERF H/H2/MPH Canvas Career Development Pages for the following:
Career Development Resources
Public Health Skill Building Resources

Soft Skill Development Resources
Learning Statistical Software Resources

2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

When students apply for the MPH program, the admissions committee determines which faculty member has expertise and experience that aligns best with the student's academic and career interests/goals. The program director then assigns a faculty member to be the student's advisor (academic and career), pending that the faculty member can take on an additional student. This allows us to monitor advising ratios closely and encourages frequent communication of advising ratios. A student can also request a specific faculty member to be their academic advisor either on their SGS application or after admissions. They also have the right to change their academic advisor at any point for whatever reason (i.e., better alignment with career/educational interests). Advisors are asked to provide career advising for all the MPH students they advise. Students are encouraged to meet with their advisor for career advising as regularly as they would like.

New faculty are asked to review MPH program materials on the MPH Canvas page and Student Handbook and meet with the program director to orient them to their advising roles and responsibilities within the program. New faculty are invited (and have always agreed) to observe the program director/senior faculty member during advising appointments with other students in their first academic year. Typically, new faculty observe 2-6 advising appointments and then debrief with the senior faculty member afterward.

The Career Design Center hires its own staff following University Policy 387: Benefited Employment. The Career Design Center trains all its staff internally. Each college is assigned at least one Career Design Specialist who is trained to provide career advising to all students within the college.

3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

The MPH program provides 3-4 career advising trainings for students each year. Starting in the fall of 2023, the program invited alumni to attend these trainings as well.

Career Advising Services Provided to Students

Example 1: UPHA Networking Event—Spring 2023
Alumni recommended in our 2022-2023 Alumni Survey and Exit Interviews that the program provide more public health networking opportunities for students to connect with public health professionals. Dr. Savoie-Roskos and Coombs proposed a networking event to the Academic Section of the UPHA. As a group, we collaborated to provide a networking event in the spring of 2023 to students in all MPH programs across the state of Utah. A total of 28 people (students, faculty, and public health professionals) attended the event.

Example 2: Mock Interviews Event—Spring 2024
Graduates indicated in our 2022-2023 Exit Interviews that they would have been interested in honing their interviewing skills to prepare for future job interviews and veterinary school interviews. In the fall of 2023, our GAB also suggested mock interviews as a career development need. MPH program faculty and staff conducted the mock interviews with students in groups of two. Students were asked to sign up for either a job interview or a graduate/veterinary school interview. Interviewers had different questions for each of the two scenarios. The interviews were 20 minutes long, with an additional 10 minutes of discussion offering feedback to the student. Eight MPH students (four Public Health Nutrition and four Veterinary Public Health) participated in this event.

Example 3: Professional Communications Event—Spring 2024
Members of the GAB recommended that the program provide students with more training on professional communication to help prepare them to communicate with prospective preceptors and employers. The Steering Committee decided to offer a two-part series that included training on professional communication and navigating organizational culture. Jillian Morley, the Career Design Specialist for CAAS, facilitated both events. Ten students attended the workshop on professional communication workshop, and nine students attended the workshop on navigating organizational culture.

Career Advising Services Provided to Alumni

Example 1: Certified in Public Health (CPH) Exam Training—Fall 2023
Students and alumni expressed interest during informal conversations with faculty members about the process of earning the Certified in Public Health (CPH) credential. To this end, in the fall of 2023, Allison Foster, president of the National Board of Public Health Examiners, presented a virtual training to our students and alumni on the CPH credential and exam process. There were seven alumni and students in attendance. We also recorded the training for students and alumni to watch later. The training recording was provided to all program stakeholders (including alumni) in a quarterly MPH newsletter.

Please refer to ERF H/H2/Career Advising Examples for the following:
Mock Interview Questions
Mock Interview Registration
CPH Information Session Announcements
CPH Information Session Attendance
Career Design Center Workshops Announcements
Career Design Center Workshops Flyer
Professional Communication Workshop Attendance
Navigating Organizational Culture Workshop Attendance

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

The program collects data regarding student satisfaction with career advising at the time of graduation through our Exit Survey and Exit Interviews through the following questions:
1. Please indicate your level of agreement with the following statement (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, and strongly agree): My MPH advisor adequately advised me during the program. (Exit Survey)
2. Please indicate your level of agreement with the following statement (strongly agree, somewhat agree, neither agree nor disagree, somewhat disagree, and strongly agree): I am satisfied with the program's career advising and services. (Exit Survey, added spring 2024)
3. How satisfied were you with the career advising you received and why? (Exit Interviews)
4. What events or services should the MPH program provide to students and alumni to assist with career readiness, job searching, continuing education, etc.? (Exit Interviews)

The table below shows the percentage of Exit Survey respondents who "strongly agreed" that their MPH advisor adequately advised them during the program.

Exit Survey Advising Results

Spring 2022 Graduates		2022-23 Graduates		2023-24 Graduates	
% Strongly Agree	**Response Rate**	**% Strongly Agree**	**Response Rate**	**% Strongly Agree**	**Response Rate**
100%	89%	91%	69%	93%	79%

Starting with spring 2024 graduates, the program added an additional question to the Exit Survey that distinguishes career advising from all other types of advising. Seventy-one percent of spring 2024 graduates (79% response rate) strongly agreed they were satisfied with the program's career advising and services.

Qualitative data collected from our Exit Interviews (100% completion rate since spring 2022) indicates that students are satisfied with the career advising they received. A summary of Exit Interview career advising data from the last three years is provided below. The data is summarized by year since the program has made significant additions to the career advising resources over the years, and the experiences of each cohort may be very different.

Spring 2022 Graduates
All students were satisfied with career advising. Students viewed the program's proactive sharing of job postings and other career opportunities as beneficial and recognized the program website, Student Handbook, and newsletters as valuable career advising resources. Several students described how they gained insights about different career paths or secured grant funding or employment from the program's career advising resources. Suggestions for improving the program's career advising included organizing virtual panels and networking events.

2022-2023 Graduates
Apart from one student who stated job postings (specifically those outside of Utah) were not shared as regularly as they would have liked, all students indicated they were satisfied with career advising or noted that they did not use any career advising resources because they were already working in the field. Students highlighted the weekly MPH program Canvas announcements, career-related information provided in the NDFS 6140 Introduction to Public Health course, and talking with faculty as beneficial career advising resources. Suggestions for improving career advising included hosting networking events, sharing more resources for veterinary public health students, and offering more resources for resumes, cover letters, and interviewing.

2023-2024 Graduates
Students who discussed engaging with the program's career advising resources were highly satisfied with the support they received. They highlighted the program's quarterly newsletter, reaching out to their faculty advisor, and resources such as job postings and webinars shared on LinkedIn and the MPH Canvas course as valuable resources. Several students also mentioned that the NDFS 6280 Public Health Administration and Leadership course incorporated beneficial career-building activities and assignments. Approximately half of the students reported not utilizing any of the career advising resources provided because they were already employed or simply were not interested. Suggestions for improving the program's career advising included continuing to offer recording webinars and workshops, hosting network nights or career fairs, and developing an alumni mentoring program. Several students suggested events or services that the MPH program, college, or university already provides, highlighting a need for the program to increase awareness of career advising resources.

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

Strengths
The MPH program has steadily increased the number of career development resources provided to students over the past several years. In addition, the program has engaged students, alumni, and other program stakeholders in determining which events to host in the future to ensure that resources meet the needs of students and the field of public health. The program has access to a career design specialist within the college who is trained and available to provide regular career development trainings to our students and alumni. Furthermore, faculty and staff members have a wide range of public health expertise and broad networks in the field that they regularly share with

their advisees. Faculty and staff are more than willing to schedule events during the evenings to accommodate our students' busy schedules and wide range of time zones. The MPH program has established a protocol for sharing resources and opportunities on social media, the quarterly newsletter, and weekly Canvas announcements. Events are recorded whenever possible to make them available for students and alumni to watch at their convenience. Lastly, we require all students to develop a Leadership and Management portfolio as part of NDFS 6280 Public Health Administration and Leadership, a required course for students in both concentrations, which helps students close the loop and put the career development components together.

Weaknesses/Plans for Improvement

Although we polled students in advance to determine the career development topics they were most interested in and their availability to attend career development events, we had lower than expected attendance rates. As a result, we now require engagement in select events as part of NDFS 6280, which has greatly increased participation. We have also begun engaging students in the process of planning events through the SAB and MPH Canvas page. We will continue offering events at different times of day to determine if there are times that work better for most students. We will also continue to collaborate with the UPHA Academic Section to host virtual events that students from MPH programs across the state can attend. Lastly, in the spring of 2024, we started highlighting the various career development resources on the MPH Canvas in the program’s weekly announcements to raise awareness about the resources available for MPH students.

H3. Student Complaint Procedures

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

1) **Describe the procedures by which students may communicate complaints and/or grievances to program officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.**

Informal Complaints

Students have the right and are encouraged to share any concerns or complaints with the MPH program director and/or MPH faculty members at any point during their time in the program. Although informal complaints are rare, when they have occurred, students have emailed or scheduled meetings with the program director to express concerns about unfair grading, unclear expectations, and challenges with specific faculty (all have been non-MPH faculty who have taught elective courses outside of CAAS). The program director reminds students of the USU Academic Grievances process, listens to their concerns/frustrations, and shares concerns (with approval from the student) with the appropriate faculty member or department head. Often these concerns can be resolved quickly after a conversation with the faculty member about a student's concerns. In only one circumstance has an informal complaint (related to inconsistent grading and unfair expectations) resulted in a meeting between the department head and the faculty member of concern (the faculty member was not directly associated with the MPH program as the student was taking the course as an elective).

USU Procedures for Academic Grievances

The MPH program follows the grievance procedures established by the university. The occurrence or incident relating to an academic grievance must constitute, from the student's perspective, a failure to adhere to Faculty Code in Section 403 of USU's Policy Manual. If a student believes that the actions of an instructor, academic supervisor, or supervisory committee represent a failure to uphold responsibilities to students as outlined in section 403.2.3.1 (Faculty Responsibilities to Students) of the Faculty Code, the student may initiate an academic grievance. An academic grievance includes complaints related to course conduct or grades (e.g., unfair grading, unfair course policies, unwillingness to accommodate approved class absences), graduate committee decisions, practicum or internship placements or evaluations, and other discipline-specific activities that impact the student's academic record or progress. The steps of this process are described below.

Publication of Procedures

USU's grievance policies and procedures are publicized to MPH students through various avenues including:

1. The MPH program publishes the grievance policy in the Student Handbook, which is available to all students on the MPH Canvas page. Students get access to the student Handbook once they are accepted into the program.
2. The MPH program describes the grievance policy in detail during the student orientation each fall semester.
3. If an MPH student brings a grievance to the program director, the program director 1) reminds the student about the USU grievance policy and 2) considers programmatic changes that could be made, if applicable.
4. The grievance process is published on the university website and in the university general catalog.

5. USU faculty are strongly encouraged to include the following grievance policy statement, provided by the Office of the Provost & Chief Academic Officer, on their course syllabi: *Students who feel they have been unfairly treated [in matters other than discipline, admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances*

Procedures for Grievances Related to Discrimination or Harassment

Students utilizing the grievance procedure must begin the procedure no later than 180 days from the date of the last occurrence of the discrimination or harassment. Information related to discrimination or harassment grievances will be considered confidential. All investigation/inquiries and hearings surrounding such grievances shall, to the maximum extent possible, protect the privacy of and minimize suspicion toward the respondent, as well as the grievant. Retaliation is prohibited against any individual who has made a complaint, testified, assisted, or participated in any way in an investigation, proceeding, or hearing regarding such a grievance. At any time during the hearing/appeal process, the parties may resolve the matter by mutual agreement thereby rendering further proceedings unnecessary. A written statement setting forth the agreement shall be prepared and filed with the Office of Equity Director and the Vice President for Student Affairs. However, sexual misconduct complaints may not be resolved using informal methods of compromise or settlement. The steps of procedures for grievances related to the discrimination or harassment process are summarized below.

2) Briefly summarize the steps for how a formal complaint or grievance is filed through official university processes progresses. Include information on all levels of review/appeal.

The MPH program follows USU's grievance processes for academics and discrimination or harassment. Both processes are described in the MPH Orientation, SGS Orientation, the Student Handbook, and the General Catalog. The process is summarized below.

Academic Grievance Process

As described in the Student Standards of Conduct:

1. Prior to initiating a formal appeal process, where possible, reasonable effort should be made to come to a solution between the instructor/supervisor/committee and the student. Informal resolution efforts should be submitted in writing (e.g., by email), and efforts should be thoroughly documented. If informal resolution efforts are unsuccessful, this documentation should be included in the academic appeal form.
2. If an informal resolution cannot be reached, students should submit a written appeal using the online academic appeal form, selecting the appropriate department head to receive the appeal form. The department head will review the formal complaint, along with the written response of the faculty member/supervisor/committee and recommend a path for resolution. The grievance form must be submitted within 30 days of the decision or action the student is grieving. The department head must make a decision within 10 working days.
3. If not satisfied with the decision of the department head, the student or the faculty member/supervisor/committee may request review by the Academic Standards Subcommittee of the Educational Policies Committee, at their next scheduled meeting (Academic Standards meeting schedule). The Academic Standards Subcommittee will review the written documentation from the student, instructor/supervisor/committee, and department head and make a recommendation for resolution. The academic standards committee may seek clarification from either the student or faculty member, as they consider the evidence.
4. All written materials will be sent to the dean of the academic college for review and decision within 10 working days. A finding of a violation of section 403.3.1 of the faculty

code will be accompanied by a plan for remediating the complaint. The dean's decision is considered final.

Process for Grievances Related to Discrimination or Harassment

As described in extensive detail in Section VII-3 of the Student Code, the process is as follows:

1. The grievant is encouraged, but is not required, to first confer with the instructor, graduate supervisory committee, the staff member, or other person involved in the grievance in an attempt to resolve the problem. The step 1 does not apply to complaints of sexual misconduct.
2. If the grievance is not resolved in step 1, the grievant is encouraged, but not required, to confer with the department head or unit director who shall, within 30 days, conduct an inquiry and attempt to resolve the matter impartially and as quickly as possible. This step 2 does not apply to complaints of sexual misconduct.
3. If the grievant does not elect to confer with the individuals listed in steps 1 and 2, or if the student utilizes steps 1 and 2 but the grievance is not resolved, the student may discuss his or her grievance with the Office of Equity Director. Complaints of sexual misconduct, wherever reported, will always be directed to the Title IX Coordinator.
4. If the information given by the grievant is sufficient to establish that a potential violation of discrimination laws has occurred, the Title IX Coordinator and/or the Office of Equity Director will explain the options which are available to the grievant to address the alleged violation. If the grievant wishes to proceed, the student shall fill out, sign, and date a written complaint outlining the facts and circumstances surrounding the grievance.
5. An inquiry/investigation shall be conducted by the Office of Equity Director (in the case of sexual misconduct the Title IX Coordinator) within 60 days from the date the written complaint is filed with the Title IX Coordinator and/or Office of Equity; however, the Office of Equity Director/Title IX Coordinator may adjust deadlines upon good cause.
6. If either the grievant or the respondent is not satisfied with the outcome of the investigation/inquiry, he or she may appeal by filing with the Title IX Coordinator and/or Office of Equity Director a written request for a hearing within 10 days of the completion of the inquiry/investigation.
7. The appeal hearing shall be conducted by a Grievance Board.
8. The appeal hearing shall be closed to the general public. All persons present at the hearing shall treat the matters discussed therein as confidential.
9. The parties involved have the procedural rights set forth in Section VI-4.
10. The Title IX Coordinator or the Office of Equity Director shall make a statement which shall include a summation of the investigation/inquiry.
11. The Grievance Board members may ask questions of anyone in attendance.
12. At the conclusion of the hearing, the Grievance Board shall deliberate in private, but may invite a University attorney into the deliberation session.
13. The Grievance Board shall prepare a written report of its findings, conclusions, and recommendation and forward it to the President of the University within 45 days from the date the written request for a hearing was filed.
14. The President of the University shall review the report and may accept or modify the recommendation. The decision of the President is final.
15. A copy of the final decision shall be given to the Vice President for Student Affairs, the Title IX Coordinator, Office of Equity Director, and the grievant and the responding party.

3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.

No formal complaints related to the MPH curriculum, program, or faculty have been filed to date. However, the program director did receive two complaints from MPH students in the spring of 2023 and one in the spring of 2024 regarding two USU faculty members (not MPH faculty members) who taught courses students took as electives for the program. The program director

met with the students and the respective department head to discuss the students' concerns. The department head took appropriate action with the faculty member. Based on feedback provided by these students in their exit interviews, they felt very supported through the process and appreciated that quick action was taken when their concerns were brought up.

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

Not applicable

H4. Student Recruitment and Admissions

The program implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

1) **Describe the program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.**

   We market the MPH program in a variety of ways, including:

   Social Media
   The MPH program has a strong social media presence, which is used for program marketing and recruitment, among other things. The program has an active presence on LinkedIn and Instagram. We had a previous presence on Facebook, which we started back up in the summer of 2024. The program includes social media posting within one of the paid assistantship positions. This ensures that posts are being published consistently, 2-4 times per week. The program has paid for posts on Facebook to increase viewership. Social media is one of the most common ways prospective students who did not attend USU as undergraduate students have heard about the program.

   CAAS MPH Website
   The CAAS MPH website is another strong recruitment tool for the program. Prospective students who did not attend USU as undergraduate students often indicate that they found the program by doing Google searches for online MPH programs. The MPH program director and program assistant have worked closely with the CAAS marketing team on search engine optimization strategies to ensure the program shows up higher on Google searches. The CAAS marketing team has also assisted with preparing Google Ads to pay for higher rankings on Google searches. These ads were paid for by the MPH program, NDFS department, and ADVS department.

   State and National Conferences
   MPH program faculty attend many state and national conferences throughout the year where they market the MPH program through exhibits, conference sponsorship, and individual networking. The MPH program has been an exhibitor or sponsor at the following conferences: UPHA (2023), UAND (2019, 2022-2024), the American Public Health Association (APHA) (2022), and the Utah One Health Symposium (2017-2024). The state-level conferences tend to be most successful at recruiting students.

   Professional Listservs and Networks
   The MPH program director and faculty regularly (2-4 times per year) send emails through professional listservs to market the MPH Public Health Nutrition concentration among public health professionals and faculty in academia at other institutions. These emails often focus on general program information, upcoming application deadlines, and upcoming virtual open house information. These listservs have been a great way to market the program to students outside of the state. The following organizations provide listservs that are commonly used for this purpose: Society for Nutrition Education and Behavior, Academy of Nutrition and Dietetics, departmental alumni listservs, among others.

   Undergraduate Course Presentations
   Program faculty often recruit the MPH program by presenting during undergraduate-level courses in the NDFS and ADVS departments. Other department faculty invite MPH faculty to present for 15-50 minutes, depending on the course and instructor. These presentations have been a great way to inform current USU students in related undergraduate programs about the MPH program.

MPH Newsletter
The CAAS MPH quarterly newsletter is sent to a wide range of stakeholders via our listserv (updated 1-2 times per year) to market the program to prospective students who may have connections to our stakeholders. The newsletters contain program updates, student and faculty/staff highlights, current events in the field, information about upcoming application deadlines, and more.

USU Online Marketing
USU Online marketing has provided a wide range of resources to market the program across the state and region. USU Online has websites for all the university's online programs, and it connects prospective students directly to program contacts. It has also developed marketing materials and videos that we distribute during recruitment events.

CAAS Marketing
The CAAS marketing team includes experts in website, social media, and marketing materials. MPH faculty and staff work with this team regularly on website changes, program marketing on the CAAS general website and social media pages, and the development of program marketing materials. This team has also assisted with search engine optimization, social media/Google marketing, and the development of recruitment videos.

USU Graduate Fairs
Prior to COVID-19, the program director attended USU Graduate fairs (2017-2019). These fairs were known to have recruited only one student over those years. Post COVID-19, the program director decided to use that time/resources to attend other events that tend to better target prospective students.

Statewide Campus Events
After the R401 program approval, the Dr. Savoie-Roskos and Dr. Kelly worked with USU Online to organize lunches and other events on USU's statewide campuses. These events were regularly scheduled from 2017-2019. Attendance at these events ranged from 0-15 attendees. USU Online temporarily covered the travel and event expenses to help support initial program recruitment efforts. Due to the poor return on investment, the program faculty agreed to market via other avenues.

Other University Websites
Information about the MPH program is found on multiple pages of the university's website. These pages are listed in H5.

2) Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.

To be considered for the MPH program, applicants must complete the online SGS application, pay the $55 application fee, and provide transcripts for all college/university credits. They must also submit a statement of purpose (prompt on how the MPH program aligns with career goals and professional/academic accomplishments), current resume/CV, contact information to request three professional letters of recommendation, and must have a 3.0 or higher GPA for the last 60 semester (90 quarter) credit hours. Students applying for the MPH Public Health Nutrition program must have completed/passed undergraduate courses in human nutrition and statistics.

Applications are accepted for fall, spring, and summer, although summer start dates are not common or widely advertised since most courses are not offered in the summer. Application materials received by the deadlines listed below are prioritized and given full consideration. Late applications are considered for admission when space is available.

Program Admission Deadlines

Semester Start	Early Priority Deadline	Application Deadline
Fall	January 15*	March 15
Spring	None	September 15

*Applications submitted by this date will be reviewed in time for applicants to submit college- and university-level scholarships through Scholarship Universe.

Once the GPC has informed the Admissions Committee that an applicant's file is complete, the committee reviews the file and makes a recommendation to accept or deny the applicant, using the scoring rubric developed by the admissions committee. Although this has not happened to date, if the votes were not unanimous, the committee would discuss the applicant's file via email until a final decision is made.

3) Provide quantitative data on the unit's student body from the last three years in the format of Template H4-1, with the unit's self-defined target level on each measure for reference. In addition to at least one from the list that follows, the program may add measures that are significant to its own mission and context.

The following measure best aligns with our program mission: Percentage of newly matriculating students with previous health- or public health-related experience.

Template H4-1

Outcome Measures for Recruitment and Admissions				
Outcome Measure	**Target**	**Year 2021-22**	**Year 2022-23**	**Year 2023-24**
Percentage of newly matriculating students with previous health- or public health-related experience	80%	92%	93%	97%

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

Strengths

The flexible admissions deadlines (added in the 2023-2024 academic year) make it easier for the Admissions Committee to review applicants in bulk while also providing some flexibility for prospective students who may not know if they would like to apply for graduate school by the posted deadlines. This is especially important, considering many of our students are non-traditional working students and often make decisions about applying to graduate school shortly before they intend to start. In addition, the program stopped requiring the GRE in 2020 since it was a significant barrier for the prospective students we were targeting during our recruitment efforts. Anecdotally, we have had many students mention that they wouldn't have applied to the program if they would have had to take the GRE. In fall 2023, we started requiring students to submit a resume or CV as part of their application. This has helped us better track students who have public health experience while also giving us more data on applicants to help us determine if they will be successful in the program.

Another strength of our recruitment is our ability to recruit pre-veterinary students and dietetics students from ADVS and NDFS, respectively. Many MPH Public Health Nutrition students complete the MPH to fulfill the new master's degree requirement for dietitians. Since the NDFS department has an undergraduate dietetics program and an internship program, we can recruit about 10-12 students per year who are working towards fulfilling their master's and dietetics program requirements to be eligible to take the RD exam. In addition, we often get students from the ADVS department who would like to gain more experience before applying to veterinary school. USU has a new College of Veterinary Medicine that will start taking students once they have obtained accreditation through the American Veterinary Medicine Council on Education,

likely in a couple of years. We anticipate that with this new college, we will have the opportunity to recruit students who either did not get accepted into the DVM program or those who completed their DVM and would like to further their education. As a result, we are expecting that the enrollment of the Veterinary Public Health concentration will grow in the upcoming years.

Weaknesses/Plans for Improvement

The 2023-2024 academic year was the first year we posted the flexible admissions deadlines. We have a smaller cohort of students starting in fall of 2024 than we have had in recent years, which could be due to students feeling like they cannot apply since they missed the posted deadlines. The program director will monitor enrollment and will determine if going back to a rolling admission would be better for the prospective students we aim to recruit.

H5. Publication of Educational Offerings

Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

1) **Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.**

- USU Academic Calendar Website
- USU Graduate School Admissions Website
- USU Student Conduct Website
- USU Registrar's Office Grading Policies Website
- CAAS MPH General Website Landing Page
- MPH Public Health Nutrition General Website
- MPH Veterinary Public Health General Website
- MPH Public Health Nutrition Degree Finder Website
- MPH Veterinary Public Health Degree Finder Website
- MPH Public Health Nutrition USU Online Website
- MPH Veterinary Public Health USU Online Website
- MPH Public Health Nutrition General Catalog Website
- MPH Veterinary Public Health General Catalog Website
- Program Social Media Platforms
    - Instagram: @usupublichealth
    - Facebook: USU Master of Public Health
    - LinkedIn: USU Online Master of Public Health (MPH)