



Central Michigan University Public Health Program

Preliminary Self-Study Report
Council on Education for Public Health

July 05, 2024

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ACRONYMS

University & Colleges

CHP	The Herbert H. & Grace A. Dow College of Health Professions
CMED	College of Medicine
CMU	Central Michigan University
OHSU	Oregon Health and Science University
U-M	University of Michigan

Academic Departments & Divisions

HSC	School of Health Sciences
DPH	Division of Public Health

Degrees & Educational Programs

BA	Bachelor of Arts
BAA	Bachelor of Applied Art
BS	Bachelor of Science
DHA	Doctor of Health Administration
MHA	Master of Health Administration
MPH	Master of Public Health
MS	Master of Science
PH	Public Health Major
PHP	Public Health Program

Additional Abbreviations

ACEs	Adverse Childhood Experiences
AHEC	Area Health Education Center
APA	Office of Academic Planning and Analysis
APC	Academic Planning Council
APE	Applied Practice Experience
APHA	American Public Health Association
ASTHO	Association of State and Territorial Health
BIPOC	Black, Indigenous, People of Color
BOT	Board of Trustees
CARDE	African Center for Research and Development
CARRS	Center for Applied Research and Rural Studies
CASL	Committee on Academic Service Learning
CEPH	Council on Education for Public Health
CETL	Center for Excellence in Teaching and Learning
CGS	College of Graduate Studies
CHES	Certified Health Education Specialist
CIHS	Center for Integrated Health Services
CINAHL	Cumulative Index to Nursing and Allied Health Literature
CIS	The Office of Curriculum and Instructional Support
CL	Campus Liaisons
CRM	Customer Relationship Management
CSR	Cochrane Systematic Review
DEI	Diversity, Equity & Inclusion
DEIJB	Diversity, Equity, Inclusion, Justice, and Belonging
EOC	End of Course Survey

ESG	Eta Sigma Gamma, Eta Chapter
FA	Faculty Association
FERPA	Family Education Rights and Privacy Act
FPS	Faculty Personnel Services
FRCE	Faculty Research and Creative Endeavors
FTE	Full-Time Employee
FYES	Fiscal Year Equated Students
GA	Graduate Assistant
GC	Global Campus
GIS	Geographic Information System
GLC-SOPHE	Great Lakes Chapter Society for Public Health Education
GPA	Grade Point Average
HIPAA	Health Insurance Portability and Accountability Act
HR	Human Resources
HRSA	Health Resources and Services Administration
HLC	Higher Learning Commission
HPB	Health Professions Building
IAVI	International AIDS Vaccine Initiative
ILE	Integrative Learning Experience
IRB	Institutional Review Board
IT	Information Technology
LEED	Leadership in Energy and Environmental Design
MALPH	Michigan Association for Local Public Health
MCHES	Master Certified Health Education Specialist
MCS	Master Course Syllabi
MiHIA	Michigan Health Improvement Alliance
MTA	Michigan Transfer Agreement
NCHEC	National Commission for Health Education Credentialing
OCRIE	Office of Civil Rights and Institutional Equity
OFIS	Online Faculty Information System
OGE	Office of Global Engagement
OP	Office Professional
ORGS	Office of Research and Graduate Studies
PHAB	Public Health Accreditation Board
PHP	Public Health Program
PH WINS	Public Health Workforce Interests and Needs Survey
PIF	Primary Instruction Faculty
PSI	Population Services International
QR	Quantitative Reasoning Course Designator
RSO	Registered Student Organization
SAC	Student Activity Center
SARA	State Authorized Reciprocity Agreement
SCH	Student Credit Hour
SEC	School Executive Council
SRCEE	Student Research and Creative Endeavors Event
SL	Service Learning Course Designator
SLO	Student Learning Outcome
SOPHE	Society for Public Health Education
SOS	Student Opinion Survey
SPAD	Strategic Planning for Advancing Diversity
SPSS	Statistical Package for the Social Sciences
SWOT	Strengths, Weaknesses, Opportunities, and Threats
UP	University Program General Education Courses
WEAVE	Web-based Analysis and Visualization Environment
WI	Writing Intensive Course Designator

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.).

Central Michigan University (CMU) is a publicly supported university located in Mount Pleasant, Michigan. Established in 1892, CMU is in its second century as an institution of higher learning focused on student-centered education.

CMU began as the Central Michigan Normal School and Business Institute, with classes in teaching, business, and stenography. Thirty-one students attended classes in second-floor rooms over an office on the corner of Main and Michigan streets in downtown Mount Pleasant. At that time, few of the state's teachers received any formal training in teaching, so school founders made teacher training their mission in instituting the state's second normal school.

In 1895, the Michigan State Board of Education assumed control of the school, which had grown to 135 students, renaming it Central Michigan Normal School.

After this time, the school's educational offerings grew more comprehensive. The school established its first psychology clinic in 1910 and became accredited by the North Central Association for the first time in 1915. By 1918, the campus consisted of 25 acres with five buildings, one of which, Grawn Hall, is still in use. In 1918, the school first awarded the Bachelor of Arts degree, followed by the Bachelor of Science in 1927. Central Michigan Normal School first offered graduate courses in 1938. In the post-war years of 1949-1959, the North Central Association offered accreditation for Central Michigan Normal School's first master's degree, and the school built its first large student residence halls and married housing units.

In 1955, the school changed its name to Central Michigan College to reflect the diversification in course offerings beyond education. On June 1, 1959, with 40 buildings standing on a 235-acre campus and an enrollment of 4,500 students, Central Michigan College became Central Michigan University (CMU), a designation representing further growth in the complexity of the school's academic offerings as well as its physical growth in the post-war period. Many students enrolled in pre-professional programs for medicine and law, while advances in science and technology created even broader curricula offerings.

Through the 1960s, enrollment grew to more than 14,000 students. The enormous growth rate caused a significant change in the university's character. The university constructed buildings on the land south of Preston Street, more than doubling the physical size of campus. In addition, the gift of [Nethercutt Woodland](#) property near Farwell and the establishment of [CMU's Biological Station on Beaver Island](#) gave the university valuable facilities for specialized studies.

The number and variety of programs also continued to grow. In 1971, the university developed and expanded programs in business and communications. That same year, the university also established the Institute for Personal and Career Development to provide academic programs for students with limited access to traditional forms of education. The Specialist in Education degree marked CMU's entry into training beyond the master's degree level, which now includes specialist degrees in several disciplines and eight doctoral degrees.

The technological advances of the 1980s spurred further program expansion, especially within the sciences, and the university broke ground for the Industrial Engineering and Technology building in 1987. Other construction followed, including the Dow Science Complex, Applied Business Studies Complex, and the Student Activity Center (SAC). Today, there are more than seventy-five fully online programs at the bachelor's, master's and doctoral levels and additional programs. All of which are career-focused and prepare graduates for real-world success.

CMU's campus continued its growth with the addition of academic, athletic, and residential buildings throughout the 1990s and into the early 21st century. This expansion included the opening of the modern Music Building in 1997, followed by a \$50 million expansion of the Park Library in 2003, a state-of-the-art Health Professions Building (HPB) in 2004, Margo Jonker Stadium (2008), and several residence halls between 2003-2013. CMU's newest buildings are the technologically advanced and LEED-certified Education and Human Services Building (2009), the John G. Kulhavi Events Center (2010), the College of Medicine (2013), the LEED silver-level certified Biosciences Building (2017), and most recently, the \$26 million addition to the Health Profession Building (2020) that became the new Center for Integrated Health Studies. These new structures offer opportunities for collaborative research, facilitate shared learning experiences among the various health professions, simulate clinical environments to prepare students for real-life medical situations, and allow CMU to continue to establish itself as a leader in human and environmental health.

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).

CMU offers nearly 200 academic programs at the undergraduate, masters, specialist, and doctoral levels. There are seven academic colleges:

- College of Business Administration
- College of Education and Human Services
- College of Liberal Arts and Social Sciences
- College of Medicine (CMED)
- College of Science and Engineering
- College of the Arts and Media
- The Herbert H. and Grace A. Dow College of Health Professions (CHP)

Many of these colleges house schools. The School of Music is housed in the College of the Arts and Media. The College of Business Administration has a School of Accounting. The College of Liberal Arts and Social Sciences houses a School of Public Service and Global Citizenship. The College of Science and Engineering houses the School of Engineering and Technology. A complete list of degrees offered at CMU are available in the CMU Bulletins (<https://cmich.smartcatalogiq.com>).

c. Number of university faculty, staff, and students.

CMU is a doctoral degree-granting, publicly supported university with an on-campus enrollment exceeding 11,000 students and an overall enrollment (including online courses and satellite campuses) exceeding 14,000 students. While students are the heart and soul of our university, our faculty and staff make up the backbone. CMU has about 2,200 full-time faculty and staff, about 300 temporary employees, and about 2,000 students every year working together to give CMU the strength and excellence to ensure CMU remains one of the top universities in the country. A total of 631 faculty have doctoral or other terminal degrees.

d. Brief statement of distinguishing university facts and characteristics.

CMU provides a comprehensive education that prepares students for successful careers and lifelong learning. With over 14,000 students enrolled, CMU offers more than 200 programs across various academic fields, including business, education, health professions, humanities, social and behavioral sciences, STEM and more. CMU is the first in the nation for participation in Alternative Breaks, one of four Celonis Academic Centers of Excellence in the nation, one of two Adobe Creative Campuses in Michigan, and the first in Michigan and sixth in the Midwest for highest-earning under 40 by Steppingblocks.

In addition, CMU has established the nation's 137th medical school, CMED, to address a growing shortage of primary care physicians in Michigan. The inaugural class of 64 students graduated in 2017, of which 57 were from Michigan. The college has a full capacity of 400 students.

Even though much has changed over the last two centuries, CMU continues to uphold the values inscribed upon its seal in 1892: Sapientia, Virtus, Amicitia – wisdom, virtue, friendship.

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.

CMU is accredited by the Higher Learning Commission (HLC) and as an accredited institution is authorized to operate as an institution of higher education. HLC is an institutional

accrediting agency recognized by the U.S. Department of Education. CMU’s Statement of Affiliation Status may be viewed on the [HLC website](#).

CMU is an approved State Authorization Reciprocity Agreement (SARA) Participant. CMU enjoys authorization from all states to deliver the selected programs unless exempted due to CMU being located only on a federal enclave.

SARA is "an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts". While being a SARA approved institution does not remove the need for state authorization for all online programs since not all States are SARA members, being a SARA approved institution allows CMU to deliver online programs to residents in any SARA member state without seeking additional authorization from that state. Participation in SARA is intended to allow students greater access to CMU courses/programs offered in other states. CMU’s participation status is available on the [National SARA website](#).

The CHP itself does not have a health professions-specific accrediting agency (unlike, e.g., a business school that would seek Advance Collegiate Schools of Business International (AACSB) accreditation, or a college offering public service degrees such as the Master of Public Administration (MPA) or Master of Public Policy (MPP) that would seek Network of Schools of Public Policy, Affairs, and Administration (NASPAA) accreditation). All programs in CHP seek accreditation if available for that curriculum. Table 1 below summarizes the accrediting bodies to which programs in CHP respond.

Table 1: Names of accrediting bodies (other than CEPH) to which the CHP responds

Program	Accrediting Body
Athletic Training (BSAT (until 2021), MSAT)	CAATE: Commission on Accreditation of Athletic Training Education
Audiology (AuD) Speech-Language Pathology (MA)	Council on Academic Accreditation in Audiology and Speech-Language Pathology, American Speech-Language-Hearing Association Council for Higher Education Accreditation (chea.org)
Didactic Program in Dietetics (DPD) (Bachelor) Dietetic Internship (CMUDI)	ACEND (eatrightpro.org)
Environmental Health and Safety Central Michigan University (cmich.edu)	NEHSPAC

<u>Exercise Science Major</u> (BS, BA, BAA)	<u>CoAES: Committee on Accreditation for the Exercise Sciences (affiliated with ACSM:CAAHEP)</u>
<u>Health Administration</u> (MHA)	<u>CAHME: Commission on Accreditation of Healthcare Management Education</u>
<u>Physical Therapy</u> (DPT)	<u>CAPTE: Commission on Accreditation in Physical Therapy Education</u>
<u>Physician Assistant</u> (MS)	<u>ARC-PA: Accreditation Review Commission on Education for the Physician Assistant, Inc.</u>
<u>RN to BSN Program</u>	<u>CCNE: Commission on Collegiate Nursing Education</u>

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.).

To address the growing need for health education and promotion, the Department of Health Promotion and Rehabilitation was established in the 1960s. The university established the CHP in 1997. In 2001, the university recognized valuable donor contributions by renaming CHP, *The Herbert H., and Grace A. Dow College of Health Professions*. In 2002, the Department of Health Promotion and Rehabilitation became the School of Health Sciences (HSC) which includes three divisions: Exercise & Health Sciences, Health Administration, and Community Public Health (which houses the public health program).

The Division of Public Health (DPH) offered a Master of Arts degree in Health Promotion and Program Management to allow our undergraduate students to further their education. However, due to both low enrollment in the program and budget restraints, the university discontinued this MA degree in the mid- 2000’s. Since that time, three attempts have been made to offer a Master of Public Health (MPH) program. The first attempt took place in early 2000 but did not receive university-level support. Instead, a 3-2 master’s degree program, (which was somewhat popular at the time) was designed. However, a needs assessment study, completed in 2006, showed little interest in the field. It was in 2012, with the addition of the new CMED and a favorable market analysis, that the time was right to launch an MPH degree. The MPH program was successfully launched in 2016 with 19 students. In 2018, CMU began construction of a \$26 million addition to the CHP building which offers a new Center for Integrated Health Studies (CIHS) to promote collaborations among faculty members and students from different disciplines in the college.

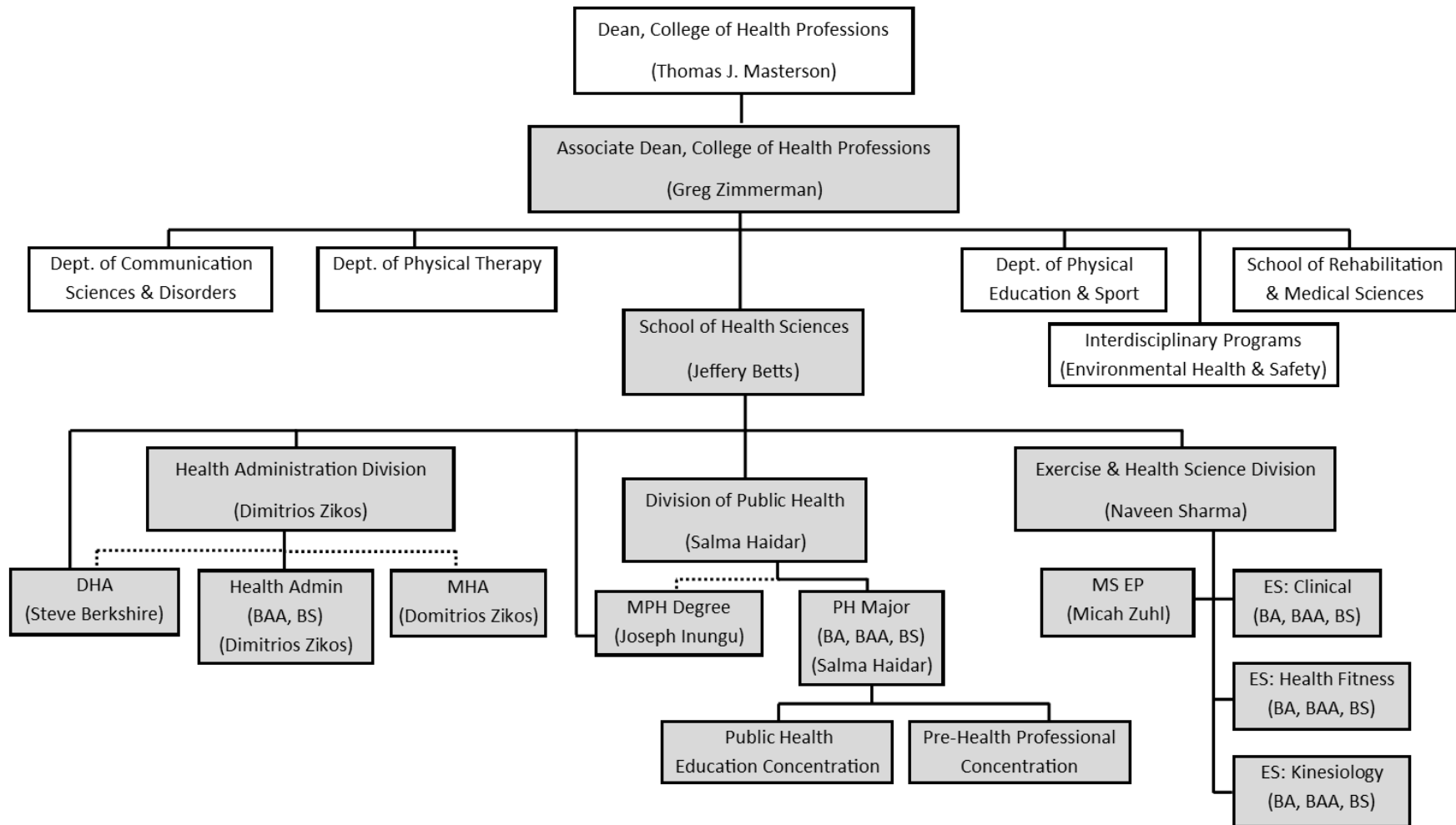
In 2019, the Division of Public Health’s Public Health Program successfully achieved CEPH accreditation status. The recognition has provided credibility and accountability for the degree programs within the division. In 2018, the online MPH program was introduced.

2023, the undergraduate program introduced its Pre-Health Professional concentration as an addition to the Public Health Education concentration.

- 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.**

The organizational chart below (Figure 1) shows the program's internal organization, including the reporting lines to the Dean of the CHP and the university.

Figure 1: The program's internal organization and reporting lines to the Dean of CHP



The CHP, led by Interim Dean Zimmerman, encompasses three departments, two schools and one interdisciplinary program:

- Department of Communication Sciences and Disorders
- Department of Physical Education and Sport
- Department of Physical Therapy
- School of Rehabilitation and Medical Sciences
- School of Health Sciences
- Environmental Health and Safety Program.

The School of Health Sciences (HSC), chaired by Dr. Jeff Betts, is the administrative unit which houses the Public Health Program (PHP). In addition to the DPH, directed by Dr. Salma Haidar, HSC houses two other divisions: the Exercise and Health Science Division, directed by Dr. Naveen Sharma, and the Health Administration Division, directed by Dr. Dimitrios Zikos.

Each division has an undergraduate program overseen by the Division Director, and a graduate program led by a Program Director. Dr. Micah Zuhl directs the Master of Science (MS) in Exercise Physiology degree, Dr. Dimitrios Zikos directs the Master of Health Administration (MHA) degree, and Dr. Joseph Inungu directs the Master of Public Health (MPH) degree. The Division of Health Administration offers a Doctor of Health Administration (DHA) degree online, led by Dr. Steven Berkshire. The Chair of the school and the Division Directors comprise the School Executive Council (SEC). This committee meets weekly to review issues affecting the school and make recommendations to the Chair. The HSC Bylaws, located in the electronic resource file (A.1.3) define, and describe the roles of the Chair, Division Directors, and Program Directors.

To summarize, the HSC is led by a Chair who reports directly to the Dean. The three Division Directors report to the Chair. The Program Directors for DHA, MHA and MPH also report directly to the Chair and have a dotted-line reporting relationship with their respective Division Director. The Program Director for the MS in Exercise Physiology reports to its respective Division Director.

The Program Directors (DHA, MHA, and MPH) meet individually with the Dean every month to discuss a wide range of issues related to their respective program including, but not limited to, student enrollment, faculty searches, budget, etc.

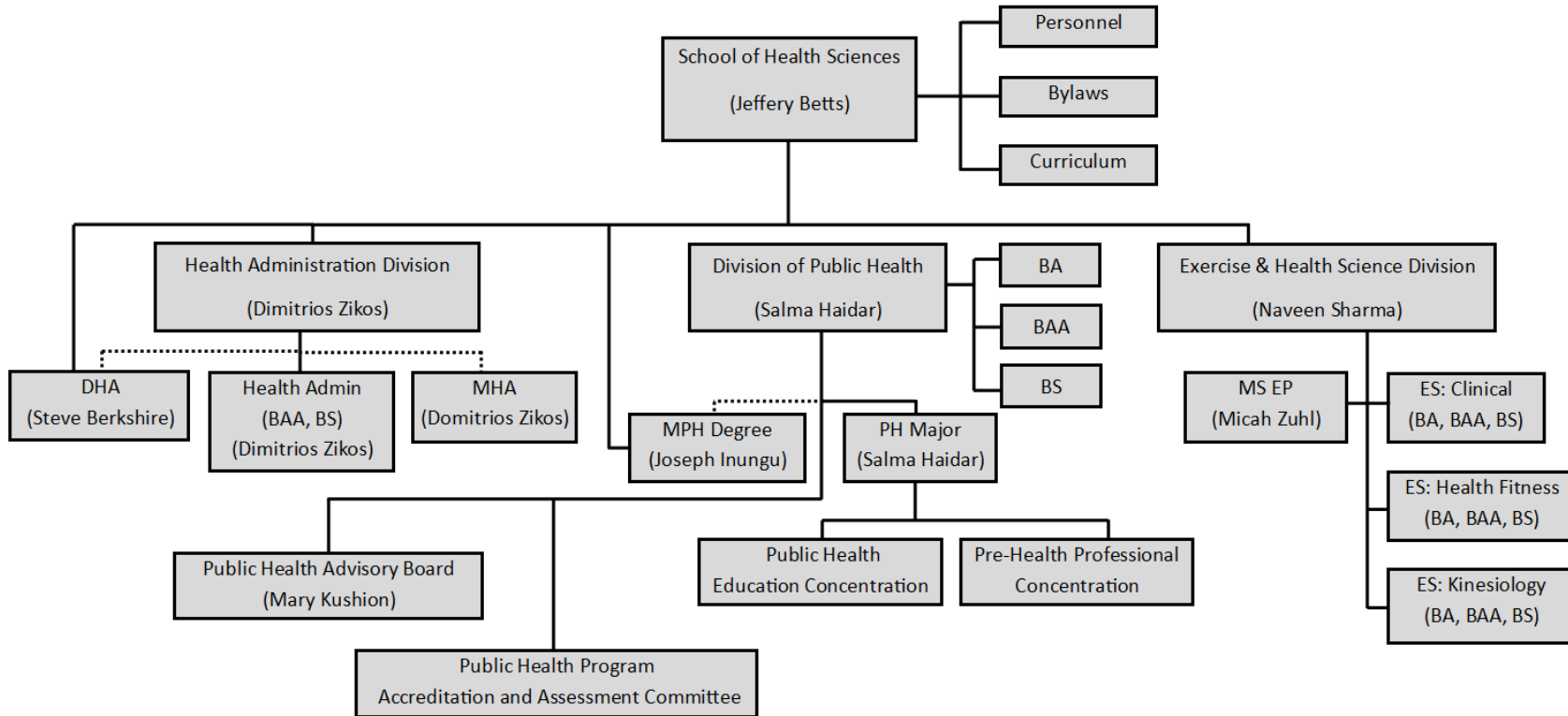
HSC uses a shared-service staffing model. The administrative services are centralized and work for all three divisions. For example, class scheduling, copying, office tasks, and managing travel arrangements are handled through the same service team.

- b. The relationship between the program and other academic units within the institution. For programs, 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.

The organizational chart below (Figure 2) shows the relationship between the program and other academic units within the institution.

Figure 2: Relationship Between the Program and other Academic Units within HSC



The CHP is one of seven colleges that make up Central Michigan University. They include: The College of the Arts and Media, College of Business Administration, College of Education and Human Services, The Herbert H. and Grace A. Dow College of Health Professions (CHP), College of Liberal Arts and Social Sciences, the College of Medicine, and the College of Science and Engineering.

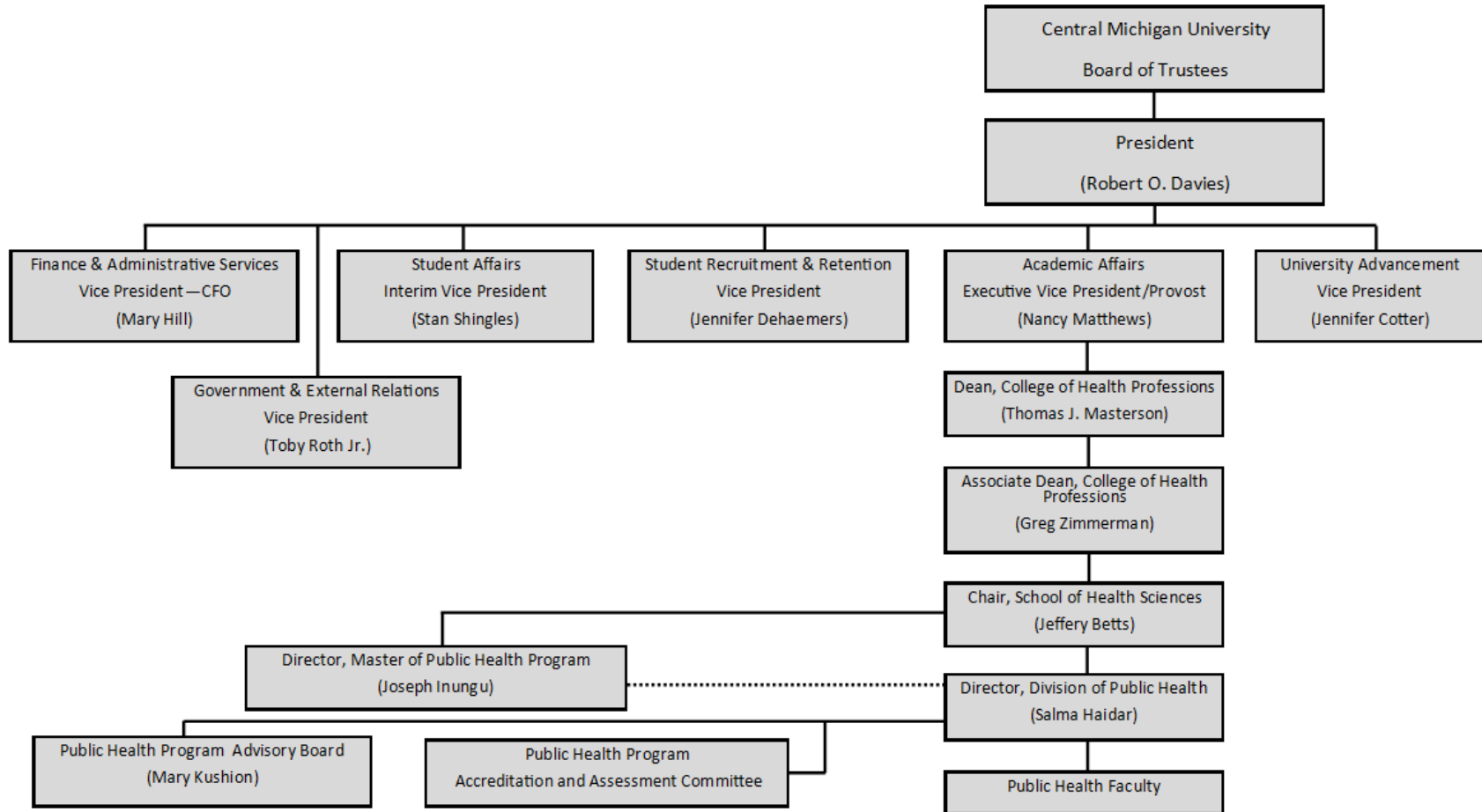
The HSC, chaired by Dr. Jeff Betts, is the administrative unit that houses the PHP. HSC is made up of three divisions. In addition to the DPH, directed by Dr. Salma Haidar, the Exercise and Health Science Division is directed by Dr. Naveen Sharma, and the Health Administration Division is directed by Dr. Dimitrios Zikos. Each division houses an undergraduate program overseen by the Division Director and a graduate program led by a Program Director. Dr. Micah Zuhl directs the Master of Science in Exercise Physiology degree, Dr. Dimitrios Zikos directs the MHA degree and Dr. Joseph Inungu directs the MPH degree. The Health Administration Division also offers a DHA degree online led by Dr. Steven Berkshire.

Of note, the DPH has offerings of the PHP which include public health and substance use disorder minors.

- 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).**

The organizational chart below (Figure 3) shows the lines of authority from the program’s leader to the institution’s president.

Figure 3: Central Michigan University to Public Health Program



The Board of Trustees

Central Michigan University's Board of Trustees (BOT) consists of eight members appointed by Michigan's governor with the consent of the State Senate and with authority granted through the state constitution. The board governs the business and affairs of the university. One of its most important duties is to appoint and evaluate the university president. CMU's president serves as an ex officio, non-voting, member of the board. The trustees also clarify the institution's mission, approve long-range plans, assess the educational program, ensure financial solvency, preserve institutional independence, maintain the relationship between the university and the public it serves, and protect and preserve the assets of the institution. In addition, the board retains ultimate responsibility for academic matters and reserves authority over such areas as the mission and goals of the institution; admissions and retention policies; policies governing intercollegiate programs; faculty promotions, sabbatical leaves, and tenure; establishing fees; accepting gifts; naming facilities; and several other areas. Board members do not receive compensation, although their necessary travel and other expenses related to CMU business are reimbursed by the university.

The University President

Dr. Robert O. Davies is the 15th University President. He was appointed on September 1, 2018, by the CMU Board of Trustees. He is the Chief Executive Officer responsible for the overall management of the affairs of the university as assigned by the BOT. He is ultimately responsible for all the university's activities and appoints all other executive officers.

The executive officers who assist the President include:

- Executive Vice President / Provost (Dr. Nancy Matthews)
- Vice President / Student Recruitment and Retention (Jennifer Dehaemers)
- Vice President / Advancement (Jennifer Cotter)
- Vice President and General Counsel (John Danner)
- Vice President / Finance and Administrative Services (Mary Hill)
- Vice President / University Communication and Chief Marketing (John Veilleux)
- Vice President / Information Technology (Jim Bujaki)
- Vice President / Health Affairs (Dr. George Kikano)
- Vice President/Student Affairs (Stan Shingles)
- Vice President/Inclusive Excellence and Belonging (Dr. Shawn Patterson-Stephens)
- Associate Vice President / Director of Athletics (Amy Folan)
- Associate Vice President / Government and External Relations (Toby Roth, Jr.)
- Interim Vice President / Innovation and Online (Dr. Kaleb Patrick)
- Chief of Staff to the President / Secretary to the Board of Trustees (Mary Jane Flanagan)

The Executive Vice President/Provost

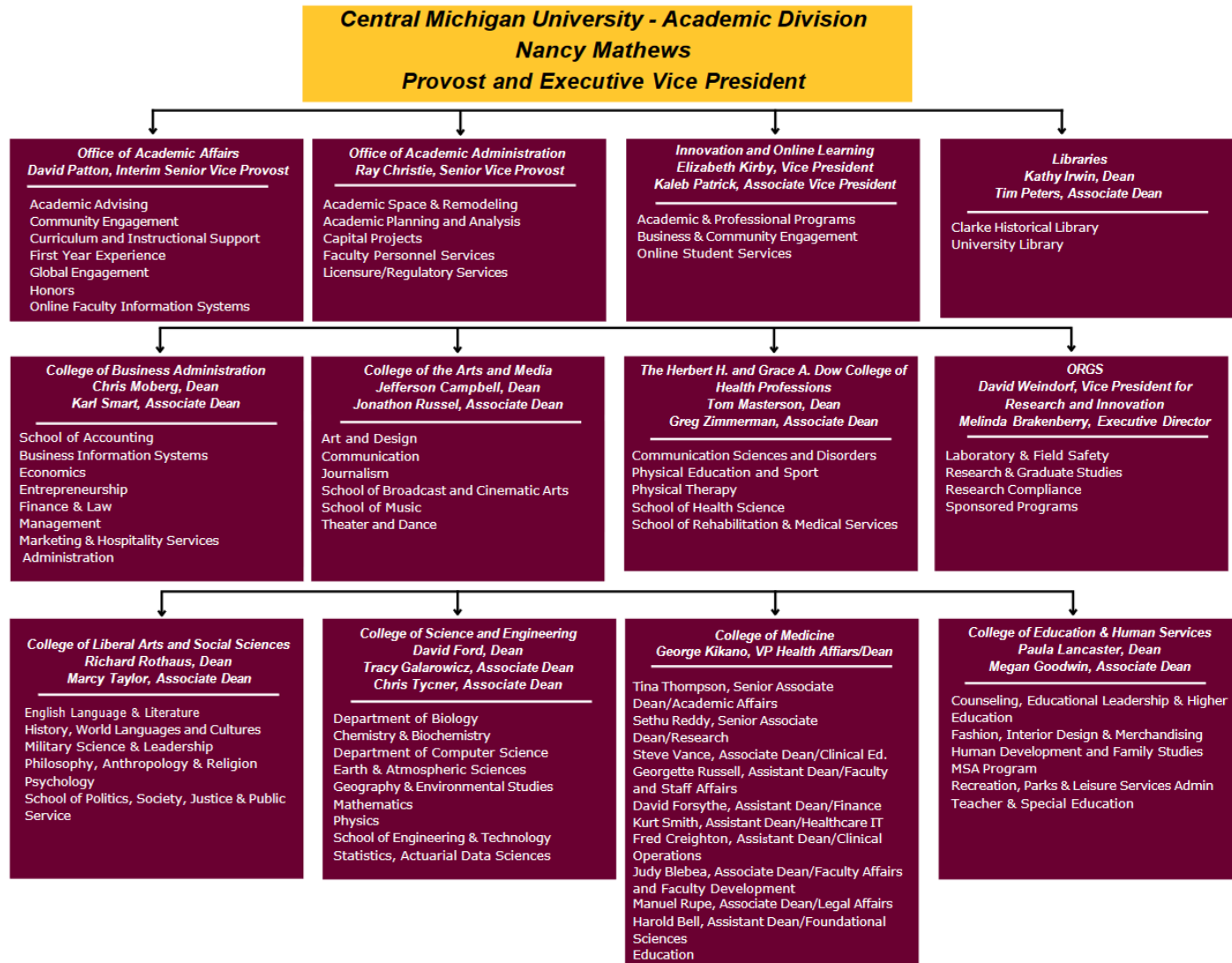
The Provost, Dr. Nancy Matthews, is the Chief Academic Officer responsible to provide an

excellent education to students, both undergraduate and graduate, to promote faculty and student research and creative activities, and to provide service to the community—local and beyond.

Deans of the Colleges who report to the provost include:

- College of the Arts and Media
- College of Business Administration
- College of Education and Human Services
- College of Liberal Arts and Social Sciences
- College of Medicine (CMED)
- The Herbert H. and Grace A. Dow College of Health Professions
- College of Science and Engineering
- Additional units in the academic division reporting to the Provost include:
- Academic Affairs
- Academic Administration
- Innovation and Online Learning
- Libraries
- Office of Research and Graduate Studies (ORGS)
- Information Technology
- Health Affairs

Figure 4: Central Michigan University – Academic Division



Dean of The Herbert H. and Grace A. Dow College of Health Professions

Dr. Greg Zimmerman, the Interim Dean of the CHP, is the Chief Academic Officer for the college. He oversees and directs all programs within the CHP and reports to the Provost, the Chief Academic Officer of the University.

The chairpersons of the following departments or schools report to the Dean:
Department of Communication Sciences and Disorders (Dr. Susan Naeve-Velguth),
Department of Physical Education and Sport (Dr. Ray Allen), School of Rehabilitation and Medical Sciences (Dr. Blaine Long), HSC (Dr. Jeff Betts) and Department of Physical Therapy (Dr. Deborah Silkwood-Sherer).

HSC Chairperson

Dr. Jeff Betts is the Chairperson of HSC. He oversees three divisions: Exercise and Health Science, Health Administration (HAD), and Public Health (DPH). The Division Directors and the Program Directors, who oversee the master's programs, report to the HSC Chair who, in turn, reports to the CHP Dean.

The DPH Director

Dr. Salma Haidar is the Director of the DPH. She provides leadership for the day-to-day management of the undergraduate program and oversight of the Public Health Program (PHP). She is a member of the Dean's Advisory Council (DAC) and School Executive Council (SEC), comprised of the Chair and Division Directors. She reports to the Chair of the HSC.

The MPH Program Director

Dr. Joseph Inungu is the Master of Public Health (MPH) Program Director. He provides leadership for the day-to-day operation of the graduate program. The MPH Program Director and the Director of the DPH work closely to ensure coordination, cooperation, and collaboration between the undergraduate and graduate programs in public health.

- 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 the program's degree programs and concentrations including bachelors, masters, and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.**

The Public Health Program (PHP) within the HSC offers both a bachelor's degree in PH and an MPH degree. The undergraduate PH degree offers two concentrations: one in Public Health Education and one in Pre-Health Professional. The Pre-Health Professional concentration is designed as a pre-med degree for students interested in pursuing graduate and professional programs including medical school, dental school, and physician assistant.

The MPH offers one concentration in Public Health Practice both on campus (face-to-face) and online (started in Fall 2018). Template Intro-1 summarizes the instructional matrix.

Template Intro-1: Instructional Matrix

			Categorized as Public Health	Campus based	Distance based
Bachelor's Degrees					
<i>Concentration</i>	<i>Degree</i>				
Public Health Education	BA, BAA, BS		X	BA, BAA, BS	
Pre-Health Professional	BA, BAA, BS		X	BA, BAA, BS	
Master's Degrees					
	Academic	Professional			
<i>Concentration</i>	<i>Degree</i>	<i>Degree</i>			
Public Health Practice		MPH	X	MPH	MPH

- 4) Enrollment data for all the program's degree programs, including bachelors, masters, and doctoral degrees, in the format of Template Intro-2. Schools that house "other" degrees and concentrations (as defined in Criterion D19) should separate those degrees and concentrations from the public health degrees for reporting student enrollments. For example, if a school offers a Bachelor of Science (BS) in public health and a BS in exercise science, student enrollment data should be presented separately. Data on "other" degrees and concentrations may be grouped together as relevant to the school.

Template Intro-2: Enrollment Data for the Program's Degree Programs

Degree		Current Enrollment	
		Campus based	Distance based
Master's	MPH		
	Public Health Practice Concentration	48	53
Bachelor's	BA/BAA/BS in Public Health		
	Pre-Health Professional	4	0
	Public Health Education	17	0

A1. Organization and Administrative Processes

The program demonstrates effective administrative processes sufficient to affirm its ability to fulfill its mission and goals and 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 faculty have formal opportunities for input in decisions affecting the following:

- **Degree requirements**
- **Curriculum design**
- **Student assessment policies and processes**
- **Admissions policies and/or decisions**
- **Faculty recruitment and promotion**
- **Research and service activities**

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).

Required Documentation:

- 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. (self-study document)**

Programs should generally focus the response on the specific committees that govern the unit of accreditation, not on departmental or school committees that oversee larger organization units. (self-study document)

The term Public Health Program (PHP) refers to the unit of accreditation. It encompasses two programs: the undergraduate degree in PH directed by Dr. Salma Haidar and the MPH degree directed by Dr. Joseph Inungu.

Dr. Salma Haidar is the Director of the DPH and oversees the undergraduate program in the PHP. She has been an active member of the HSC for 15 years. She teaches several courses in the program such as HSC 544: Biostatistics, HSC 404: Epidemiology, and HSC 352: Environmental Health (On Campus and Online). Administratively, Dr. Haidar reports to the HSC Chair, Dr. Jeff Betts, who in turn reports to Dr. Greg Zimmerman, the CHP Interim Dean.

Dr. Inungu is the MPH Program Director. Dr. Inungu joined CMU in 2001 but left the university after eight years to pursue global health interests. He returned to CMU in 2016 to direct the MPH program. He teaches several courses in the program such as MPH 646: Epidemiology for Public Health, MPH 655: Program Planning and Evaluation, MPH 670: Methods in Public Health Research. Administratively, Dr. Inungu also reports to the HSC Chair, who, in turn, reports to the Dean of CHP. Dr. Inungu is also

responsible for overseeing the accreditation process for the PHP unit of accreditation.

The PHP strives to maintain the following formula for membership of its committees:

- MPH Faculty
- PH Faculty
- Graduate Student
- Undergraduate Student
- Staff member
- Advisory Board Member / Alumni

Although the DPH serves as a committee of the whole when discussing matters related to curriculum, recruitment and admissions, the division does have the PHP Accreditation and Assessment Committee. It is the one standing committee that offers program faculty, students, and staff the formal opportunity for input in decisions affecting degree requirements, curriculum design, student assessment policies and processes, and admissions policies and/or decisions. Below is a description of its roles and responsibilities.

PHP Accreditation and Assessment Committee

The PHP Accreditation and Assessment Committee oversees the entire accreditation process including managing communication among stakeholders (the university, faculty, students, Advisory Board members, and CEPH), coordinating the assessment activities for the division, ensuring timely completion and submission of the CEPH annual reports, applicable substantive change forms and the self-study document. It also monitors institutional compliance with CEPH accreditation requirements and any updates or changes to CHES/MCHES competencies per the HESPA process. The Committee meets twice a month during the CEPH self-study process. It meets regularly outside this period to ensure other university assessment requirements are met.

The Committee is responsible for the systematic assessment of the program's effectiveness against its stated mission, goals, and objectives. Additionally, select current students receive invitations during their first year in the program and may remain as alumni representatives if they desire.

The Committee includes representatives from the following constituencies:

Table 1.5.a: PHP Accreditation and Assessment Committee Membership (2023-2024)

Name	Constituencies	Affiliation
Joseph Inungu, MD, DrPH	Faculty, Program Administration	Professor, MPH Program Director
Salma Haidar, MPH, PhD	Faculty, Program Administration	Professor, DPH Director
Jodi Brookins-Fisher, PhD, MCHES, FESG	Faculty, PH Program	Professor
Frank Snyder, MPH, PhD	Faculty, PH Program	Associate Professor
Mary Kushion, MSA (Chair)	Faculty, MPH Program	Chair of the PHP Advisory Board, MPH Lecturer
Arjina A.	Student	MPH Program
Tahia S.	Student	MPH Program
Sameer S.	Student	MPH Program
Marlowe H.	Student	PH Undergraduate Program
Andria Zuccala	Staff	MPH Program Secretary

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 PHP faculty initiate the process to maintain and update the Master Course Syllabi (MCS) for both the undergraduate and MPH courses. All changes to the MCS are reviewed and approved by the PHP division. Once approved, the MCS is forwarded to the HSC Curriculum Committee who is responsible for curricular updates and changes. As stated in the HSC bylaws, the HSC Curriculum Committee’s responsibilities are:

1. Reviewing, evaluating, and acting upon proposals for special topic courses.
2. Serving as curricular authority for any requests, which then must proceed through the normal university curricular process.
3. Keeping minutes of meeting deliberations and distributing said minutes to the School of Health Sciences faculty, as defined in the bylaws.

After the HSC Curriculum Committee approves an MCS, it is forwarded to the CHP Curriculum Committee. It is a coordinated effort between the HSC and the CHP

Curriculum committees to:

1. Assure the school and divisions are aware of and understand all relevant curricular requirements and changes in the curricular process adopted by the university.
2. Assure the PHP's curriculum meets all relevant university curricular requirements.
3. Assure the PHP information in the CMU academic *Bulletin* is current and accurate.
4. Encourage the school and divisions to take advantage of all curricular changes and actions that might be in the best interest of the school and divisions.
5. Assure that all curricular submissions from the PHP adhere to the appropriate university curricular requirements before approving their submission to the CHP Curriculum Committee.

b. Curriculum design

The PHP Division works collaboratively and is responsible for curriculum design of the program. However, these activities must be done in alignment with the university policies and procedures.

Many programs at CMU require specialized accreditation, which means all aspects of programming, including the development of curricular learning objectives, and assessment and evaluation processes, must align with the accrediting body's standards for program implementation (such as CEPH and NCHEC). The Academic Senate Review Committee and the Academic Senate are bodies designed to ensure academic quality and respect the need for program faculty to determine what is taught and how it is taught. Only new programs must be approved by the Academic Planning Council (APC). APC approval is documented in its minutes, and the workflow is the same as that described below. The approval process, and options associated with it, are the same for course-related proposals, MCS, and program-related proposals. Modification of an existing course requires the submission to the university's curriculum strategy within the Watermark system.

c. Student assessment policies and processes

The PHP Accreditation and Assessment Committee, which adheres to the university's assessment policy as overseen by the Academic Senate's Assessment Council, is responsible for the systematic assessment of the program's effectiveness against its stated mission, goals, and objectives. Specific functions include:

- Developing a data collection plan for the academic year.
- Reviewing existing instruments and developing new instruments as needed

to best meet the program's needs.

- Systematically reviewing course objectives to ensure they are current and meet accreditation guidelines (program mapping).
- Synthesizing data for decision making.

d. Admissions policies and/or decisions

The Academic Senate Committee for Admissions, Standards, and Honors (ASH) is responsible for establishing admission policies (minimum GPA, etc.). The university's Admissions Office makes the admission decision for incoming undergraduates and the program faculty makes the admission decision for graduate program.

e. Faculty recruitment and promotion

A Faculty Search Committee is responsible for new faculty recruitment. The university's policies and procedures guiding faculty recruitment are outlined in the Faculty Hiring Guidelines in the electronic resource file (A1.3).

The HSC Personnel Committee makes recommendations to the Dean for faculty promotion. The Committee is comprised of elected, tenured, and tenure-track faculty of at least half-time appointment who hold the rank of Assistant Professor or above. The school chair also serves as a member of the Committee. All tenure-track and tenured faculty (other than the school chair) on this committee are eligible to vote for promotions from Assistant to Associate Professor, Associate to Full Professor, and for Professor Salary Adjustment decisions. The exception to this is that the Division Directors can only vote on promotions for faculty within their division. The HSC bylaws are provided in the electronic resource file (A1.3).

The Committee also makes recommendations to the Dean on personnel actions, such as sabbatical leave.

f. Research and service activities

The Office of Research and Graduate Studies (ORGS) facilitates research and creative scholarship by providing proposal development and submission services, by assisting with effective collaboration and community connections, and through workshops and symposiums.

In addition, the CHP has a Research Committee to promote research within the college. The CHP Research Committee influences PHP decisions by providing opportunities for faculty and student research funding, a research symposium, and awards for excellence for faculty and staff within the CHP. For example, faculty and staff excellence is encouraged through the CHP Faculty Excellence Award and Staff

Excellence award. An award is offered annually for faculty who excel in teaching, research, and service and staff who exemplify service excellence values including care, knowledge, availability, and follow-through. CHP also provides research funding for faculty and student research projects and travel funding for presentations at professional meetings.

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. (electronic resource file)

The program adheres to the following policies, located in the electronic resource file (A1.3), as the primary sources used to determine the rights and obligations of administrators, faculty, and students in the governance of the program:

- *HSC bylaws* include guidelines for recruitment and hiring, promotion and tenure, and filing grievances.
- *Faculty Association Agreement*
- *CMU Undergraduate and Graduate Bulletins*
- *MPH Student 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. (self-study document)

PHP faculty contribute to governance and decision-making through faculty membership and/or leadership positions on several university committees. Table 2 summarizes faculty memberships on committees external to the accreditation unit for the past three years. As needed, PHP faculty also serve on or assume leadership roles on committees that call for expertise in areas of public health such as the participation in editorial review boards (American Journal of Health Promotion, European Journal of Environmental Health and Public Health), conference planning committees, and membership on advisory boards, committees and networks (Society for Public Health Education, Michigan Coalition for Adolescent Sexual Health, Healthy Democracy Healthy People, the National Institutes of Health Loan Repayment Ambassador Network and the Public Health Accreditation Board's Accreditation Improvement Committee). One PHP faculty member also serves as a team lead in Global Health Evaluation and Learning Evaluations through USAID (United States Agency for International Development) contracts. Fixed-term faculty are not required to serve on university committees, but they often volunteer to do so.

Table 2: PHP Faculty Who Hold Membership on Committees External to the PHP but within CMU

PHP Faculty	2021-22	2022-23	2023-24
Jodi Brookins- Fisher	CMU Academic Senate, HSC Bylaws, HSC Personnel Provost Search Committee, HSC Scholarship Selection Committee	CMU Academic Senate, HSC Scholarship Selection Committee	CMU Academic Senate; HSC Scholarship Selection Committee. HSC OP-6 Search Committee
Frank Snyder	Academic Senate CHP Research HSC Personnel HSC Bylaws PH Major Curriculum	Academic Senate HSC Personnel HSC Bylaws	Academic Senate HSC Personnel HSC Bylaws HSC Curriculum
Joseph Inungu	Prior Learning Team	HSC Curriculum, CMU International Education Prior Learning Team	CMU International Health and Safety. CMU Academic Senate-Admissions, Standards & Honors Committee; CHP Community Engagement Committee Prior Learning Team
Salma Haidar	HSC Grade Undergraduate 300 level courses (Academic Senate) ASH (Admissions, Standards, and Honors Committee) Search Committee for OP-5 and 6 Environmental Health and Safety Advisory Board	HSC Grade Grievance, HSC Curriculum HSC Personnel CHP Curriculum Rep ASH (Admissions, Standards, and Honors Committee) Search Committee- Tenure Track Position Search Committee- Lecturer Position Search Committees for OP-5 and 6 Environmental Health and Safety Advisory Board	HSC Grade Grievance, HSC Curriculum- Chair HSC Personnel CHP Curriculum Rep ASH (Admissions, Standards, and Honors Committee) Search Committees for OP-6 Environmental Health and Safety Advisory Board
Sergey Soshnikov	---	---	CHP Research Committee
Janae Bady	---	---	HSC Curriculum Committee

Mary Kushion	CHP Community Engagement Committee	Academic Senate's Leadership Council CHP Community Engagement Committee Search Committee for OP-5	Academic Senate's Leadership Council Health Administration Advisory Council
Tom Kozal	Education Preparation Program	Education Preparation Program-Co Chair	Education Preparation Program-Chair
Marty Malcolm	HSC Curriculum	---	---

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

The PHP is interdisciplinary as it includes topics in different subject areas (biostatistics, epidemiology, environmental health, health administration, biology, and behavioral health) that are related to public health. This interdisciplinary approach allows students to learn competencies needed to become effective public health practitioners.

The DPH meets biweekly to address curriculum, research, service, or other administrative issues affecting the Division. These meetings promote regular interactions among full-time faculty members. A sample of minutes showing the topics discussed during these meetings is included in the electronic resource file (A1.5).

In addition to DPH meetings, all faculty members in the HSC also meet biweekly to address curriculum, research, service, or other administrative issues affecting the school. These meetings offer the opportunity for faculty members to participate in decision-making for the school. A sampling of HSC meeting minutes is included in the electronic resource file (A1.5).

Currently, seven adjunct faculty teach in the PHP program. When they cover a class, they are provided with all materials to teach the class and given an opportunity to add anything they feel supplements those materials to benefit students and meet course objectives. These materials are then added to the course materials for future instructors to use, including PH faculty.

The online course offerings within the PHP are taught by faculty within the PHP or related disciplines. These individuals are provided with a template for the course via Blackboard, including a previous syllabus, assignments, exams, etc. Although this can include their creativity, it is much more structured. The course instructors are surveyed

by those in online instruction to get their feedback about courses, and this feedback is shared with faculty who design the courses. Instructors are also assessed by students at the end of each course. Any feedback that would help improve instruction or course content is also shared with the course developer.

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

Strengths

- The dedication and involvement of every faculty member whether they be tenured, on the tenure-track or fixed-term is evident in their participation on committees within the program, the HSC, in the CHP and within the university.
- The SEC allows the HSC Chair and Division Directors to meet at least biweekly to engage in regular communication and coordination.
- Faculty have input into all components of the PHP in many ways.
- CMU has a chain of command of how decision making happens from the top to the PHP level.

Weaknesses

- The HSC office professional positions have a high-turnover rate due to high workloads which results in faculty needing to schedule meetings, secure space and develop meeting minutes.
- The PHP Advisory Board meets annually which limits opportunities for input.

Plans for Improvement

- The program will continue to seek additional office professional positions and retain those who are currently in the positions
- The program will continue to seek input from the PHP Advisory Board on ways to enhance interdisciplinary collaborations and welcome their opinions related to the curriculum, recruitment, research, and community service.

A2. Multi-Partner Programs

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, if relevant to this criterion. Schools should focus this discussion on students in public health degree programs. (self-study document)**

The DPH is proud to involve its students in every aspect of the program, including the policy making and decision-making processes. Both students and faculty sit on the following PHP committees: Accreditation and Assessment; Curriculum and Development; Admission and Promotion; and Advisory Board.

Three MPH graduate assistants (Arjina A., Sameer S., and Tahia S.) serve on the Accreditation and Assessment Committee. This avenue of communication allows for the inclusion of every student's opinion, and they are also included in decision-making processes in multiple ways. Their involvement in this committee allows them to work on accreditation, fostering student-faculty collaboration and providing them with an in-depth awareness of the PHP. Arjina and Tahia conducted two alumni focus groups and prepared written summations which were shared with the PHP faculty. These graduate assistants support decision-making and help identify what they want in the program's future. At biweekly meetings, students and faculty engage in discussion regarding activities that are occurring and discuss future program plans, workshops, and fun student-faculty activities that will take place throughout the year to help develop fellowship between faculty and students. Students serving as members of the Accreditation and Assessment Committee can engage in and promote discussion, reflection, and assessment of the program's student learning objectives/outcomes (SLOs). Public Health students on the Accreditation and Assessment Committee also coordinate with faculty on assessing future program plans and reviewing policies and guideline forms for assessment plans and reports. Students are encouraged to discuss ideas for additional workshops that would be beneficial to public health students, faculty, staff, and community members.

Several GA's work with PHP staff and faculty to participate in program promotional activities. Ngozi A., Mishu R., Tahia S., Daniel N., and Soumitra P. are instrumental in student recruitment and promotion at various on-campus events. Undergraduate PH students Piper P., Alexia L., Marlowe H., Waymond B., Keera G., and Lauren W. also have volunteered for different recruitment and promotion events. To promote the program at the national level, both Sanchita S. and Salma A., MPH students, were selected as the APHA (American Public Health Association) Student Assembly Campus Liaisons (CL) for Central Michigan University during the 2021-2022 and 2022-2023 academic years respectfully. The CLs represent the APHA Student Assembly and are responsible for disseminating public health information to and communicating with university students, faculty, staff, and administrators. This position provides a platform for each CL to engage in public health activities on campus. This position also provides the opportunity to network with like-minded individuals, connect with national organizations and contribute to the future of public health.

Student representatives Daniel N. (MPH) and McKenna G. (PH) serve on the PHP Advisory Board and have input on policy and decision making for the programs. The student members can give their input from a student perspective on how policies and decisions would impact the student body. The students who serve as representatives on the Advisory Board are a communication channel between the Board and both undergraduate and graduate public health students.

In addition to the committee invitation, DPH encourages both undergraduate and graduate students to participate in the Division's student organization: Eta Sigma Gamma (ESG). ESG is a national health education organization of which Eta Chapter at CMU is a chapter member. This professional honorary promotes public health through student activities, student collaboration, and program development. ESG allows students vast opportunities to expand their networks, gain valuable volunteer experience, attend conferences, participate in community outreach, and foster professional development through research, teaching, service, and advocacy projects. It is a registered student organization (RSO) on campus.

Students in ESG can voice their input and inform faculty members on what projects they would like to develop and plan. For example, ESG members developed the "Wear One" campaign, with the objective of providing condoms for the prevention of sexually transmitted infections and unplanned pregnancies in several communities in the Central Michigan area. This collaboration is completely student run, while being associated with an award-winning 50-county project in Michigan.

Students are also able to engage in decision making through [CMU's grade grievance policy](#). If a student has an issue with the grade a professor has given them, they can appeal their grade through the grade grievance procedure. Students from the PHP may serve as student representatives on this CHP committee.

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

Strengths

- Substantial involvement from students in the PHP influences the program's decision-making process.
- Modifications are made with student feedback.
- Faculty are very accessible to students who have feedback and concerns about the PHP program.
- Student representation on the PHP Advisory Board and Accreditation and Assessment Committee.
- During the COVID pandemic, our students were asked to help with contact tracing and testing clinics. The students' skills afforded them opportunities to secure both internships and employment.

Weaknesses

- Lack of MPH student involvement in the student RSO, Eta Sigma Gamma because the meetings occur at the same time as the students are in class.
- Lack of undergraduate PH membership on PHP committees outside of the Advisory Board.

Plans for Improvement

- Encourage more MPH students to join Eta Sigma Gamma; assess the current meeting time to potentially increase MPH student participation
- Appoint undergraduate PH students to all PHP committees in their junior year to ensure representation in PHP activities/events/planning.

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.

Together, the program's guiding statements must address instruction, scholarship, and service and,

- Must define the ways in which the school or program plans to 1) advance the field of public health and 2) promote student success.
- May derive from the purposes of the parent institution but also reflect the program's own aspirations and respond to the needs of the program's intended service area(s).
- Are sufficiently specific to allow the program to rationally allocate resources and to guide evaluation of outcomes.

Required documentation:

- 1) The program's vision, mission, goals, and values. (self-study document)

Vision

Healthy people in healthy communities.

Mission

The mission of CMU's PHP is to promote and protect the health of rural and underserved communities in Michigan, the nation, and the world through education, research, and service.

Goals

Goal I: Education

Objectives

1. Recruit and retain qualified faculty and staff from diverse backgrounds.
2. Recruit and retain a diverse student body including those from rural and underserved communities.
3. Graduate students who demonstrate proficiency in the five core areas of public health.

4. Prepare students to achieve professional certification (e.g., CPH, CHES/MCHES, REHS/RS, RHIA).
5. Create a supportive learner-centered environment.
6. Facilitate professional development opportunities for faculty, staff, and learners.
7. Adopt innovative technologies that support instructional program activities.

Goal II: Research

Objectives

1. Promote faculty and student collaborative research that advances public health knowledge and practice among rural and underserved communities.
2. Conduct research and creative activity in partnership with community organizations and institutions in Michigan, the nation, and the world.
3. Pursue extramural funding for research and creative activity.
4. Disseminate research results in Michigan, the nation, and the world.
5. Implement and promote ethical principles in research.

Goal III: Service

Objectives

1. Provide educational programs that meet workforce development needs.
2. Offer service-learning opportunities for students on campus and in rural and underserved communities in Michigan, the nation, and the world.
3. Invite community public health partners to serve on the program's advisory board.
4. Demonstrate leadership, education, or technical service to organizations and individuals devoted to public health in Michigan, the nation, and the world.
5. Provide education programs that increase capacity to address health needs in rural and underserved communities.

Values

Excellence:

Expecting that all activities are conducted with attention to quality and the highest levels of academic and professional standards.

Innovation:

Supporting progressive and meaningful research, creative activity, and teaching, addressing challenges and issues from multiple perspectives to solve problems and advance knowledge.

Equity:

Committing to the fundamental fairness of a healthy world through the promotion of policy and social environment that allows individuals to attain complete physical, mental, and social well-being.

Cultural Humility:

Fostering a lifelong awareness of respect, compassion, inclusiveness, and social responsibility for others.

Learner-Centered:

Providing a collegial, stimulating, and supportive environment to foster individual and professional development.

Advocacy:

Supporting and partaking in events, conferences, and other such professional endeavors to promote students, the program and public health profession.

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

The first strategic plan was developed at a 2012 retreat that included a paid, outside consultant who specialized in strategic planning. This event led to the creation of a five-year plan (2013-2018) that included the establishment of an MPH program and obtainment of CEPH accreditation. Following the publication of the 2016 revised CEPH criteria and our CEPH consultation visit in February 2018, the program contacted Dr. Mike Carson, Director of Curriculum and Assessment, to assist with revising its vision, mission, and goals to reflect the program's targets. A committee of three faculty members worked together with Dr. Carson to develop and propose a new vision, mission and values statements, and new goals and objectives. DPH faculty members reviewed and modified these items. During the April 18, 2018, DPH faculty meeting, the revised document was adopted. The vision, mission, and goals were also presented to the PHP Advisory Board members for their input. The strategic plan and revised vision, mission, values, goals, and objectives can be found in the electronic resource file (B1.2).

With these benchmarks nearly complete, the strategic plan was updated at a summer 2019 retreat to extend its goals, objectives, and action plans through 2024. The strategic planning process included suggestions made during the April 2019 CEPH onsite visit and the PHP Advisory Board meeting in May 2019. The updated strategic plan was shared with the PHP Advisory Board at the October 2019 meeting for their formal input.

In August 2023, the strategic plan was again addressed as it was reaching its 2024 completion date. A similar process was used as in the past with faculty input into what goals were not addressed, partially completed, and completed. Completed action items were removed and all other items updated to remain in the new strategic plan. Other items for longer range goals were discussed and included. Once the strategic plan was approved by all PH faculty, it was presented to the PHP Advisory Board at the November 2023 meeting for their suggestions and approval. PHP Advisory Board suggestions were

discussed at the next DPH Faculty Meeting and changes were made based on these suggestions. For example, it was felt that Vision, Mission, and Goals needed to address the rural health focus of CMU more specifically, and these were added into our language. Additionally, curriculum suggestions were made to keep graduates competitive in the job market. An update to the undergraduate curriculum includes a long-term social media and communication core in partnership with our PHP Advisory Board member at the Michigan Public Health Institute. The current strategic plan is in the electronic resources file (B1.2)

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

Strengths

- Dr. Inungu and Mary Kushion attended the CEPH self-study three-day webinar in May 2023. Drs. Brookins-Fisher and Haidar attended the CEPH self-study three-day webinar in January 2024. The information and resources proved valuable and generated additional discussions related to our mission, vision, and values.
- We have an active and engaged advisory board who provide their opinions and recommendations related to our mission, vision, values, and strategic plan.
- We continue to employ a systematic process to monitor and evaluate our goals and objectives through our meeting discussions, surveys, and advisory board engagement. This is inclusive of CMU administrators, faculty, students, alumni, and advisory board members.
- The program has an established vision and mission that are consistent with CMU and CHP.
- PHP students have strategic plan input through the PHP Advisory Board.

Weaknesses

- The PHP is waiting to learn the outcome of the universities and college's strategic plan to be able to align our plan with the college plan as applicable.
- Lack of systematic ways of including students in the strategic planning process.

Plans for Improvement

- Ensuring we follow the CMU Board of Trustees approved mission, vision, and value statements for the university and align with them to the extent possible and incorporate any needed changes from the new CMU and CHP strategic plans into the PHP strategic plan.
- Formalize student involvement in the planning process beyond the PHP Advisory Board.

B2. Evaluation & 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-driving quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations as appropriate.

Required documentation:

- 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.
 - d. The timeline for review (e.g., monthly, at each semester's end, annually in September) (self-study document).

Table B2-1

MEASURES	CRITERIA or TEMPLATE	Data source & method of analysis	Who has review & decision-making responsibility?	Does it measure Goal 1 (Education)?	Does it measure Goal 2 (Research)?	Does it measure Goal 3 (Service)?
Student Enrollment	<i>Intro-2</i>	Undergrad students choose to sign the major after finishing the university requirement (UP courses). Academic advisors are the data source for the undergraduate degree. For the MPH degree, the CMU Registrar's office is the data source. Data are collected annually.	Students meet the academic advisor from the college or the program to get information about the major. They sign the major with the program advisor.	X		
Recruit and retain qualified faculty and staff from diverse backgrounds	<i>B2-1</i>	Human Resources and Faculty Personnel Records Advertising in diversity-centered arenas (Ongoing)	DPH Director MPH Director Faculty hire committee chair	X		
Recruit and retain a diverse student body including those from rural and underserved communities	<i>B2-1</i>	CMU Admissions Office (Ongoing)	CMU Admissions	X		

Graduate students who demonstrate proficiency in the five core areas of public health	B2-1	Alumni and employer surveys (Every three years) Portfolio Evaluation Internship Site Supervisor Evaluation Intern Final Paper/Assessment (Annually)	Internship coordinator Assessment and Accreditation Committee	X		
Prepare students to achieve professional certification	B2-1	Results of CPH, CHES/MCHES, REHS/RS, and RHIA examinations. PH majors: PHE concentration take HSC 418 to prepare for CHES exam. (Annually)	DPH Director Assessment and Accreditation Committee HSC 418 Instructor	X		
Create a supportive learner-centered environment	B2-1	End of course survey results. (Every semester)	DPH Director MPH Director per HSC Chair	X		
Facilitate professional development opportunities for faculty, staff, and learners	B2-1	Use of professional development funds, other lecture, and student professional development funds. (Annually)	DPH Director MPH Director per HSC Chair	X		
Adopt innovative technologies that support instructional program activities	B2-1	Incorporate new technologies and software in classes. (Every semester)	PHP Faculty	X		

Promote faculty and student collaborative research that advances public health knowledge and practice among rural and underserved communities	B2-1	Maintain a database of collaborative research between faculty and students and report at Division meeting. Student participation in innovative research is documented by their abstract to a conference, or thesis/project proposal submission. (Ongoing)	PHP representative on CHP Research Committee MPH 796 instructor with DPH Director and Office Professional MPH Director		X	
Conduct research and creative activity in partnership with community organizations and institutions in Michigan, the nation, and the world	B2-1	Maintain a database of collaborative research and creative activity related to community engagement projects. (Ongoing)	PHP representative on CHP Community Engagement Committee Office Professional		X	
Pursue extramural funding for research and creative activity	B2-1	Maintain a database for grants submitted through the Office of Graduate Studies. (Ongoing)	PHP representative on CHP Research Committee MPH 796 instructor with DPH Director and Office Professional MPH Director		X	
Disseminate research results in Michigan, the nation, and the world	B2-1	Maintain a database of presentations and scholarly activities. Disseminated through conferences, webinars, professional journals, textbooks, etc. (Ongoing)	PHP representative on CHP Research Committee MPH 796 instructor with DPH Director and Office Professional MPH Director		X	

Implement and promote ethical principles in research		CMU IRB approval (As needed)	IRB Office		X	
Provide educational programs that meet workforce development needs	B2-1	Employer surveys responses on workforce needs (Every three years); attendance number at sponsored PHP events (Annually)	Assessment and Accreditation Committee Office Professional			X
Offer service-learning opportunities for students on campus and in rural and underserved communities in Michigan, the nation, and the world.	B2-1	Internship and APE Coordinators keep track of student internship portfolios and other assessments. PH majors take HSC 599: Public Health Internship and HSC 538: Development of Proposals and Reports in Health Administration. Both classes are designated as Service-Learning classes. Both MPH and PH majors have service-learning opportunities in other courses. (Every semester)	Internship Coordinator APE Coordinator Assessment and Accreditation Committee			X
Invite community public health partners to serve on the program's advisory board.	B2-1	Number of external community partners on the advisory board. (Annually)	DPH Director MPH Program Director PHP Advisory Board Chair			X

Demonstrate leadership, education, or technical service to organizations and individuals devoted to public health in Michigan, the nation, and the world.	B2-1	Number of leadership, education, and technical services to public health organizations per faculty vitae. Division meeting minutes. (Bi-weekly)	Assessment and Accreditation Committee Office Professional DPH Director MPH Program Director			X
Provide education programs that increase capacity to address health needs in rural and underserved communities	B2-1	DPH review of number of classes with a rural and underserved communities focus. (As needed)	PHP Faculty			X
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						
Graduation Rates	B3-1	CMU data warehouse; the goal is to graduate 70% of enrolled students within 7 years. (Annually)	DPH Director MPH Program Director Assessment and Accreditation Committee	X		

Doctoral student progression (e.g., # newly admitted, # completed coursework)	B3-2	N/A				
Post-graduation outcomes (e.g., employment, enrollment in further education)	B4-1	Alumni Survey (Every three years)	Assessment and Accreditation Committee	X		
Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations	B5	Alumni Survey (Every three years) Exit Survey (Every semester) Alumni Focus Groups (Every three years)	Assessment and Accreditation Committee	X		
Budget Table	C1-1					
Student perceptions of faculty availability	C2	End of course survey results (Every semester); Exit Survey (Every semester); Alumni Survey (Every three years)	DPH Director; MPH Program Director; Assessment and Accreditation Committee	X		
Student perceptions of class size & relationship to learning	C2	Exit Survey (Every semester)	Assessment and Accreditation Committee	X		

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	Data from program advisors (Annually)		X		
Ratios for supervision of MPH ILE	C2-2	Data from MPH Program Director (Annually)	MPH Program Director	X		
Ratios for supervision of bachelor's cumulative/experiential activity	C2-2	Data from internship coordinator (Every semester)	DPH Director	X		
Ratios for DrPH ILE advising	C2-2	N/A				
Ratios for PhD dissertation advising	C2-2	N/A				
Ratios for MS final project advising	C2-2	N/A				
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)	<i>E3</i>	Non-tenure track faculty submit portfolios as required by the department chair. Tenure-track faculty submit reappointment materials annually. Tenured faculty submit portfolio materials as required by HSC By-Laws.	HSC Chair HSC Personnel Committee CHP Dean and Associate Dean	X		
End of Course Survey	<i>E3</i>	End of course survey (Every semester)	DPH Director MPH Director per HSC Chair	X		
Peer Evaluations	<i>E3</i>	Peer evaluation form (As needed)	DPH Director MPH Director per HSC Chair	X		
Outcome Assessment	<i>E3</i>	Exit Survey (Every semester) Alumni Survey (Every three years)	DPH Director MPH Director per HSC Chair	X		
Faculty research/scholarly activities with connections to instruction (maintain ongoing list of exemplars)	<i>E4</i>	Database of collaborative research and creative activity. (Annually)	PHP representative on CHP Research Committee DPH Director MPH Director.		X	
Journal Articles Published in Peer-Reviewed Journals	<i>E4-1</i>	Database of collaborative research and creative activity. Analyzed as part of the HSC Annual Report.	PHP representative on CHP Research Committee DPH Director MPH Director		X	

Presentations at Professional Meetings	<i>E4-1</i>	Database of collaborative research and creative activity. Analyzed as part of the HSC Annual Report.	PHP representative on CHP Research Committee DPH Director MPH Director		X	
Number of Grant Submissions	<i>E4-1</i>	Database of collaborative research and creative activity. Analyzed as part of the HSC Annual Report.	PHP representative on CHP Research Committee DPH Director MPH Director		X	
Faculty extramural service activities with connections to instruction (maintain ongoing list of exemplars)	<i>E5</i>	Tenure-track faculty submit reappointment materials annually. Tenured faculty submit portfolio materials as required by HSC By-Laws.	HSC Chair HSC Personnel Committee CHP Dean and Associate Dean			X
Public Service Related to Faculty Members' Discipline	<i>E5</i>	Tenure-track faculty submit reappointment materials annually. Tenured faculty submit portfolio materials as required by HSC By-Laws.	HSC Chair HSC Personnel Committee CHP Dean and Associate Dean			X
Service Related to Professional Growth	<i>E5</i>	Tenure-track faculty submit reappointment materials annually. Tenured faculty submit portfolio materials as required by HSC By-Laws.	HSC Chair HSC Personnel Committee CHP Dean and Associate Dean			X

Other Public Service	<i>E5</i>	Tenure-track faculty submit reappointment materials annually. Tenured faculty submit portfolio materials as required by HSC By-Laws.	HSC Chair HSC Personnel Committee CHP Dean and Associate Dean			X
Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations	<i>F1</i>	Employer Interviews (Every three years)	DPH Director MPH Director	X		
Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	<i>F1</i>	Qualitative data from the PHP Advisory Board (Annually)	DPH Director MPH Director PHP Advisory Board Chair	X		
Feedback from stakeholders on guiding statements and ongoing self-evaluation data	<i>F1</i>	Qualitative data from the PHP Advisory Board (Annually)	DPH Director MPH Director PHP Advisory Board Chair	X		
Professional and community service activities that students participate in (maintain ongoing list of exemplars)	<i>F2</i>	Eta Sigma Gamma (ESG) database (Annually) CHP Community Engagement Committee (As needed)	ESG Faculty Advisor Community Engagement Committee Rep			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	Employer Interviews (Every three years) Internship Site-Supervisor Evaluations to determine the professional development needs of the public health workforce (Annually)	Internship Coordinators DPH Director MPH Director	X		X
Continuing education events presented for the external community, with number of non-students, non-faculty attendees per event (maintain ongoing list)	F3-1	Creation and maintenance of database that keeps track of research and scholarly activities. Conference co-sponsorship. (Ongoing)	PHP representative on CHP Research Committee	X		X
The PHP works within the priorities of attracting, recruiting, and hiring diverse faculty and staff; Increase the number of Native American students	G1	Student demographics taken from application (Annually). Faculty demographics self-reported during hiring process (As needed).	Admissions Office Faculty Personnel Services	X		
Student AND faculty (staff, if applicable) perceptions of unit's climate regarding diversity & cultural competence	G1	Exit Survey (Every semester) Alumni Survey (Every three years) Faculty Survey (Every three years)	DPH Director MPH Program Director Assessment and Accreditation Committee	X		

Student satisfaction with academic advising	<i>H1</i>	Exit Survey (Every semester) Alumni Survey (Every three years)	DPH Director MPH Program Director Assessment and Accreditation Committee	X		
Student satisfaction with career advising	<i>H2</i>	Exit Survey (Every semester)	DPH Director MPH Program Director Assessment and Accreditation 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)	<i>H2</i>	Exit Survey (Every semester)	DPH Director MPH Program Director Assessment and Accreditation Committee	X		
Number of student complaints filed (and info on disposition or progress)	<i>H3</i>	HSC Grievance Committee (As needed), CMU Office of Civil Rights and Institutional Equity (OCRIE) (As needed)	HSC Chair	X		
Undergrad and MPH Recruitment: Minimum GPA of 3.00	<i>H4</i>	CHP Academic Advising Center, Registrar Office, Faculty advisors (Every semester)	DPH Director MPH Director	X		

2) Provide evidence of implementation of the plan described in Template B2-1.

Data from the Assessment and Annual Reports for the last three years were utilized for both the undergraduate and MPH programs. CMU requires that each program/department should submit an Annual Report in the summer. The reports include data on student enrollment and graduation during the past five years, demographic information, scholarly activities for faculty and students, community engagement activities, departmental efficiencies, and departmental initiatives.

CMU also requires the Assessment Reports, which are due on October 1st of each year. The Reports are submitted by each program and include data to assess how it achieved goals and competencies set by it. The Assessment and Annual Reports are in the ERF (B2.2)

3) Provide 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. See Template B2-2

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	Student satisfaction with academic advising	A high percentage of MPH graduates indicated dissatisfaction with the level of academic advising received.	The MPH program director assigned a faculty advisor to each student within the MPH program rather than continuing to advise all of them as the number of enrollments grew.
Example 2	Conference Co-Sponsorship to enhance promotion and recruitment	Admission data that showed low enrollment in in-state admissions	The PHP enhanced its recruitment endeavors by sponsoring booths at diverse local and national conferences, including the Michigan Premier Public Health Conference, The Michigan Environmental Health Association Conference, The Michigan Epidemiology Conference, and The American Public Health Association Conference.
Example 3	Added Pre-health Professional concentration to the Public Health major	Admission data that showed low enrollment in undergraduate program	To increase enrollment, the PHP added a new concentration that can serve as a pre-medicine, pre-physician assistant, or any other health profession to help students prepare for graduate school and to find employment post-graduation.

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

Strengths

- Since the last CEPH self-study, PHP has fully implemented all required components for the evaluation process and has revised these tools to be consistent between the MPH and undergraduate PH programs and to account for changes in student learning outcomes, outside requirements, etc.
- The DPH created a Blackboard shell to act as a central repository for information related to the program and evaluation.

Weaknesses

- Lack of consistent PHP sources for the evaluation data which needs to be modified for ease in finding and using the information.
- Lack of formalized process to assure timely modifications are made when PHP/CEPH/NCHEC requirements are updated, modified, or changed.

Plans for Improvement

- The PHP has recently developed an internal database to track the above information so that it will be stored in one place and easy to track/find.
- As internal PHP evaluations and CEPH/NCHEC requirements are updated, modified, or changed (the HESPA III is currently underway), evaluation measures will be modified.

B3. Graduation Rates

The program collects and analyzes graduation rate data for each public health degree offered.

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

Required documentation:

- 1) Graduation rate data for each public health degree in the format of Template B3-1 (Self-Study document)**

Template B3-1a

Students in BS Degree, by Cohorts Entering Between 2017-18 and 2023-24								
*Maximum Time to Graduate: 7 years								
	Cohort of Students	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23	2023 -24
2017 -18	# Students entered	18						
	# Students withdrew, dropped, etc.	0						
	# Students graduated	0						
	Cumulative graduation rate	0%						
2018 -19	# Students continuing at beginning of this school year (or # entering for newest cohort)	18	12					
	# Students withdrew, dropped, etc.	1	0					
	# Students graduated	8	0					
	Cumulative graduation rate	44%	0%					
2019 -20	# Students continuing at beginning of this school year (or # entering for newest cohort)	9	12	14				
	# Students withdrew, dropped, etc.	1	0	3				
	# Students graduated	6	5	0				
	Cumulative graduation rate	78%	42%	0%				
2020 -21	# Students continuing at beginning of this school year (or # entering for newest cohort)	2	7	11	7			
	# Students withdrew, dropped, etc.	1	1	0	0			
	# Students graduated	1	5	2	0			
	Cumulative graduation rate	83%	83%	14%	0%			
2021 -22	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	1	9	7	4		
	# Students withdrew, dropped, etc.	0	0	0	1	0		

	# Students graduated	0	1	7	2	0		
	Cumulative graduation rate	83%	92%	64%	29%	0%		
2022 -23	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	0	2	4	4	3	
	# Students withdrew, dropped, etc.	0	0	0	0	3	0	
	# Students graduated	0	0	2	4	0	0	
	Cumulative graduation rate	83%	92%	79%	86%	0	0	
2023 -24	# Students continuing at beginning of this school year (or # entering for newest cohort)	0	0	0	0	1	3	Data Not Available
	# Students withdrew, dropped, etc.	0	0	0	0	0	0	
	# Students graduated							
	Cumulative graduation rate	83%	92%	79%	86%	0	0	Not Available
* Maximum Time to Graduate (MTTG) should be presented in years. Each column represents one year. For example, if the MTTG is four years, then the table should contain four columns of data.								
Track students vertically by column (i.e., not across each row).								
The school or program tracks the students who enter each degree school or program via a defined entry point (enrollment in the first semester of classes, completion of a certain number of prerequisite credits, etc.). The number of entering students, as defined here, constitutes a cohort for calculating graduation rates.								
The school or program follows the members of the cohort until they reach a defined outcome: graduation, withdrawal, transfer to a different degree or dismissal. Dismissal is assumed to be the outcome when the cohort reaches the maximum allowable time to graduation without achieving one of the other outcomes, except in special circumstances. For example, most universities have policies related to leaves of absence and the amount of time credits can count toward a degree. Students who take a leave of absence or receive permission to extend their time in the program should be moved from their original cohort to a more recent cohort based on their updated maximum allowable time to graduation. The school or program documents all special circumstances.								
At the maximum allowable time to graduation for each degree, which is typically defined by the university, the school or program calculates a graduation rate by dividing the number of students with graduation as the outcome (numerator) by the total number of students in the cohort (denominator).								

If the maximum time to graduation for the MPH degree is seven years, the school or program would calculate the graduation rate for MPH students who entered the graduation rate calculation cohort in 2015 in the year 2022.

Complete one template for each public health degree offered (e.g., BS, MPH, MS, PhD). SPH only: For all degrees (e.g., BS) in which the SPH offers a mix of public health concentrations and “other” concentrations, the SPH should present data ONLY for the public health concentrations. SPHs that include such “mixed” degrees should list the specific concentrations that are included in each data set. See “Definitions” at the end of this document and “Degree Classification Key,” available on the CEPH website.

Template B3-1b

Students in MPH Degree, by Cohorts Entering Between 2017-18 and 2023-24								
*Maximum Time to Graduate: 7 years								
	Cohort of Students	2017 -18	2018 -19	2019 -20	2020 -21	2021 -22	2022 -23	2023 -24
2017 -18	# Students entered	17						
	# Students withdrew, dropped, etc.	1						
	# Students graduated	0						
	Cumulative graduation rate	0%						
2018 -19	# Students continuing at beginning of this school year (or # entering for newest cohort)	16	35					
	# Students withdrew, dropped, etc.	1	6					
	# Students graduated		0					
	Cumulative graduation rate	0%	0%					
2019 -20	# Students continuing at beginning of this school year (or # entering for newest cohort)	15	29	43				
	# Students withdrew, dropped, etc.	0	2	3				
	# Students graduated	0	3	0				
	Cumulative graduation rate	0%	9%	0%				

2020 -21	# Students continuing at beginning of this school year (or # entering for newest cohort)	15	24	40	44			
	# Students withdrew, dropped, etc.	0	1	3	4			
	# Students graduated	10	10	11	0			
	Cumulative graduation rate	59%	37%	26%	0%			
2021 -22	# Students continuing at beginning of this school year (or # entering for newest cohort)	5	13	26	40	39		
	# Students withdrew, dropped, etc.	2	0	2	4	4		
	# Students graduated	2	4	18	9			
	Cumulative graduation rate	71%	49%	67%	20%	0%		
2022 -23	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	9	6	27	35	53	
	# Students withdrew, dropped, etc.	0	1	0	0	4	8	
	# Students graduated	0	1	3	10	6	0	
	Cumulative graduation rate	71%	51%	74%	43%	15%	0	
2023 -24	# Students continuing at beginning of this school year (or # entering for newest cohort)	1	7	3	17	25	45	37
	# Students withdrew, dropped, etc.	0	0	0	0	0	9	10
	# Students graduated	1	2	3	12	21	0	0
	Cumulative graduation rate	76%	57%	81%	70%	69%	0	0
* Maximum Time to Graduate (MTTG) should be presented in years. Each column represents one year. For example, if the MTTG is four years, then the table should contain four columns of data.								
Track students vertically by column (i.e., not across each row).								

The school or program tracks the students who enter each degree school or program via a defined entry point (enrollment in the first semester of classes, completion of a certain number of prerequisite credits, etc.). The number of entering students, as defined here, constitutes a cohort for calculating graduation rates.

The school or program follows the members of the cohort until they reach a defined outcome: graduation, withdrawal, transfer to a different degree or dismissal. Dismissal is assumed to be the outcome when the cohort reaches the maximum allowable time to graduation without achieving one of the other outcomes, except in special circumstances. For example, most universities have policies related to leaves of absence and the amount of time credits can count toward a degree. Students who take a leave of absence or receive permission to extend their time in the program should be moved from their original cohort to a more recent cohort based on their updated maximum allowable time to graduation. The school or program documents all special circumstances.

At the maximum allowable time to graduation for each degree, which is typically defined by the university, the school or program calculates a graduation rate by dividing the number of students with graduation as the outcome (numerator) by the total number of students in the cohort (denominator).

If the maximum time to graduation for the MPH degree is seven years, the school or program would calculate the graduation rate for MPH students who entered the graduation rate calculation cohort in 2015 in the year 2022.

Complete one template for each public health degree offered (e.g., BS, MPH, MS, PhD). SPH only: For all degrees (e.g., BS) in which the SPH offers a mix of public health concentrations and “other” concentrations, the SPH should present data ONLY for the public health concentrations. SPHs that include such “mixed” degrees should list the specific concentrations that are included in each data set. See “Definitions” at the end of this document and “Degree Classification Key,” available on the CEPH website.

2) Data on public health doctoral student progression in the format of Template B3-2 (Self-Study document).

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 (Self-Study document)

In the MPH program, with the three different enrollment options (on-campus, online and accelerated), it makes the calculation of graduation rates more complicated. This is because online students tend to take longer to complete their degrees – often a year or more – than those on campus. The accelerated students come into the cohort when they have completed their bachelor’s degree and may complete their MPH in one year, but sometimes more, depending on if they enroll as an online or on-campus student.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for

improvement in this area

Strengths

- Since the last CEPH self-study, CMU has developed a way to establish cohorts in the undergraduate program.

Weaknesses

- Although graduation rates for the undergraduate program meet the seven-year requirement, enrollment is low.
- Although the MPH program has a maximum time to graduate of seven years for both its online and on-campus cohorts, the online students often take an additional year to complete the program which makes the calculation of cohort graduation rates difficult.

Plans for Improvement

- PHP will continue to participate in established and new ways to recruit excellent students to the PHP.
- MPH program will continue to work with the Office of Academic Planning and Analysis to assure the graduation rates are calculated correctly.

B4. Post-Graduation Outcomes

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

The program chooses methods explicitly designed to minimize the number of students with unknown outcomes. This expectation includes collecting data that accurately presents outcomes for graduates within approximately one year of graduation, since collecting data shortly before or at the exact time of graduation will result in underreporting of employment outcomes for individuals who begin their career search at graduation. In many cases, these methods will require multiple data collection points. The program need not rely solely on self-report or survey data and should use all possible methods for collecting outcome data.

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 public health degree in the format of Template B4-1

Template B4-1a: MPH Program

Post-Graduation Outcomes	2021 Number and percentage	2022 Number and percentage	2023 Number and percentage
Employed	21 (88%)	27 (90%)	14 (82%)
Continuing education/training (not employed)	3 (12%)	3 (10%)	2 (12%)

Not seeking employment or not seeking additional education by choice	0	0	0
Actively seeking employment or enrollment in further education	0	0	1 (6%)
Unknown	0	0	0
Total graduates (known + unknown)	24	30	17

Schools and programs should include a table for each public health degree conferred (e.g., BS, MPH, MS, PhD, DrPH, etc.).

Graduates may take approximately one year from graduation to secure employment or pursue further education/training.

Example: If the site visit takes place in fall 2018 or spring 2019, the most recent year of data (Year 3) would be based on students who graduated in 2016-2017. See CEPH's FAQ document about collecting and reporting job placement data for more information.

Schools and programs may wish to collect more detailed data on employment setting. Additional tables may be included in the electronic resource file but are not required.

The program tracks the students who graduate in a given academic year (or calendar or fiscal year, depending on the program's choice). The number of graduates in the defined time period constitutes a cohort for the purpose of calculating placement rates.

Within one year of graduation, the program calculates an outcomes rate by dividing the number of students who are employed, enrolled in additional education, or not seeking employment or not seeking additional education by choice by the total number of students whose status is known in the cohort. The program also provides data on the number of students for whom the outcome is unknown.

The one-year window allows the program to gather accurate information on students who may take time after graduation to secure placement. The program may gather placement information on each student at any time from the period immediately preceding graduation to approximately one year after graduation.

Schools and programs can use timelines associated with other data collection processes (e.g., NACE, ASPPH) if they wish. For example, schools and programs may wish to define the graduating cohort as those who graduate between July 1 and June 30 and collect the data on the entire cohort by one year after the cohort end date. This data collection practice aligns with current ASPPH data collection efforts.

Template B4-1b: PH Program

Post-Graduation Outcomes	2021 Number and percentage	2022 Number and percentage	2023 Number and percentage
Employed	12 (71%)	22 (96%)	9 (75%)
Continuing education/training (not employed)	5 (29%)	0	3 (25%)
Not seeking employment or not seeking additional education by choice	0	0	0
Actively seeking employment or enrollment in further education	0	1 (4%)	0
Unknown	0	0	0
Total graduates (known + unknown)	17	23	12
Schools and programs should include a table for each public health degree conferred (e.g., BS, MPH, MS, PhD, DrPH, etc.).			
Graduates may take approximately one year from graduation to secure employment or pursue further education/training.			
Example: If the site visit takes place in fall 2018 or spring 2019, the most recent year of data (Year 3) would be based on students who graduated in 2016-2017. See CEPH's FAQ document about collecting and reporting job placement data for more information.			
Schools and programs may wish to collect more detailed data on employment setting. Additional tables may be included in the electronic resource file but are not required.			
The program tracks the students who graduate in a given academic year (or calendar or fiscal year, depending on the program's choice). The number of graduates in the defined time period constitutes a cohort for the purpose of calculating placement rates.			
Within one year of graduation, the program calculates an outcomes rate by dividing the number of students who are employed, enrolled in additional education, or not seeking employment or not seeking additional education by choice by the total number of students whose status is known in the cohort. The program also provides data on the number of students for whom the outcome is unknown.			
The one-year window allows the program to gather accurate information on students who may take time after graduation to secure placement. The program may gather placement information on each student at any time from the period immediately preceding graduation to approximately one year after graduation.			
Schools and programs can use timelines associated with other data collection processes (e.g., NACE, ASPPH) if they wish. For example, schools and programs may wish to define the graduating cohort as those who graduate between July 1 and June 30 and collect the data on the entire cohort by one year after the cohort end date. This data collection practice aligns with current ASPPH data collection efforts.			

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.

As indicated in Table B4-1a and Table B4-1b, most MPH and PH graduates were employed or accepted into a graduate program within 12 months after graduation. Information about employment was collected by PH advisors using direct contact with students including personal connection or social media search. The Alumni Survey was also sent to students to ask about their employment status. However, the participation rate was low and did not cover all students who graduated from the PHP. Detailed results from the Alumni Survey are described below.

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

Strengths

- The PHP maintains regular contact with alumni throughout the year. Post-graduation outcomes are gathered through multiple methods (email communication, alumni survey).
- Job placement, including employment and admission in graduate degree program, has been encouraging for both the PH and MPH. In addition, the MPH and PH Program Directors received positive feedback regarding the students' performance in their internships and applied practice experiences.

Weaknesses

- Lack of formal data collection methods to monitor student achievement following graduation has been a past problem. Tracking alumni activity for PH graduates has been a challenge because students do not move through the program as cohorts.

Plans for Improvement

- Alumni will be solicited through the newly developed PHP graduate database, and Alumni Relations information. PHP will continue to implement non-formal ways of tracking alumni activity such as social media channels as this has been helpful during the last few years and will continue to be used to track graduate outcomes.

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 application) 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.

Required documentation:

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

A new and improved Alumni Survey was developed and distributed in 2021-22 to all known alumni using Qualtrics. Only 27 responses were collected: five PHE, seven MPH on-campus, fourteen Accelerated MPH and no MPH online.

When asked about current employment status, 100% of PHE, 71% of MPH, and 70% of Accelerated MPH were employed full-time. When asked if they were employed in a public health-related field, 33% of PHE, 100% of MPH, and about 70% of Accelerated MPH answered yes.

Alumni were asked to rate their overall satisfaction with the PHP. Table B5-1a shows that most students were satisfied with the program.

Table B5-1a: Please rate your overall satisfaction with the Public Health Program

	Bachelor in Community Health or Public Health Education	Master of Public Health On-Campus	Accelerated Master of Public Health
The coursework portion adequately prepared me for present position	1 (50%)	3 (75%)	6 (75%)
The internship portion adequately prepared me for my present position	1 (50%)	3 (75%)	5 (62.5%)
The program adequately prepared me for the CHES exam	1 (50%)	2 (50%)	3 (37.5%)
Program faculty were available for assistance	2 (100%)	2 (50%)	6 (75%)
Program faculty were sensitive to student needs and treated students equally and with respect	2 (100%)	2 (50%)	3 (37.5%)

Program faculty were supportive of the students and provided constructive evaluations	2 (100%)	3 (75%)	4 (50%)
Program faculty were competent, knowledgeable, and well-prepared for instruction	2 (100%)	2 (50%)	4 (50%)
Questions and independent thinking were encouraged	2 (100%)	4 (100%)	6 (75%)

In addition, the survey asked students to indicate the extent to which they agree with selected statements relative to the public health competencies. As shown in Table B4-1b, all students agreed that they developed an understanding of the areas of knowledge, which are basic to public health (biostatistics, epidemiology, environmental sciences, administration, social and behavioral sciences) and synthesized and integrate knowledge acquired in course work and other learning experiences.

Table B5-1b: Please indicate the extent to which you agree with the following statements: The Public Health Program enabled me to....

	Bachelor in Community Health or Public Health Education*	Master of Public Health On-Campus	Accelerated Master of Public Health
Develop an understanding of the areas of knowledge, which are basic to public health (biostatistics, epidemiology, environmental sciences, administration, social and behavioral sciences)	2 (100%)	4 (100%)	6 (100%)
Acquire skills or experience in applying basic public health concepts and specialty knowledge to the solution of community health problems	2 (100%)	4 (100%)	5 (83%)
Synthesize and integrate knowledge acquired in course work and other learning experiences	2 (100%)	4 (100%)	6 (100%)
Apply theory and principles in a situation that arises in your professional practice	1 (50%)	2 (50%)	6 (100%)
Be prepared to meet the demands of my first public health related job after leaving the university	2 (100%)	3 (75%)	5 (83%)

*Prior to the Fall 2018 semester, the public health major had previously been called Community Health Education and as such some former student data is referenced with the former title.

PHP administered the Exit Survey to graduating students in PHP to collect data on their perception of their success in achieving and applying the competencies from their degree program. The results are summarized in Template B5-1c.

Table B5-1c: Perceptions of Success in Achieving Competencies

		Bachelor in Public Health	Master of Public Health
Develop an understanding of the areas of knowledge, which are basic to public health (biostatistics, epidemiology, environmental sciences, administration, social and behavioral sciences)	Strongly Agree	17 (89%)	17 (41%)
	Agree	2 (11%)	16 (39%)
	Neutral	0	5 (12%)
	Disagree	0	3 (7%)
	Strongly Disagree	0	0
Acquire skills or experience in applying basic public health concepts and specialty knowledge to the solution of community health programs	Strongly Agree	15 (83%)	15 (37%)
	Agree	2 (11%)	21 (51%)
	Neutral	1 (6%)	2 (5%)
	Disagree	0	3 (7%)
	Strongly Disagree	0	0
Synthesize and integrate knowledge acquired in coursework and other learning experiences	Strongly Agree	15 (79%)	15 (37%)
	Agree	4 (21%)	16 (39%)
	Neutral	0	7 (17%)
	Disagree	0	3 (7%)
	Strongly Disagree	0	0
Apply theory and principles in a situation that arises in your professional practice	Strongly Agree	12 (63%)	13 (33%)
	Agree	5 (26%)	17 (43%)
	Neutral	2 (11%)	8 (20%)
	Disagree	0	2 (5%)

	Strongly Disagree	0	0
Be prepared to meet the demands of my first public health-related job after leaving school	Strongly Agree	14 (74%)	13 (32%)
	Agree	4 (21%)	15 (37%)
	Neutral	1 (5%)	6 (15%)
	Disagree	0	4 (10%)
	Strongly Disagree	0	3 (7%)

Table B5-1c: PHP Perceptions of Success in Achieving Competencies shows that:

- 100% of PH students and 80% of MPH students agreed or strongly agreed with the statement that PHP enabled them to develop an understanding of the areas of knowledge, which are basic to public health (biostatistics, epidemiology, environmental sciences, health administration and social and behavioral sciences).
- 94% of PH students and 88% of MPH students agreed or strongly agreed with the statement that they acquired skills or experience in applying basic public health concepts and specialty knowledge to the solution of community health problems.
- 100% of PH students and 76% of MPH students agreed or strongly agreed with the statement that they can synthesize and integrate knowledge acquired in course work and other learning experiences.
- 89% of PH students and 76% of MPH students agreed or strongly agreed with the statement that they can apply theory and principles in a situation that arises in their professional practice.
- 95% of PH students and 68% of MPH students agreed or strongly agreed with the statement that they are prepared to meet the demands of my first public health related job after leaving the university.

In 2024, the PHP conducted a focus group comprised of graduates with undergraduate degrees and one with MPH graduates. The focus groups were facilitated by current MPH students who generated the reports. Both focus groups indicated the need for more resources in professional development and career advising (notification of job fairs, and assistance with resume writing). The MPH graduates recommended more of a focus on epidemiology and learning how to use artificial intelligence.

The graduates in both programs stated that they were well-prepared in oral communications, advocacy, and formal writing for research. The graduates from the undergraduate program Also cited community engagement as a useful skill whereas the MPH graduates referenced the

ability to analyze data assisted in their career.

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

A copy of the 2021-2022 Alumni Survey, the results as well as the survey instruments and summaries for the 2024 alumni focus groups are available in the electronic resource file as are the exit surveys for academic year 2021-2024. (B5).

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

Strengths

- Use of consistent tools for the alumni and exit surveys that have been modified over time.
- Inclusion of alumni focus groups to receive qualitative data annually as the alumni survey is administered every three years.
- The comments received from the MPH Alumni Survey about the program were very positive. The following comments were submitted:
 - *Excellent program of study*
 - *I enjoyed my experience at CMU from the staff and faculty to my classmates. I grew as a leader and public health professional at CMU and would attend again.*
 - *I would because of the friendships I made, the relationships I built with professors and other mentors, the safety of the campus, the convenient and nice housing options for graduate students, the opportunity for graduate assistantships. While there were some things that I would change, the positives ultimately outweighed the negatives.*
 - *The ability for most students to hold a GA position as well as maintaining relationships with all the MPH faculty is something I would imagine is hard to do at other universities.*
- PH alumni also had very positive comments about the program:
 - *I loved my classes, professors, and student body.*
 - *Love the CMU community!*
 - *Diversity*
 - *I grew*

Weaknesses

- There is a small number of graduates who complete the Alumni survey, so it is difficult to draw appropriate conclusions from this survey.
- MPH students showed a 50% satisfaction rate with availability of program faculty for assistance, treating students equally and with respect, having competent and well-prepared faculty, defining, and enforcing program policies and procedures.

These are concerning at initial assessment and will be addressed, however, only two students responded to the alumni survey.

Plans for Improvement

- More efforts will be made to increase the Alumni survey response rate in the future by using the non-CMU email accounts to contact alumni.
- All student concerns will be addressed in faculty meetings to ensure the PHP is inclusive of their comments and works to better any issues. The MPH program will continue to hire faculty members to assure that all faculty members are competent, knowledgeable, and well prepared for instruction.

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.**

CMU supports colleges and academic units' general operating funds annually using revenues generated from the following sources: (1) The Michigan State Legislature; (2) student tuition and fees; (3) payments received from external sources for Facilities and Administrative costs; and (4) other gifts.

The budgetary process for all academic units is complex. The chair gathers the information from various academic units in the school and discusses the needs with the CHP Dean. Following the Dean's approval, the proposed budget is sent to the Office of Financial Planning & Budgets for review. The Office of Financial Planning & Budgets reports directly to the Vice President & Chief Financial Officer in the Office of Finance and Administrative Services, who brings the budget to the attention of the President of the university, who in turn presents it to CMU's Board of Trustees (BOT) for final approval.

CMU allocates state funds to each of the seven academic colleges in accordance with state legislative directives, BOT policies, and CMU principles.

The tuition for all students is set and approved by the BOT. However, based on market value and special need for enhanced activities (e.g., professional internship, career advising, etc.), an individual program may justify a tuition increase above the set tuition. Although tuition payments go into the university account, CMU has a revenue-sharing model in place.

Faculty salaries are fully guaranteed. The amount paid varies by individual contract and appointment type. This appointment type may be full-time faculty, fixed-term faculty, adjunct faculty, clerical staff, or graduate assistant (GA). Departments pay faculty salaries using tuition revenues and state appropriation funds. In the case that a given department did not raise enough tuition revenue to meet its needs, the college contributes additional funds to ensure overall equity and fiscal alignment. CMU encourages faculty to conduct research to contribute to the development of the sciences and fully pays their salaries during research endeavors.

- 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.**

Faculty and staff positions are defined during the academic planning and analysis process. To request additional faculty or staff positions (additional = not replacements for individuals who left), the DPH Director or MPH Program Director submits a request justifying the need for a new position to the HSC Chair who then forwards the request to the CHP's Dean. If the Dean supports the request, he seeks approval from the Executive Vice President/Provost, who has the final hiring decision. Following authorization, the hiring manager (the DPH Director or MPH Program Director) can initiate the hiring process. This entails submission of the job description to either Faculty Personnel Services (FPS) for a faculty position, or Human Resources (HR) for a staff position. Upon approval, either FPS or the HR publishes the job description on high impact sites including the CMU HR site, the APHA Career Mart job site.

CMU affirms its continued commitment to affirmative action and equal employment opportunity in all its hiring practices. CMU recognizes that it must develop and implement specific hiring practices and procedures to ensure equal employment opportunity and establish an effective affirmative action program. The development and implementation of an affirmative action/equal opportunity hiring process includes an expansive search that increases the quality of candidates for vacancies and hence the excellence of CMU's faculty and staff. The university's overall affirmative action commitments, programs, and policies are contained in the Affirmative Action Protocol located on the CMU website at [Affirmative Action Protocol\(cmich.edu\)](http://www.cmich.edu/affirmative-action-protocol).

The university's official statement is: "CMU, an AA/EO institution, strongly and actively strives to increase diversity and provide equal opportunity within its community. CMU does not discriminate against persons based on age, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, height, marital status, national origin, political persuasion, pregnancy, childbirth or related medical conditions, race, religion, sex, sex-based stereotypes, sexual orientation, transgender status, veteran status, or weight (see <http://www.cmich.edu/ocrie>)."

CMU provides individuals with disabilities reasonable accommodations to participate in university activities, programs, and services.

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

Operational costs are defined as Personnel (salaries), Supplies (including printing, phones, office supplies, etc.), Equipment costs (lab equipment and computer equipment), and Professional Development (travel for faculty and staff travel to meetings, conferences).

The program funds operational costs through several major revenue sources including tuition, student fees, state appropriations, and external grants and contracts. The 15 Michigan Public Universities receive formula funding from the Michigan State Legislature based on the number of students and the areas of study. Fiscal year equated students (FYES) have been trending down from the 2019-20 levels, and the most recent 2023 FYES was \$13,335. One FYES is equal to 30 credit hours at the undergraduate level.

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

The program provides student support, including scholarships (Mary Lou Bruce Scholarship, Minelli Family Endowed Scholarship, Irene O'Boyle Endowed Scholarship, Haidar Endowed Scholarship, Walston Travel Fund, Jodi Brookins Fisher Professional Development Fund), for student conference travel, support for student activities using tuition revenues and state appropriate funds, gifts, and/or donations. In addition, the HSC uses money generated from the vending machines in the school to support students. Furthermore, the ORGS, through an internal funding mechanism, provides travel funds for students to attend and present at conferences. CHP provides funds for student research through the college's Research Committee.

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

Regular faculty members in HSC receive an initial faculty research start-up allocation and reasonable support to cover faculty development expenses, including travel to conferences. Faculty can also apply for additional funding through the Faculty Research and Creative Endeavors (FRCE) funds and the CHP Research Committee if they are presenting research at a professional conference. This funding is available on a first-come, first-served basis.

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

The program can request additional funds for operational costs, student support and faculty development expenses, using several means: requesting additional institutional support, receiving external grant funding, and requesting additional state funding. The request for additional state funding is at the university's discretion. To receive additional institutional support, the DPH Director or MPH

Program Director submits a request to the CHP Dean who has the final authority to grant or deny the request. For example, CHP funds were used to organize a workshop on R studio use. The CHP Dean also helped support PHP Advisory Board meetings. Previously, the MPH program requested additional support to organize two annual workshops, the Cochrane Systematic Review and Geographic Information System (GIS) workshops.

- 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.**

All tuition dollars generated by departments residing within a college are credited to the departments' respective cost centers. The college has an assessment rate established by the university used to pay for centralized services and infrastructure expenses rather than charging them directly to individual cost centers. The assessment rate is applied to all the college's tuition revenue and state appropriations. The remainder is assigned to department and/or program budgets based on their expense needs and requirements as determined by the Dean of the college in consultation with department chairs, program directors and division directors. In the case of a new program such as the MPH, the tuition and state appropriations generated do not initially cover all the program's expenses, so the college provides additional support to that program. This is the case with the MPH program.

- 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.**

The ORGS and the CHP share the indirect costs associated with grants and contracts. The ORGS receives 55%; whereas the CHP retains 45%. These funds are also used to support many programs, including the PHP. The college returns a portion of this amount to the principal investigator in the form of course release, etc. Furthermore, the CHP uses the indirect costs to fund early faculty investigator and student research.

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.

PHP: If a program does not typically have a separate budget, it must present one of the following:

- A budget statement for the organizational unit that houses the program’s budget in the format of Template C1-1 AND an accompanying table also in Template C1-1 format, that estimates program income and expenditures, line by line, with accompanying narrative explaining the basis for the estimate (e.g., approximately 20% of the department’s salary funds support the program).
- A table that accurately depicts the funding controlled by the program. For example, if the program’s only direct allocation is funds for operations and student support, the budget table would address those categories only. A narrative must accompany the table and explain the reasoning for including/excluding categories of income and expenditures.

Template C1-1: Sources of Funds and Expenditures

Sources of Funds and Expenditures by Major Category					
	2018-19	2019-20	2020-21	2021-22	2022-23
Source of Funds					
Tuition & Fees	\$3,864,844	\$3,867,088	\$3,571,507	\$3,342,256	\$3,548,312
University Funds (State Appropriation)	\$1,552,766	\$1,526,240	\$1,544,347		
Other: CHP Research Start-Up	\$33,200				
Other: CHP Moving Expenses		\$3,408			
Total	\$5,450,810	\$5,396,736	\$5,115,854	\$3,342,256	\$3,548,312
Expenditures					
Faculty Salaries & Benefits	\$1,685,510	\$1,793,307	\$1,663,191	\$1,611,009	\$1,484,697
Staff Salaries & Benefits	\$75,583	\$81,647	\$73,056	\$71,221	\$25,218
Operations	\$25,700	\$22,181	\$8,719	\$15,124	\$8,924
Travel	\$18,919	\$10,800	\$1,943	\$3,804	\$7,673
Student Support (GAs)*	\$275,282	\$273,786	\$185,048	\$182,558	\$206,159

University Tax	\$2,933,202	\$3,073,636	\$2,917,881	\$1,403,748	\$1,816,890
Other: CHP Research Start-Up	\$33,200				
Total	\$5,047,396	\$5,255,357	\$4,849,838	\$3,287,464	\$3,549,561

- 3) **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.

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

Strengths

- The PHP has financial resources to deliver quality instruction and support faculty, staff, students, and some GAs. CMU has clear and well-defined procedures for budget development and resource distribution to fulfill its stated vision, mission, goals, and instruction, service, and scholarly objectives.
- Program offerings continue to grow, such as the accelerated MPH program that allows students to complete their undergraduate degree and earn their MPH in 5 years.

Weaknesses

- Considering the needs of the entire State of Michigan operations, the State legislative leaders decided to decrease the appropriations to public education, which includes funding to higher education institutions and public education (K-12).
- Student enrollment is a factor due to several factors including COVID-19 and the declining number of students graduating from high school in Michigan. Enrollment is a matter of great concern for CMU and the PHP since it also affects tuition revenue. This issue is considered more of a threat to the program than a weakness.
- As mentioned in the narrative (C1-A), the budget process is complex. The DPH has little input into the budget process.

Plans for Improvement

- CMU and the BOT have a strong focus on increasing enrollment. Also, CHP is developing alternative revenue streams such as certificate programs and building a better network of alumni who can continue to support the college. PHP aims to increase its enrollment through continued recruitment and new

program offerings. For example, started in Fall 2023, the PH undergraduate program has created a new Pre-Health Professional Concentration that is designed to attract students interested in pursuing graduate programs or professional programs such as medical school or dental school. This new concentration was added to the PH major and the existing Public Health Education concentration. Other activities and plans include continued efforts directed at increasing direct recruitment of high school students and CMU undergraduate students from various programs and student organizations, and continual recruitment of international students. The PHP will also continue to increase recruitment through high school job fairs, and other CMU events like CMU and You Day, CHP Discovery Days, student/family recruitment dinners, and Fire Up Friday events to generate additional student interest.

- The PHP will participate in organizing, implementing, and evaluating a public health pathway program for high school sophomores and juniors. This is through an HRSA grant received by our local AHEC.
- The DPH will seek opportunities to provide input into the budget process.

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.

Primary instructional faculty, as defined in these criteria, provide the basis for initial levels of review of the adequacy of a program's resources.

This criterion employs a three-step review (outlined in C2-A through C2-C) in assessing adequacy of faculty resources.

Primary instructional faculty must meet ALL THREE requirements outlined below:

- **Employed full-time as faculty members at the home university. The program uses the university's definition of "full-time"**
- **Have regular responsibility for instruction in the program as a component of employment. Individuals whose sole instructional responsibility is advising individual doctoral, or research students do not meet CEPH's definition of primary instructional faculty.**
- **Spend a majority of time/effort (i.e., 0.50 FTE or greater) on activities associated with the program, including instruction, Research and service effort should also be included in the FTE allocated to the program if the research or service projects impact the program and its students. The program defines FTE allocations consistently and transparently and can clearly account for all time, effort and instructional or other responsibilities spent on degree programs outside the unit of accreditation.**

C2-A. Minimum faculty requirements by accreditation unit

The program employs, at a minimum, three primary instructional faculty.

C2-B. Minimum faculty requirement by range of offerings

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.

To provide this basic breadth and range and to assure quality, programs employ, at a minimum, three faculty members per concentration area for the first-degree level offered.

Each additional degree level in a concentration requires the addition of one primary instructional faculty member. Thus, a concentration area that solely offers a master's degree requires three faculty members. A concentration offering bachelor's and master's degrees OR master's and doctoral degrees requires four faculty members.

Additional definitions and specifications for these faculty requirements differ between schools and programs due to the differing appointment and resource structures in these organizational units. Definitions and specifications are as follows:

PHP

The three faculty per concentration for the first-degree level include the following:

- **Two primary instructional faculty members**
 - **These individuals may count toward the two faculty (or additional faculty required for adding a degree level) in one additional concentration ONLY IF they are allocated to the program at 1.0 FTE and are not shared with other educational programs. Primary instructional faculty who are dedicated to the program at FTE between 0.50 and .00 may only count toward the required faculty members in a single concentration.**
- **One additional faculty member or any type (faculty from another university unit, adjunct faculty, part-time faculty, or primary instructional faculty associated with another concentration area). The additional faculty required for additional degree levels must be primary instructional faculty.**

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).**

As illustrated in Template C2-1, there are seven primary instructional faculty (PIF) fully assigned to the PHP. In addition, seven non-primary instructional faculty (non-PIF) members contribute to the PHP by teaching courses and, for some, serving on committees.

Template C2-1: Primary Instructional Faculty (Programs)

CONCENTRATION	FIRST DEGREE LEVEL			SECOND DEGREE LEVEL	THIRD DEGREE LEVEL	ADDITIONAL FACULTY						
	PIF 1	PIF 2	FACULTY 3	PIF 4	PIF 5							
<i>Public Health Practice</i>	Dr. Joseph Inungu (1.0)	Dr. Sergey Soshnikov (1.0)	Ms. Mary Kushion (1.0)	N/A	N/A	PIF: 0 Non-PIF: 6						
MPH												
<i>Public Health Education</i>	Dr. Jodi Brookins-Fisher (1.0)	Dr. Salma Haidar (1.0)	Dr. Frank Snyder (1.0)	N/A	N/A	PIF: 0 Non-PIF: 1						
BA, BAA, BS												
<i>Pre-Health Professional</i>			Ms. Janae Bady (1.0)	N/A	N/A	PIF: 0 Non-PIF: 0						
BA, BAA, BS												
TOTALS:	<table border="1"> <tr> <td>Named PIF</td> <td>7</td> </tr> <tr> <td>Total PIF</td> <td>7</td> </tr> <tr> <td>Non-PIF</td> <td>7</td> </tr> </table>		Named PIF	7	Total PIF	7	Non-PIF	7				
Named PIF	7											
Total PIF	7											
Non-PIF	7											

- 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.

The program uses a simple formula to calculate Full-Time Equivalent (FTE). One (1.0) FTE PIF is equivalent to teaching 3 courses with 3 credits each (per semester) in addition to other teaching responsibilities; conducting scholarly activity; and university, professional, and community service.

Non-PIF include those faculty that are <0.5 FTE, primarily teach, and are paid per course. Contracts are renewed on an annual review cycle.

One (1.0) FTE student equals 18 graduate credits completed per academic year. It is expected that each graduate student will take nine credits/semester. Calculation: (#

Students x 18 credits)/16 = FTE student equivalent.

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

In addition to teaching, the 7 PIF members also engage in the scholarly activities of research and service (e.g., committee members, professional organization members). Non-PIF are involved in teaching, or administrative responsibilities. Contractually, they are not expected to be involved in research.

- 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: Faculty Regularly Involved in Advising, Mentoring, and Integrative Experiences

General Advising & Career Counseling			
Degree Level	Average	Min	Max
Bachelor's	5:1	1:1	18:1
Master's	9:1	1:1	15:1

Advising in MPH Integrative Experience		
Average	Min	Max
3:1	1:1	6:1
Supervision/Advising of Bachelor's Cumulative or Experiential Activity		
Average	Min	Max
10:1	1:1	10:1

Advising ratios.

The advising load differs between the undergraduate and the graduate programs.

In the MPH program, the average advisee to faculty ratio is three students per faculty. Although the MPH PIF (Inungu, Soshnikov, and Kushion) are responsible for advising MPH students, other non-PIF who teach in the MPH program (Snyder, Bady) also advise students in selected areas of expertise such as quantitative research, applied practice experience placement, etc. Additionally, MPH students enrolled in the MPH 796: Integrative Learning Experience to complete their Plan B project must have a committee of two faculty members to oversee their Integrative Learning Experience (ILE) project. The committee is made of a chair and one faculty member.

The undergraduate program uses a different advising approach. CMU is instituting a centralized advising service for undergraduate students. In the PH undergraduate program, one faculty member (Dr. Brookins-Fisher) advises all undergraduate students, with the remaining faculty serving in secondary advising roles (Haidar, Snyder, Bady). In addition, undergraduate students have access to the Student Service Center within the CHP for additional support. Undergraduate students can also consult the faculty members for advice in selected areas of expertise (research, grant writing, internships, etc.).

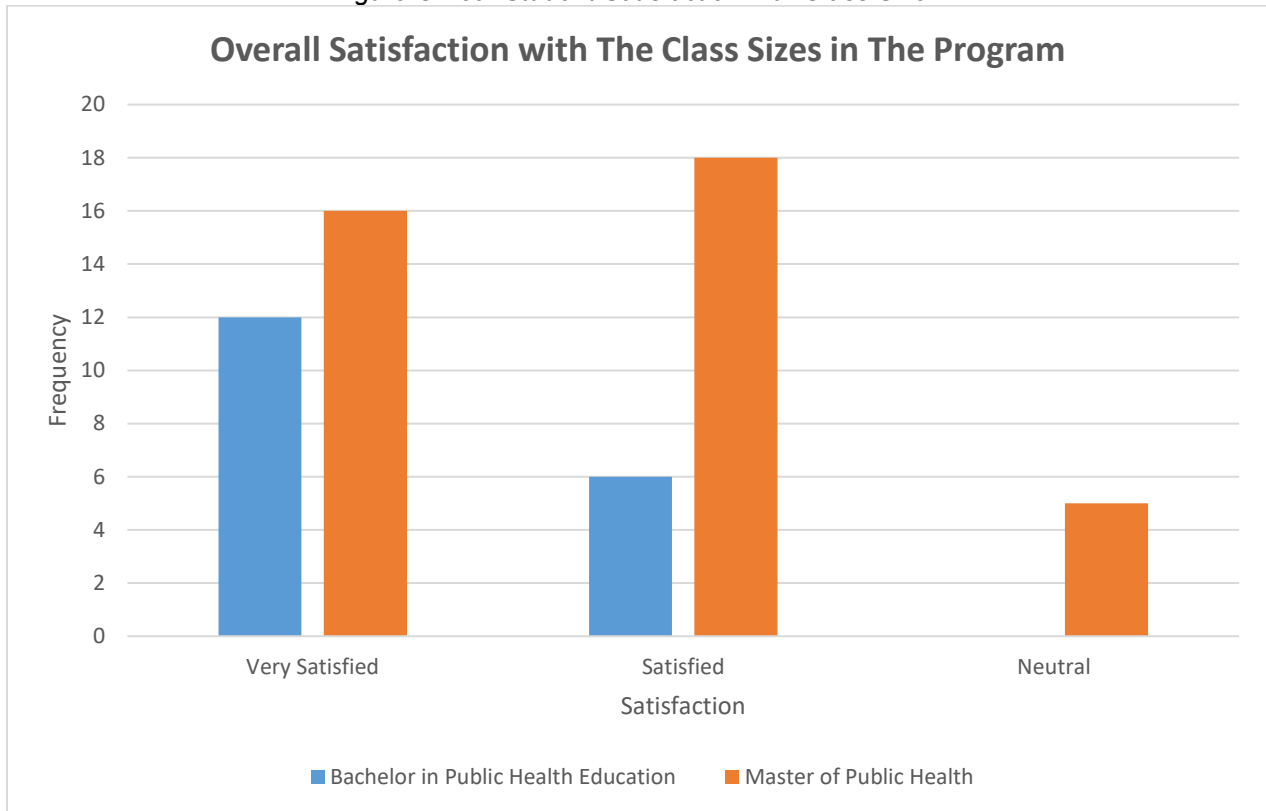
5) Quantitative data on student perceptions of the following for the most recent year:

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

PHP administered an online Student Exit Survey that included an item to elicit student input on class size. This survey was updated in 2023 to eliminate duplicate questions and use skip logic questions to cover PH and MPH students. Students used a Likert-scale of 1-5, with 1 as very satisfied, to rate their overall satisfaction with class size.

MPH and PHE student responses are summarized in Figure C2-5a below. A copy of the student exit survey results is in the electronic resource file (C2).

Figure C2-5a: Student Satisfaction with Class Size



As shown in Figure C2-5a, students reported the following:

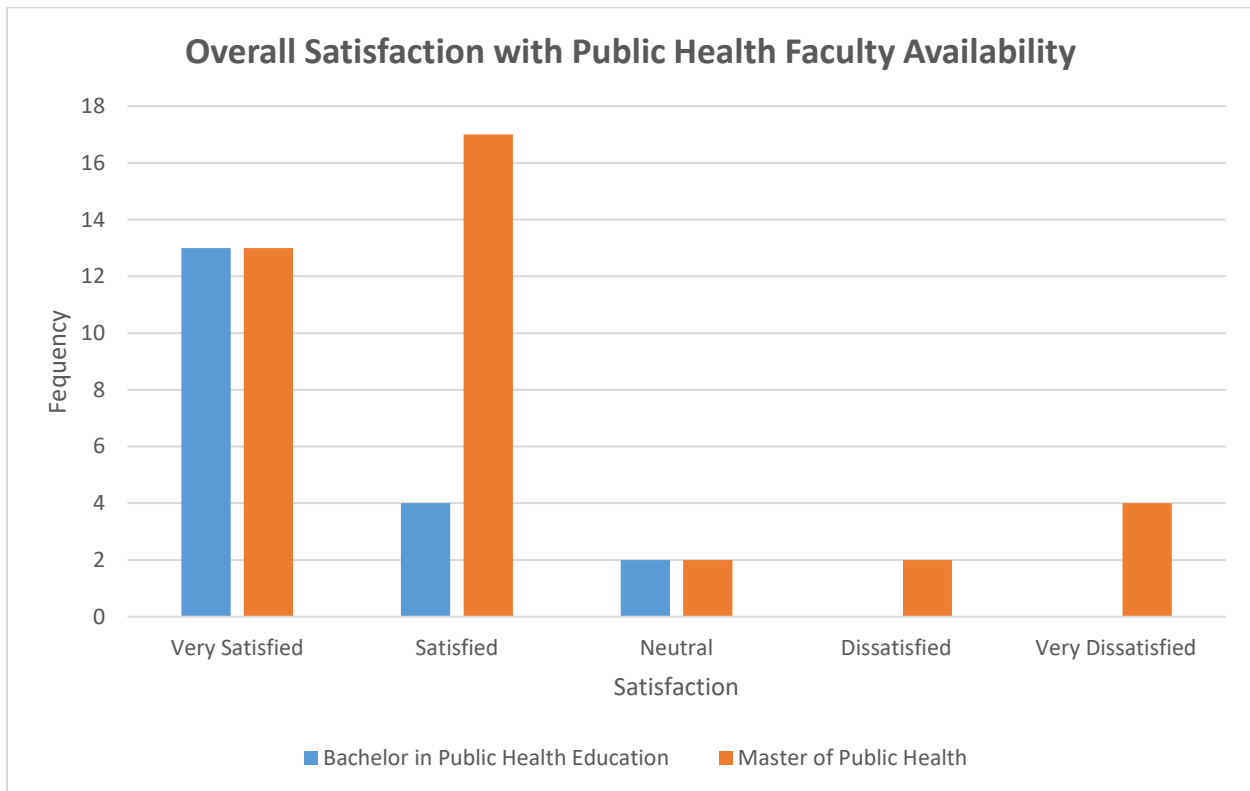
- The majority (87%) of MPH respondents were either very satisfied or satisfied with the class size in the program. None of the students were dissatisfied with the class size.
- 100% of PH respondents were either very satisfied or satisfied with the class size in the program.

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

The same online Student Exit Survey included an item to elicit student input on faculty availability. Students used a Likert-scale of 1-5, with 1 as very satisfied, to rate their overall satisfaction with faculty availability for assistance.

MPH and PH student responses are summarized in Figure C2-5b below. Complete survey results are in the electronic resource file (C2).

Figure C2-5b: Student Satisfaction with Faculty Availability



As shown in the Figure C2-5b, students reported the following:

- About 80% of MPH respondents were either very satisfied or satisfied with faculty availability, 5% were neutral, and only 15% were dissatisfied or very dissatisfied with the faculty availability.
- About 90% of PH respondents were either very satisfied or satisfied with faculty availability. Whereas 10% were neutral. None of the students showed any dissatisfaction with faculty availability.

Additionally, PHP administered an alumni survey to elicit alumni perception about program faculty availability. Table C5-2c below summarizes alumni perceptions of faculty availability and its conduciveness to learning. Unfortunately, few alumni completed this survey which limited results. All PH and most MPH alumni felt that program faculty were available for assistance, sensitive to students' needs, were supportive of students, provided constructive feedback, and were knowledgeable, competent, and well-prepared. Complete survey results are in the electronic resource file (C2).

Table C2-5c: Alumni Satisfaction with Faculty Availability

Characteristics	PH (N=2)	MPH (N=4)	Accelerated MPH (N=8)
	Agree	Agree	Agree
Program faculty were available for assistance	100%	50%	75%
Program faculty were sensitive to students' needs	100%	50%	37.5%
Program faculty were supportive of the students and provided constructive feedback	100%	75%	50%
Program faculty were competent, knowledgeable, and well-prepared	100%	50%	50%

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

The division conducted a focus group survey in the fall of 2023 for both PH and MPH students. However, questions related to class size and faculty availability were not addressed. The division is planning to administer a new alumni focus group survey on the fall of 2024 and address these questions.

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

Strengths

- According to the student surveys, the classes are appropriately sized. Students are also predominantly satisfied regarding faculty availability.
- CMU offers many opportunities to advise students (7 PIF and 7 Non-PIF, CHP Student Service Center, CMU advising, General Curriculum advising).

Weaknesses

- With a small sample size (N=4) for the MPH alumni survey response rate and acknowledging that the alumni survey was administered in 2022, it is difficult to assess the alumni's satisfaction with the faculty who have been hired since 2022.
- Class size and faculty availability were not components of the Spring 2024 alumni focus groups.
- Methods to collect program exit surveys need to be improved to garner more responses.

Plans for Improvement

- MPH Exit Survey data continue to show improvement in alumni satisfaction; the MPH Program Director will continue to engage faculty members in discussions to assure the high levels continue within the program.
- Another graduate focus group will be conducted to procure qualitative data about class size and faculty availability.
- The administration of the Exit Survey during a course will allow the PHP to collect more data on students' perceptions about faculty availability, class size, and advising effectiveness to monitor progress made to improve these areas. Efforts will be made in the future to increase the number of survey responses to provide a statistically significant sample size.

C3. Staff and Other Personnel Resources

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

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

Template C3-1: Staff Support

Role/Function	FTE
Secretary	3.0
Graduate Assistants	5.0

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

The DPH has, as highlighted in Template C3-1 above, a three-member secretarial staff which includes three secretaries/office professionals (OP). The OPs provide support for program-related activities such as student-related services, course scheduling and the preparation and updating of program policy documents. The OPs engage in various departmental and programmatic duties and assist faculty by providing secretarial services aligned with teaching, research, and scholarly activities. Note that the office staff is shared with other divisions within HSC. The PHP is assisted by 5.0 GAs to assist with teaching and research duties.

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

The program's staff and other personnel are sufficient to support the program, however, the MPH program is still in need of an office professional and will need additional support for grant management instead of relying on the existing staff with limited training in grant writing. As stated above, the PHP has three secretaries who share duties for the graduate and undergraduate programs. GAs participate in various administrative duties. With recent hiring, the program is fully staffed to meet its needs.

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

Strengths

- The PHP has had some recent success with filling staff positions to provide administrative support to the general program.

Weaknesses

- The MPH program needs additional support for grant writing instead of relying on the existing staff with limited training.
- Over the past five years, there have been significant challenges in the OP positions due to fluctuations caused by budget constraints, leading to a lack of stability in the HSC Office. The frequent turnover of personnel has resulted in a lack of consistent administrative support for the faculty.

Plans for Improvement

- Additional faculty and staff positions will be requested. PHP currently has fewer regular staff than in the past due to CHP budget constraints that have led to its not filling these vacated positions.
- It is hoped with recent additions to HSC OP staff that consistency and sustainability will come naturally as these individuals learn their roles.

C4. Physical Resources

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

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

- **Faculty office space**

The Health Professions Building (HPB) contains faculty and staff offices that range from 100 to 126 sq. ft., along with GA office space at 380 sq. ft. Although faculty and staff offices are spread throughout the building, they are primarily grouped by disciplines (Audiology, Public Health, Exercise Science etc.). In 2020 the 26-million-dollar, 50,000 square foot Center for Integrated Health Studies

was completed as an addition to the HPB. The new building provides a large lecture hall, classroom space, and lab space.

- **Staff office space**

Staff office space was described above. In addition, the Office for the Healthcare Information Department (IT) is located on the second floor of the building. Instructional support is available to assist faculty and students with the use of technology and the conversion of course materials into a web-ready format for use in online courses.

- **Classrooms**

CHP is housed within the two-story, state-of-the-art HPB that contains 10 multi-media classrooms with square footage ranging from 559 sq. ft. to 1714 sq. ft. The classrooms can seat 25 to 82 students. Classrooms are equipped with up-to-date computers that include capability to run web browsers, Blackboard Learning platform, statistical software, Microsoft Office for delivery of course materials, as well as email.

The HPB contains five conference rooms, each with teleconference equipment.

- **Shared student space**

The first floor of the Health Professions Building offers public space options that students can use as shared areas. A small coffee café and garden with outside seating are a few examples that offer opportunities for students to meet and interact. The Student Service Center is on the first floor of the building at the center of the shared public space. This Center offers services including student advising. The shared public space has 5 shared computer terminals spread out on the first-floor atrium. Printing is also available in two locations in the atrium.

All students have access to the public areas of the buildings from 7:00 a.m. to 8:00 p.m., Monday through Friday.

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

The Anatomy and Physiology laboratories are on the second floor of HPB.

Opened in 2004, the HPB houses several clinical and research programs. It provides students and faculty access to the latest technologies for teaching, learning, research, and clinical practice in a beautiful and open environment. Opened in 2020, the Center for Integrated Health Studies offers additional state-of-the-art classroom space, simulation, and lab space.

The physical space is sufficient for the program to carry out its mission while enrollment is at the current level. This might change in the future since the CHP has added a nursing program that requires classroom and lab space.

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

The two-story state-of-the-art HPB offers sufficient physical space to accommodate the program for many years to come. The two-story Center for Integrated Health Studies offers 50,000 square feet of additional space, where currently classes are held for the PHP.

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

Strengths

- The program continues to have sufficient resources in terms of offices, classrooms, laboratories, computer facilities, and other community resources to fulfill its stated vision, mission, goals, and objectives and its instruction, service, and scholarly objectives.
- The program is housed in a state-of-the-art building that enhances the quality of instruction and promotes research collaboration. A new addition was added to the CHP offering more resources.

Weaknesses

- There are no identified weaknesses in physical space.

Plans for Improvement

- Continued upgrades in classroom technology by the OIT.
- Classroom and other space will be monitored as CHP adds more programs.

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**

The university library has a reference librarian dedicated to CHP programs providing specialized expertise to faculty, staff, and students. Reference assistance is available during library hours. In addition to personal and phone reference, librarians are also available to provide services via chat, text-messaging, and email. Faculty may arrange to have a reference librarian meet with classes to discuss resources. During

the semester, the library is open 96 hours per week.

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

The HPB has a full-time technology staff dedicated to maintaining systems and assisting students and faculty members. Technology staff are available during all building hours. Extended IT support is available via the CMU IT Help Desk during evening and weekend hours, although this has changed somewhat with CHP budget constraints.

Students have access to software both on campus and off campus through CMU's Virtual Lab. Software available to all students includes Adobe Creative Cloud, Microsoft Office, Minitab, SPSS, Qualtrics, and Endnote.

Web-based email assures ready access to email for both faculty and students.

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

Full multimedia support is available in each classroom with a "smart" podium with LCD projection, document projection, video, and laptop connection available for all courses. Thirty instructional computers with printing capabilities are available. Wireless internet connectivity is also available throughout the building.

Faculty have access to software on campus and off campus through CMU's Virtual Lab. Software available to all faculty includes Adobe Creative Cloud, Microsoft Office, Minitab, SPSS, Qualtrics, and Endnote. Newly hired tenure-track faculty receive research start-up funds that can be used to purchase software and hardware necessary for their research. In addition, faculty within HSC receive annual professional development funds (currently \$1,500) that faculty can use to purchase hardware and software.

CHP provides new computer equipment for faculty and staff within the college, on average, every 5 years.

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

CHP provides IT support for computers, software, and classroom needs. Students may contact Media Services to check out laptops, and other equipment for class-related activities and presentations. In addition to the 400 patron computers available in CMU's Park Library, other computer-research stations exist on multiple sites on campus. A Lab Applications desktop icon allows identical access to many software programs throughout campus.

The Office of Information Technology has a mission “to enable learning, teaching, and research through technology.” This technology-rich environment enables the establishment of broader avenues of communication, encourages collaborative efforts across campus and the larger community, and enhances the learning and research efforts of its constituents.

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

The Charles V. Park Library provides 306,988 square feet of modern physical space including 21 group study rooms, 2,655 seats, and storage space for 1.3 million print volumes. Over 400 patron computers are available for use and offer a variety of new technology-based services and resources linked from the library homepage: [University Libraries | Central Michigan University \(cmich.edu\)](#).

The entire library catalog is available for search online with a virtual reference desk. The library subscribes to numerous online research databases which link to many full-text electronic journals. Online tutorials provide guidelines for academic integrity, citing sources, and searching databases. Authentication through a proxy server allows CMU-affiliated users 24/7 access to library resources. CMU Libraries have access to journals through subscriptions to major journal packages including those from Elsevier, Springer, and Wiley, through online full-text databases such as Cumulative Index to Nursing and Allied Health (CINAHL) and by individual institutional journal subscriptions. The majority of journals are available in an electronic format and can be accessed by CMU students, faculty, and staff either on or off-campus (via Virtual Lab). The examples below are a few of the journals related to the field of public health for which current content is available:

- American Journal of Epidemiology
- American Journal of Preventive Medicine
- American Journal of Public Health
- Biomedical and Environmental Sciences
- Environmental Health and Preventive Medicine
- Epidemiologic Reviews
- Journal of Environmental Health

Faculty, students, and staff may order journal articles for which CMU Libraries does not have access through CMU Libraries’ Documents on Demand office. CMU Libraries has subscriptions to many online research databases and electronic collections relevant to Environmental Health and Safety. Except as noted below, access is available to students, faculty, and staff, both on-campus and online. The following electronic collections are also available:

- Access Medicine
- Applied Science and Technology

- CINAHL Plus
- General Science
- Medline
- PubMed

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

Strengths

- CMU and CHP continue to have state-of-the-art information and technology infrastructures.
- PHP has input into library holdings that are most relevant for faculty and student research.
- CHP still provides limited mobile resources (such as iPads, tablets, and other technology) for faculty use for field work and research.

Weaknesses

- Faculty technology replacement schedules are no longer used.
- IT hours have been reduced to CHP budget constraints.

Plans for Improvement

- CHP continues to purchase and update the technology in the HPB to serve faculty and students.
- PHP will monitor faculty and student needs for IT and other resources and will report gaps to CHP leadership.

D1. MPH Foundational Public Health Knowledge

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

The program validates MPH students’ foundational public health knowledge through appropriate methods.

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

As a CEPH-accredited program, Central Michigan University's Master of Public Health (MPH) program meticulously aligns with the 2021 revised accreditation criteria. This commitment is evident in the comprehensive mapping outlined in Template D1-1, illustrating the close correlation between the MPH program's learning objectives and the foundational public health knowledge objectives set by CEPH. The program places a strong emphasis on grounding all MPH students in foundational public health knowledge, recognizing, and addressing the diverse educational backgrounds of its admitted students.

In addition, a virtual MPH orientation is meticulously organized one week before the commencement of classes, inclusive of both on-campus and online students. This orientation serves as a crucial platform to delve into the core concepts of public health, with a particular emphasis on its roots in social justice. Throughout the program's duration, an extensive exploration of the core functions of public health, its significant achievements, and a thorough examination of the ten essential services of public health remain integral components of the curriculum. This comprehensive approach ensures that students not only acquire foundational knowledge but also gain a nuanced understanding of public health's broader context and societal impact.

Template D1-1: Content Coverage for MPH Degree

Content	Course number(s) & name(s) or other educational requirements
1. Explain public health history, philosophy, and values	MPH 646: Epidemiology for Public Health
	MPH 652: Environmental Health Sciences
	MPH Orientation
2. Identify the core functions of public health and the 10 Essential Services*	MPH 648: Health Policy and Management
	MPH 654: Public Health Leadership
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health	MPH 640: Biostatistics for Public Health
	MPH 670: Methods in Public Health Research

4. List major causes and trends of morbidity and mortality in the US or other community relevant to the program	MPH 646: Epidemiology for Public Health
	MPH 650: Biological Basis of Public Health
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	MPH 646: Epidemiology for Public Health
6. Explain the critical importance of evidence in advancing public health knowledge	MPH 642: Social & Behavioral Sciences
	MPH 646: Epidemiology for Public Health
7. Explain effects of environmental factors on a population's health	MPH 650: Biological Basis of Public Health
	MPH 652: Environmental Health Sciences
8. Explain biological and genetic factors that affect a population's health	MPH 642: Health Education Theories
	MPH 650: Biological Basis of Public Health
9. Explain behavioral and psychological factors that affect a population's health	MPH 642: Social & Behavioral Sciences
	MPH 644: Rural Health
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	MPH 644: Rural Health
	MPH 646: Epidemiology for Public Health
11. Explain how globalization affects global burdens of disease	MPH 652: Environmental Health Sciences
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	MPH 650: Biological Basis of Public Health
	MPH 652: Environmental Health Sciences

- 2) **Provide supporting documentation that clearly identifies how the program ensures grounding in each area. Documentation may include detailed course schedules or outlines to selected modules from the learning management system that identify the relevant assigned readings, lecture topics, class activities, etc. For non-course-based methods, include web links or handbook excerpts that describe admissions prerequisites.**

All referenced syllabi in Template D1-1 are included in the electronic resource file (See D 1.2).

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

Strengths

- The current Master of Public Health (MPH) curriculum has been thoughtfully designed, incorporating valuable insights from a diverse range of stakeholders. This inclusive approach involved active engagement with faculty members,

administrators, students, alumni, community members, and employers. The design process ensured that the curriculum reflects a collective understanding of the dynamic needs and expectations within the public health field. By incorporating input from these varied perspectives, the MPH program aims to provide a well-rounded and responsive educational experience that aligns with both academic rigor and the real-world.

- The program is purposefully designed to encompass all essential aspects of foundational public health knowledge.
- Continual assessment and feedback from the PHP Advisory Board, coupled with ongoing evaluations by the Assessment and Accreditation Committee, contribute to the dynamic refinement of the MPH program. This iterative process ensures the curriculum aligns with the program's mission, goals, and objectives, as well as the evolving requirements of employers.

Weaknesses

- Stakeholders may have varying priorities and expectations, leading to potential conflicts in defining the program's focus or objectives. Coordinating input from multiple stakeholders may present challenges.
- While repetition can be effective in pedagogy, it is essential to note that certain areas overlap across multiple courses in our curriculum.
- The MPH program experienced the sudden departure of one of its faculty members in January 2024.

Plans for Improvement

- Despite these potential challenges, effective management, communication, and a collaborative approach can help mitigate weaknesses and harness the strengths derived from involving diverse stakeholders. A focused faculty retreat is planned for Fall 2024 to foster a shared vision and ensure that all perspectives contribute to a well-rounded and effective program.
- Recognizing the areas of overlap across multiple courses, we aim to leverage this overlap strategically to reinforce key concepts, foster a comprehensive understanding of these concepts, and enhance the interconnectedness of the curriculum. This intentional approach ensures that related topics are revisited with purpose, enhancing the interconnectedness of the curriculum.
- The course syllabi and related assignments for each PHP course will now be kept on file in the program office for reference.

D2. MPH Foundational Competencies

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, and 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). For combined degree students, assessment may take place in either degree program.

Sincere 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 or in hyperlinks to student handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.**

The MPH program is a 48-credit hour program with a concentration in Public Health Practice. Its curriculum was designed to address the 22 CEPH competencies. All MPH students must take six public health foundational courses, including Epidemiology, Biostatistics, Environmental Health, Social and Behavioral Sciences, Health Policy and Management, and Biological Basis of Public Health. Additionally, students take five required courses, including Research Methods, Program Planning and Evaluation, Rural Health, and Leadership. Then students complete nine credit hours in the public health practice concentration, including Informatics, Substance Abuse, Maternal and Child Health and Public Health and Aging. Before graduating, students conduct a three-credit capstone project called an Integrative Learning Experience (ILE) and a two-credit applied practice experience.

In line with the university policy, students can transfer a maximum of 50% of the semester hours if the credits are not used towards a credential (exception maximum of 30 semester hours on the 54-credit hour joint master's degree in history are transferable). Students can transfer coursework from another CEPH- accredited program, provided that the student earned a grade of B or higher in the course and the course is determined to be equivalent to courses taught in the MPH degree program at CMU. Students must submit a Graduate Transfer Credit Request form, a copy of the syllabus of the courses they want to receive credit, and an official transcript from each institution from which transfer credit is being requested. The faculty member who teaches the course at CMU reviews the materials submitted to make a recommendation to the Program Director to approve or deny the

request.

See Template D2-1 for requirements for the MPH Degree, concentration in Public Health Practice.

Template D2-1a: MPH Degree Requirements, Public Health Practice Concentration

Course Number	Course Name	Credit
Foundational Courses (19 hours)		
MPH 640	Biostatistics in Public Health	4 (3-1)
MPH 642	Social and Behavioral Sciences in Public Health	3 (3-0)
MPH 646	Epidemiology for Public Health	3 (3-0)
MPH 648*	Health Policy and Management	3 (3-0)
MPH 650	Biological Basis of Public Health	3 (3-0)
MPH 652	Environmental Health Sciences	3 (3-0)
Required Courses (14 hours)		
MPH 644	Rural Health	3 (3-0)
MPH 654	Public Health Leadership	3 (3-0)
MPH 655	Program Planning and Evaluation	3 (3-0)
MPH 670	Methods in Public Health Research	3 (3-0)
MPH 790	Applied Practice Experience	2(Spec)
Required Culminating Experience (3 hours)		
MPH 796	Integrative Learning Experience	3 (3-0)
Public Health Practice Concentration (9 hours)		
MPH 662	Public Health and Aging	3 (3-0)
MPH 664	Public Health Communication and Informatics	3 (3-0)
MPH 666	Substance Abuse Services	3 (3-0)
MPH 667	Maternal and Child Health	3 (3-0)
TOTAL		48

- 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.

The MPH program has one combined degree program:

- The Accelerated Master of Public Health Program or BS/MPH program

Students in the BS/MPH program attend the same MPH courses. The curriculum is shown below. However, to accelerate the completion of the bachelor's to master's program, 12 credits of graduate-level Master of Public Health coursework are completed in the last two years of undergraduate study and applied to both the BS and MPH degrees.

Template D2-1b: BS/MPH Program Degree Requirements

Course Number	Course Name	Credit
Foundational Courses (19 hours)		
MPH 640	Biostatistics in Public Health	4 (3-1)
MPH 642	Social and Behavioral Sciences in Public Health	3 (3-0)
MPH 646	Epidemiology for Public Health	3 (3-0)
MPH 648	Health Policy and Management	3 (3-0)
MPH 650	Biological Basis of Public Health	3 (3-0)
MPH 652	Environmental Health Sciences	3 (3-0)
Required Courses (14 hours)		
MPH 644	Rural Health	3 (3-0)
MPH 654	Public Health Leadership	3 (3-0)
MPH 655	Program Planning and Evaluation	3 (3-0)
MPH 670	Methods in Public Health Research	3 (3-0)
MPH 790	Applied Practice Experience	2(Spec)
Required Culminating Experience (3 hours)		
MPH 796	Integrative Learning Experience	3 (3-0)
Public Health Practice Concentration (9 hours)		
MPH 662	Public Health and Aging	3 (3-0)
MPH 664	Public Health Communication and Informatics	3 (3-0)
MPH 666	Substance Abuse Services	3 (3-0)

MPH 667	Maternal and Child Health	3 (3-0)
TOTAL		48

The BS degree requirements are accessible at [CMU Bulletins - Public Health Major: Public Health Education Concentration or Pre-Health Professional Concentration, B.A., B.A.A., B.S. \(smartcatalogiq.com\)](#)

- 3) **Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies listed above (1-22). If the program addresses all 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 delineates the 22 foundational competencies essential for the MPH program. It outlines the corresponding courses designed to facilitate students in acquiring these competencies and identifies specific assignments, tests, or activities aimed at validating the student's proficiency in each competency.

Template D2-2: Assessment of Competencies

Competency	Course number(s) and name(s)*	Describe specific assessment opportunity ⁿ
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	MPH 646: Epidemiology for Public Health	<p>Written Assignment: Public Health and Epidemiological Concepts. This assignment involves students working in small groups to address a medical, behavioral, or environmental issue with public health significance. They are encouraged to consider major causes and trends of morbidity and mortality in the US or other countries. The project includes a literature search, data gathering, and synthesis of evidence to create a comprehensive report and a public service announcement (PSA). Students will search key medical databases, including Medline, Embase, and Cochrane to uncover five to ten pertinent peer-reviewed scientific papers addressing the identified problem. They critically appraise these papers applying epidemiological concepts such as study design, sample selection, biases, effect measures, confounders, and effect modifiers. This systematic analysis ensures a comprehensive examination of the published papers. The culmination of this process involves synthesizing the gathered evidence and articulating the findings in a comprehensive written report. This report not only communicates the outcomes of the critical appraisal but also discusses the broader implications of the identified public health issue. Finally, students apply the epidemiological knowledge in an integrated fashion to find an evidence-based answer to a 'real-life' question.</p>

<p>2. Select quantitative and qualitative data collection methods appropriate for a given public health context</p>	<p>MPH 670: Methods in Public Health Research</p>	<p>Projects 3 and 4 address this Learning objective. In Project 3, students are tasked with developing a survey instrument (questionnaire) or an interview guide related to the public health topic discussed in Project 1. The subsequent responsibility involves administering the survey to or interviewing 10 individuals and compiling the obtained data in either an SPSS database or NVivo.</p> <p>Moving on to Project 4, students start by discussing the method used to gather information, providing clarity on the chosen approach. Then they analyze the collected data and systematically present the findings. For those engaging in quantitative research, the suggested approach includes creating tables, such as Table 1 for socio-demographic characteristics, Table 2 for bivariate analysis, and Table 3 for association between independent and dependent variables through regression analysis. A dedicated section describing the results is considered essential. The discussion section aims to interpret findings, highlighting their significance by considering existing knowledge, explaining new insights, and showcasing how the study advances understanding beyond the introduction. It should closely relate to research questions, hypotheses, and literature, avoiding repetition and instead articulating how the study propels the reader's comprehension forward from the introduction's endpoint.</p>
	<p>MPH 640: Biostatistics in Public Health</p>	<p>In class exercise: MPH students acquire proficiency in utilizing statistical packages such as R or SPSS for the analysis of large datasets. Various scenarios about different methods of quantitative data collection are presented. A discussion is held to understand why the selection of a given data collection method (interviews, assessment tools (psychological tools), measurement using a scale (weight etc.) is appropriate for a given public health issue or research question and what are the pros and cons of each method. These skills are further applied in the research course (MPH 670), where students employ statistical packages in practical, real-life scenarios</p>

3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software, as appropriate	MPH 640: Biostatistics in Public Health	Students enrolled in the MPH 640-Biostatistics- are introduced to Statistical packages, specifically to R and SPSS. They learn the basic steps of programming to analyze data. The attached documents (Chap 1-2 Activity, Chap 4-5 Activity) in the ERF describe how this objective is achieved.
	MPH 670: Methods in Public Health Research	Project 4 Method: To successfully complete this assignment, students were asked to: (1) Describe how the data was collected (interview, focus group, secondary data, mixed methods); (2) describe to study sampling approach; (3) describe the variables included in the analysis; (4) describe the software used to analyze the data (Nvivo, SPSS, Atlas, R).
4. Interpret results of data analysis for public health research, policy, or practice	MPH 640: Biostatistics in Public Health	Students enrolled in the MPH 640-Biostatistics learned how to interpret results of data analysis for public health research, policy, or practice. The documents (Chap 12-13 Activity and Chap 14-15 Activity) describe how students are taught how to interpret the analysis results, such as multiple regression or Logistic Regression modeling.
	MPH 670: Methods in Public Health Research	During Project 4, students start by discussing the method used to gather information, providing clarity on the chosen approach. Then they analyze the collected data and systematically present the findings. For those engaging in quantitative research, the suggested approach includes creating tables, such as Table 1 for socio-demographic characteristics, Table 2 for bivariate analysis, and Table 3 for association between independent and dependent variables through regression analysis. A dedicated section describing the results is considered essential. The discussion section aims to interpret findings, highlighting their significance by considering existing knowledge, explaining new insights, and showcasing how the study advances understanding beyond the introduction. It should closely relate to research questions, hypotheses, and literature, avoiding repetition and instead articulating how the study propels the reader's comprehension forward from the introduction's endpoint.
Public Health & Health Care Systems		

<p>5. Compare the organization, structure and function of health care, public health, and regulatory systems across national and international settings</p>	<p>MPH 654: Public Health Leadership</p>	<p>Writing Assignment 2 and Class Presentation 4. Students are required to select a country outside of the U.S., research its public health and healthcare system(s) and compare them to the U.S. public health system through both a written assignment and an in-class presentation. The students are graded separately for the paper and their presentation using the rubrics developed for the course.</p>
<p>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 societal levels</p>	<p>MPH 644: Rural Health</p>	<p>Project 1: Community Needs Assessment. This assignment's purpose is to apply knowledge about needs assessment and asset mapping to a real-life situation in rural settings. It gives students the opportunity to prioritize health problems in rural settings. Students will produce a 4-page assignment addressing the following components: 1.) identify a county in the US that has conducted a needs assessment and describe its location and demographics. 2.) briefly describe how the needs assessment was carried out. 3.) Describe the important health issues affecting the county. 4.) select one health issue and explain it. 5.) Design a culturally based intervention to address the issue.</p>

	<p>Project 2: interprofessional Experience. Students must choose one of the following experiences for their interprofessional practice assignment. Option1: The interprofessional Education Practice Center and CMU offer in person standardized patient simulation with interprofessional education teams. Every student must participate in the following two activities: a workshop focused on demystifying practices in various health professions and focusing on the facts through mini live cases. Workshop 2 focuses on the roles of a team of diverse professionals involved in patient care and practicing effective communication in a case-based learning exercise. Option 2 each student must select one of the following projects to complete with another student from a different health profession program (research poster, IRB proposal, research proposal, grant proposal). Every student must do the following: 1. develop a detailed project from one of the options based on the general topic “creative approaches to health system challenges in rural communities post COVID-19’. 2.) develop a 25-minute presentation based on the IPE project above. This presentation should inform others about your project and should also have a section for an overall report on your experience working with a student from a different health profession program.</p>
<p>Planning & Management to Promote Health</p>	

<p>7. Assess population needs, assets and capacities that affect communities' health</p>	<p>MPH 654: Public Health Leadership</p>	<p>Large Group Assignment. Students form a mock community coalition with each student representing a different public sector. The coalition is tasked with completing a written community health improvement plan and an oral presentation for a county identified by the instructor which includes:</p> <ul style="list-style-type: none"> • Selecting the community sectors each student will represent and a coalition facilitator • Reviewing of the most recent community health needs assessment • Developing the process to determine the health issues within the county and how to make the determination of those identified issues, which five (or more) will be included in the plan; rationale for why the issues not included were omitted • Identifying assets and resources available to address the identified issues • Developing a goal statement for each issue and a minimum of three objectives and five strategies for each issue • Deciding how the plan will be monitored • Developing communication strategies to stakeholders and public <p>The students will be given class time to meet weekly starting in Week 5 to conduct coalition meetings, develop a plan and present their findings to the instructor and invited audience members.</p>
	<p>MPH 655: Program Planning and Evaluation</p>	<p>Assignment 1: Community Needs Assessment. To develop a theory-based intervention, students must first carry out a community needs assessment consisting of identifying a community of interest, analyzing the needs using the PRECEDE-PROCEED model, prioritizing the needs, and conducting the stakeholder analysis. A peer-evaluation approach will be used to assign a grade to each student.</p>
<p>8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs</p>	<p>MPH 654: Public Health Leadership</p>	<p>In-Class Presentation #4: Students are required to provide a summary of a health care system outside of the U.S. and compare it with the U.S. public health system in terms of values, practices, and programs.</p>

	MPH 655: Program Planning and Evaluation	Assignment 2: Design a Theory-Based and Culturally Sensitive Intervention. Using information collected during the community needs assessment, design a social marketing intervention to address the identified need in the target population. Prepare a 30-minute presentation addressing the above. Peer-evaluation is used to assign the grade.
Planning & Management to Promote Health		
9. Design a population-based policy, program, project, or intervention	MPH 642: Health Education Theories	Final Assignment/Paper. Students are expected to review the peer-reviewed literature to justify and design a population-based health behavior intervention, describing its targeted theoretical constructs and activities. Students complete a written assignment. A rubric is used for grading.
10. Explain basic principles and tools of budget and resource management	MPH 648: Health Policy and Management	Budget Assignment: Students will produce a programmatic budget for a new public health program as provided by the instructor. Students will be provided a template and will need to identify the projected revenue and expenses for the program based on current available information related to salaries, benefits, supplies, etc. as well as to identify revenue streams to support the program
	MPH 655: Program Planning and Evaluation	Assignment 2: Design A Theory-Based And Culturally Sensitive Intervention. In designing the intervention or the project, students are expected to develop a detailed budget that supports the strategies and activities necessary to carry out your work plan and explain the basic principles and tools of budget including types of budgets, budget items, fringe benefits, and overhead. Include a budget narrative explaining the funds needed to implement the program.
Planning & Management to Promote Health		
11. Select methods to evaluate public health programs	MPH 655: Program Planning and Evaluation	Assignment 4: Program Evaluation Plan. Identify an ongoing public health program or intervention in your town. Seek the permission of the authorized person to evaluate their program. Students select the best method to evaluate the program and explain the strength for using that method. They can use either a qualitative or quantitative evaluation method. Prepare a 20 to 30-minute presentation addressing the logic model, the indicators, data collection and analysis.

<p>15. Evaluate policies for their impact on public health and health equity</p>	<p>MPH 648: Health Policy and Management</p>	<p>Comprehensive Writing Assignment</p> <ul style="list-style-type: none"> • Students will write a five-page(maximum) paper applying the lessons provided in the course. The paper must be written in APA format. The paper must address the following: • How do public health officials stay informed and analyze public health issues being discussed at the local, state, and federal levels during the policy making process for their impact on the public's health and health equity? • How can public health officials serve as a primary and expert resource during policy discussions? • What communication channels should public health officials utilize to communicate health policy issues? • How can an organization's strategic plan impact and influence its budget? • How do quality improvement and performance management serve as a resource for organizational and community initiatives?
<p>Leadership</p>		
<p>16. Apply principles of leadership, governance, and management, which include creating a vision, empowering others, fostering collaboration, and guiding decision making</p>	<p>MPH 654: Public Health Leadership</p>	<p>In-Class Small Group Assignment 2. Working collaboratively, teams construct an object with verbal instructions from student leaders applying various leadership styles. Students reflect and discuss the strengths and weaknesses of the leadership styles employed and how each fostered or hindered collaboration and decision making.</p> <p>In-Class Small Group Assignment 3. Working collaboratively, two teams develop a governing board orientation by applying the principles of leadership, governance and decision making. Teams present orientation to the class (simulated governing board) through a PowerPoint presentation.</p>
<p>17. Apply negotiation and mediation skills to address organizational or community challenges</p>	<p>MPH 654: Public Health Leadership</p>	<p>In-Class Small Group Assignment 1. Group exercise in negotiations on determining class values by using materials developed by the Center for Creative Leadership. Students must work to apply negotiation skills to come to consensus on the final set of values.</p>

		Large Group Assignment. Students will utilize negotiation and mediation skills to select their community coalition facilitator(s) for large group project, sector selection and priority areas.
Communication		
18. Select communication strategies for different audiences and sectors	MPH 650: Biological Basis of Public Health	Students will be challenged with communicating complex health information related to homeostasis and disease risk in a clear, concise, and understandable manner to a general audience. Students will create a short, <i>ORIGINAL</i> podcast (~ 1 minute in length) similar to “A Minute of Health” produced by the Centers for Disease Control and Prevention. The podcast’s purpose is to share information on proper nutrition with a variety of audiences and sectors while covering different public health topics.
	MPH 654: Public Health Leadership	In-Class Presentation 2. Students develop and present a press statement on a public health issue and present it at a mock press conference geared toward specific population groups. Each group presents a different public health issue and audience/sector.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	MPH 654: Public Health Leadership	Research Paper and Presentation. The assignment consists of both an oral presentation and a publishable quality paper on the topic of Public Health 3.0 and the public health leader’s role(s) from a systems thinking perspective. Oral Presentation. The final project includes a 5-minute (minimum) presentation on the elements of the research paper. The purpose of the oral presentation is to provide students with the opportunity to share their research with fellow students and to articulate their findings in a professional manner. Research Paper. As stated above, the topic of the research paper needs to address the concept of Public Health 3.0 and the role(s) of the public health leader and how he/she would apply systems thinking tools in the Public Health 3.0 (PH3) environment. Health.Gov defines Public Health 3.0 as “a major upgrade in public health practice to emphasize cross-sectoral environmental, policy, and systems-level actions that directly affect the social determinants of health and advance health equity.” (https://health.gov/news-archive/category/public-health-3/) .
Communication		

20. Describe the importance of cultural competence in communicating public health content	MPH 654: Public Health Leadership	In-Class Presentation 2. Students develop and present a press statement on a public health issue and present it at a mock press conference geared toward specific population groups. Each student presents a different public health issue and audience/sector.
	MPH 664: Public Health Communication and Informatics	Assignment for Learning Session 3. Students learn the public health applications of social networks. They describe how the CDC, World Health Organization, the US Health and Human Services, and NIH utilize social networks to reach out to marginalized populations to raise their awareness about health and well-being.
Interprofessional Practice		
21. Perform effectively on interprofessional teams	MPH 644: Rural Health	Project 2: interprofessional Experience. Students must choose one of the following experiences for their interprofessional practice assignment. Option1: The interprofessional Education Practice Center and CMU offer in person standardized patient simulation with interprofessional education teams. Every student must participate in the following two activities: a workshop focused on demystifying practices in various health professions and focusing on the facts through mini live cases. Workshop 2 focuses on the roles of a team of diverse professionals involved in patient care and practicing effective communication in a case-based learning exercise. Option 2 each student must select one of the following projects to complete with another student from a different health profession program (research poster, IRB proposal, research proposal, grant proposal). Every student must do the following: 1. (develop a detailed project from one of the options based on the general topic “creative approaches to health systems challenges in rural communities post COVID-19’. 2.) develop a 25-minute presentation based on the IPE project above. This presentation should inform others about your project and should also have a section for an overall report on your experience working with a student from a different health profession program.
Systems Thinking		

<p>22. Apply systems thinking tools to a public health issue</p>	<p>MPH 655: Program Planning and Evaluation</p>	<p>Assignment 3: Systems Thinking Assignments - Case Studies. Through didactic approach, students are introduced to systems thinking, a broad array of methods and tools that are increasingly being used to explain epidemics and inform programmatic expansion efforts. Causal loop diagram, Stock and flow, System dynamics, and archetypes were discussed. During in-class assignment, students will use the software Vensim to draw a causal loop diagram and Stock and Flow to portray different scenarios provided by the instructor. Then a group of 3 students review one of the 4 articles. Each group will prepare a PowerPoint Presentation to explain how systems thinking was used to improve or address a public health issue (Infectious disease prevention, health system management etc.)</p>
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4) Provide supporting documentation for each assignment activity listed in Template D2-2. Documentation should include the following as relevant, for each listed assessment:

- **Assignment instructions or guidelines as provided to students**
- **Writing prompts provided to students**
- **Sample exam question(s)**

The supporting documentation for assignment activity listed in Template D2-2 is in the electronic resource file (D2.4).

5) 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.

The most recent syllabi from each course listed in Template D2-1 are in the electronic resource file (D2.4).

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

Strengths

- By developing a rigorous curriculum, we ensured that students are exposed to a broad and in-depth understanding of the different subject matters. This approach helps develop well-rounded professionals with a solid foundation in Public Health.
- The use of various assessment methods, including tests, individual projects, and group projects, is a strength. This approach caters to different learning styles and provides students with opportunities to showcase their understanding through different channels, fostering a more holistic evaluation process.

Weaknesses

- Using different assessment methods is beneficial, but maintaining consistency in evaluation standards across these diverse methods can be challenging. Ensuring fairness and equity in grading across various assessments may require additional effort and stringent guidelines to avoid subjective biases.
- The breadth and depth of the curriculum, coupled with diverse assessments, could potentially lead to student stress, and impact their overall learning experience.

Plans for Improvement

- To ensure consistency in each evaluation tool, we will encourage faculty to develop detailed rubrics for each assessment method where it is applicable and clearly outline the criteria for evaluation, ensuring that grading standards are consistent across different assignments. This transparency is designed to help students understand expectations and contribute to fair and unbiased evaluations.
- To prevent students from being overwhelmed, we will organize the curriculum in a sequential manner, building on foundational concepts before introducing more complex topics. This structured progression can help prevent students from feeling overwhelmed by providing a clear pathway for skill development.
- We will implement support systems such as mentorship programs, tutoring, or workshops to assist students who may be struggling. This extra layer of support can contribute to a more positive learning experience and alleviate the potential for overwhelm.

D3. DrPH Foundational Competencies

Not Applicable.

D4. MPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level. 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 Criterion D2 or D3.

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

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

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

Template D4-1 below lists at least five competencies, in addition to those defined in Criterion D2 or D3, for the MPH public health practice concentration.

Template D4-1: Assessment of Competencies for MPH in the Public Health Practice Concentration

Competency	Course number(s) and name(s)	Describe specific assessment opportunity
<p>1. Apply social marketing and strategic communication principles to improve health outcomes in rural and underserved populations</p>	<p>MPH 664: Public Health Communication and Informatics</p>	<p>Assignment, Learning Session 2. Students design a public health intervention to improve health outcomes in rural and underserved populations. The intervention includes social marketing and strategic communication campaigns to reach the target audience. Students will use the LOGIC model to assist in program evaluation by providing a visual diagram of how the students' social marketing campaign is intended to work. Students will have the choice of working with the CDC's "Get Smart: Know When Antibiotics Work" or a School Network for Absenteeism program. Students will answer twenty questions to identify the focus of the intervention and stakeholders who are involved, how the program will be successful, what specific resources are needed, the target audience, defining the impact assessment strategy and evaluation plan.</p>
<p>2. Synthesize current literature and expert opinion for decision-making at multiple levels for rural and underserved populations.</p>	<p>MPH 667: Maternal and Child Health</p>	<p>Written Paper: Policy Paper or Quantitative Analysis of Maternal-Child Health Concepts. Students will identify a topic related to maternal and child health and search the literature systematically to identify relevant papers published within the last 5 years. Students will write a structured narrative review paper to identify existing gaps in the literature and discuss the implications on maternal and child public health services. To successfully complete the assignment, the paper should have the following sections: 1) Description of the issue/problem, nature and scope of the problem, type of data available to measure and monitor the problem, 2) Contextual factors relevant to the problem in at least two countries and at global level. Issues such as equity, political, economic, social, cultural, and religious as well as health service infrastructure and public health policies should be discussed. 3) Description of a major policy or programmatic strategy used to address the problem/issue (This can be a strategy used in one or both countries or one that is recommended by an international organization, such as the WHO, UNFPA, UNESCO). Finally, the paper should include 4) a critical assessment of whether the policy is suitable in each of the two countries. This section should draw on the contextual analysis in section 2 and findings from program or policy evaluations, as available.</p>

<p>2. Synthesize current literature and expert opinion for decision-making at multiple levels for rural and underserved populations.</p>	<p>MPH 670: Methods in Public Health Research</p>	<p>Project 1: Literature Review Section. Students will review, synthesize, and sum up the best available previously published work on a specific topic or question. A summary is important to identify where gaps exist and find new ways to solve the problem.</p>
<p>3. Apply the core concepts of <i>Family-Centered Care</i> to the design, delivery, and evaluation of health care programs or public health policies that are grounded in mutually beneficial partnerships among health care providers, patients, and families.</p>	<p>MPH 667: Maternal and Child Health</p>	<p>Family-centered Care Assignment: Prepare a family-centered care presentation discussing program planning, monitoring, and evaluation perspectives for an evidence-based OR innovative maternal and child health program that in your perfect world you need to implement to improve one or more aspects of maternal and child health. If the program is evidence-based, you must cite the source of the evidence. If it is innovative, you must provide the rationale for implementing an innovative program in the area you have identified. The selected area must be rural area either within the United States or internationally. Prepare a minimum of 10 and no longer than 15-minute presentation using pictures, case study, fact sheet, maps, audio-visual material to present the program planning and delivery process, how it will be monitored and the evaluation methodology.</p>
<p>4. Apply theoretical/conceptual models from health education and related disciplines and behavioral economics to develop an evidence-based intervention to address a mental health issue such as substance abuse.</p>	<p>MPH 666: Substance Abuse Services</p>	<p>Final Project: Students apply existing theoretical/conceptual models from health education and related disciplines (such as theory of diffusion of innovation, social cognitive theory, ecological model etc.) and behavioral economics to design an evidence-based intervention to address a substance abuse issue. This is a semester long group activity involving the development of a community-based strategy or initiative aimed at addressing an addiction disorder or chemical dependency. Define the problem, identify the theoretical model, identify the community to be served, and propose the intervention, and most importantly, discuss the action steps to be taken to implement your project.</p>
<p>5. Apply strategic planning knowledge and skills to strengthen public health organizations in rural and underserved communities</p>	<p>MPH 648: Health Policy and Management</p>	<p>Strategic Plan Assignment: Students will select a strategic plan from a local health department of their choice and based on the information learned in class and will write a maximum 2-page paper that critiques at a minimum, the organization's mission statement, priority issues, goals, objectives, and strategies and compare the plan to the outline provided in the NACCHO Strategic Planning Guide document</p>

<p>6. Identify and critically evaluate major U.S. policies that impact health in older adults</p>	<p>MPH 662: Public Health and Aging</p>	<p><u>Individual Policy assignment</u> Students will write a 3 to 4-page paper on a policy issue affecting the health of older individuals in the United States. An aging population raises many important long-term policy issues. The following issues addressed include medical care needs versus supply, alternatives to institutionalization, alternative delivery systems, financing long-term care services, the role of informal support systems, housing, and income maintenance. You are expected to address one of these issues. Examples of policy questions:</p> <ul style="list-style-type: none"> • Is it possible to compress illness into the last months (days) of life, thereby reducing disease burden and futile end-of-life care for older persons? If it is possible, what can the government do to promote such compression? • Currently, over 50% of the costs of institutional long-term care for older persons are paid for with public funds from Medicaid. What are the options being discussed for public and/or private funding? What would you recommend?
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<p>7. Develop evidence-based, comprehensive interventions to improve health of older adults in rural and underserved communities.</p>	<p>MPH 662: Public Health and Aging</p>	<p>Individual Intervention Assignment Students will review evidence-based health promotion and disease management programs for older adults – Students will select a program area from the website below.</p> <p>https://ncoa.org/professionals/health/center-for-healthy-aging</p> <p>They will write a program review paper. Written program review: Maximum of 4 pages double spaced and 12-point font.</p> <p>Written Review:</p> <ul style="list-style-type: none"> · Define the problem area the program(s) is addressing? How important is this problem to older adults? · Describe the ORIGINAL research that created the evidence for program effectiveness for these programs (design, sample size, characteristics of sample, date(s) of original study/studies). · Provide an overview of the program’s features (format [group, individual] organization [#sessions, length of program], characteristics of group leaders [as applicable], characteristics of older people program is appropriate for [priority audience], other features you believe are important to share. · What are the program’s outcomes (benefits to participants)? · Describe the “reach” of the program as translated to community settings (how widespread is its availability, what priority audiences does it reach, what types of agencies are offering it)? · Discuss the program’s limitations – do you have any concerns about the program(s)? · Provide references.
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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) Provide supporting documentation for each assessment activity listed in Template D4-1. Documentation should include the following, as relevant, for each listed assessment:

- Assignment instructions or guidelines as provided to students
- Writing prompts provided to students
- Sample exam question(s)

All referenced syllabi in Template D4-1 are included in the electronic resource file (D4).

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

Strengths

- By seeking input from diverse stakeholders, including faculty, administrators, students, alumni, community members, and employers, the curriculum likely reflects the needs and concerns of the community, making it more relevant and impactful.
- The concentration in Public Health practice seems to take a holistic approach. The inclusion of issues related to maternal and child health, along with challenges related to aging and substance use disorder demonstrates a recognition of contemporary and emerging public health issues.

Weaknesses

- Public health challenges are dynamic, and the curriculum's ability to adapt to emerging issues will require us to pivot to needs with more agility which can pose a challenge.
- Although course syllabi receive periodic reviews, a formalized process to assure regular curriculum reviews is lacking.

Plans for Improvement

- By introducing additional areas of specialization, including but not limited to Epidemiology, Nutrition, and Health Systems Management, the program has the potential to cater to a broader spectrum of interests and career aspirations, thereby enhancing the overall academic experience for its students. This expansion would enhance the program's flexibility and appeal, better aligning it with the varied career paths within the field of public health.
- The PHP will establish a systematic process for regular curriculum reviews to ensure alignment with current public health trends. Embrace innovation by incorporating emerging research methodologies, technologies, and interdisciplinary perspectives. This approach will keep the program dynamic, preparing students to address evolving public health issues effectively.
- Strengthen partnerships with industry experts, public health agencies, and healthcare institutions. By integrating practical experiences, guest lectures, and collaborative projects, students will gain valuable insights into real-world challenges and opportunities, fostering a more applied and relevant learning environment.

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.**

Students intending to complete the Applied Practice Experience (APE) must register in the MPH 790 course in the semester where all course prerequisites have been fulfilled.

Several approaches are used to identify internship sites. Students are advised to find internship sites based on career interest(s) with guidance from the APE coordinator. Sites can also be recommended to those who are unsuccessful in finding one on their own. Also, announcements and requests for interns are emailed to students seeking internships and posted as announcements on the MPH 790 Blackboard shell.

Once a student expresses their intent to apply for an internship, a meeting is scheduled with the Applied Practice Experience Coordinator to discuss the process. Prior to the meeting, the student must review and understand the APE Guidelines available in course Blackboard shell and available upon request. The information is also provided in the student handbook.

The dialogue between the student and the site supervisor, or preceptor, begins immediately and ends with attainment of a signed APE agreement between the student, the site supervisor, and the APE coordinator. The signed agreement outlines all the stages of the experience, the selected competencies, the community engagement element and at least

two proposed portfolio products that benefit the organization, provide an optimal learning experience for the student, and demonstrate application of the competencies. Specifically, the student, with the internship Coordinator and/or site preceptor review MPH program Foundational and Concentration Competencies to identify a minimum of five (5) competencies, with at least three (3) being foundational. All signatories keep a copy, including the program office.

Prior to the start of the APE, the student needs to complete the health professions learning modules (HIPAA, Bloodborne Pathogens, Human Trafficking, Ethics/Professionalism, Proper Use of Personal Protection Equipment and COVID-19.) This is required of all students regardless of their placement. An affiliation agreement between the organization and Central Michigan University also needs to be in place before the APE starts.

The student works with the site preceptor to devise a proposed schedule for completing the mandatory APE products and competencies. Once the APE commences, the student must keep a log or maintain a portfolio describing the scope of work they are doing and how the experiences are helping them to meet the selected competencies. At the conclusion of the Applied Practice Experience, the APE coordinator emails the site supervisor an evaluation form to rate the student's mastery level in each of the selected competencies and professional characteristics. Site supervisors are encouraged to discuss and share the evaluation with the student before submitting it to the APE Coordinator. The student's final deliverables, including their portfolio, are evaluated by the APE coordinator to assess mastery of the selected competencies and quality of the deliverables. Once the portfolio has been approved and the site supervisor evaluation is received, the APE coordinator (course instructor) grants credit for the course.

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

Documentation, including the course syllabus for MPH 790, the APE Agreement form, the APE Step-by-Step Guidelines, an informational PowerPoint presentation, the Portfolio Step-by-Step Guidelines, the Site Supervisor Guidance document, and the MPH Student Handbook, are included in the electronic resource file (D5.2).

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.

Samples of APE-related materials for five students from MPH in public health practice concentration are included in the electronic resource file (D5.3).

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

Strengths

- The current APE coordinator, with decades of experience as the Director of the Central Michigan District Health Department, holds extensive connections in the state's and nation's public health arena. Her influential network has proven instrumental in facilitating easy internship placements for students, leveraging her profound understanding of the field and longstanding professional relationships. This unique advantage enhances students' Applied Practice Experience by providing them with direct access to key players in the public health sector.
- The PHP has developed longstanding relationships with several agencies across the state of Michigan through the undergraduate internship program. The MPH program relies on this existing network to place its students to complete their APE.
- PHP Advisory Board members are also active members of their community. They play a critical role in facilitating the placement of students to complete their APE.

Weaknesses

- Working adults, who often work full-time to sustain their standard of living, may encounter difficulty in finding Applied Practice Experience (APE) opportunities that align with their work schedule. The constraints of their existing commitments may restrict their ability to engage in internships that require specific time commitments or on-site presence, impacting their overall accessibility to valuable hands-on experiences.
- Online students, being geographically dispersed, face challenges in finding suitable APE sites. The diverse locations of online students make it complex to identify internship opportunities that are both relevant to their field of study and accessible from their respective locations. This geographic diversity can limit the options available, potentially impacting the quality and relevance of the internship experience.
- The MPH program recognizes the need for a concerted effort to outreach to previous APE site supervisors to discuss potential internship opportunities for current students.

Plans for Improvement

- Collaborate with organizations to develop virtual projects and opportunities that align with the goals of the Applied Practice Experience (APE). This approach ensures that students can contribute meaningfully to the organization while overcoming time and location constraints.

- Build a diverse and extensive network of partner organizations worldwide. This network should include entities willing to provide remote internship opportunities, recognizing the geographic dispersion of online students.
- Develop a formalized process for the APE Coordinator to connect with past APE site supervisors to inquire about potential Applied Practice Experiences each semester to help students who have difficulty securing placements.

D6. DrPH Applied Practice Experiences

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, and 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.**

The required Integrative Learning Experience (ILE) is a master's thesis or Plan B that gives students the opportunity to integrate and synthesize at least three foundational and/or two concentration competencies. Students select a two-member committee, decide upon a topic, and submit a formal proposal to the MPH program for approval. All students must complete an ILE that involves collecting primary data or analyzing secondary data.

The ILE culminates in the completion of the following elements:

1. *Capstone Plan B/Thesis:* A high-quality written product, a scholarly work that systematically examines a public health issue through the academic lens of public health research or program development.
2. *Capstone Presentation:* The thesis/project is then defended in a final oral presentation open to the public. The oral defense portion typically lasts 45-60 minutes.

Upon completion of the thesis or Plan B, the student’s committee evaluates the written product using a rubric prior to scheduling the oral defense of the thesis/Plan B. Satisfactory attainment of the competencies (or validation of the competencies) and other rubric elements is required before scheduling the oral defense.

The initial presentation of the final defense is open to the public. The oral presentation portion typically lasts 30-45 minutes. Students are encouraged to present their findings as oral or poster presentations at regional, national, and/or international professional conferences and to publish findings in scholarly public health and other journals. Files containing examples of MPH theses/graduate research projects, evaluation rubrics, and other related documents are available in the electronic resource file (D7.5)

Template D7-1: MPH ILE for the Public Health Practice Concentration

Integrative learning experience (list all options)	How competencies are synthesized
<p style="text-align: center;">Research Project (Plan B) Or Thesis</p>	<p>Students complete the ILE during their last semester in the program. Because they cannot complete the entire process in one semester, they enroll first in the MPH 796 course. Then they are eligible to start the field work. The ILE may consist of a research paper, a program evaluation, a policy brief etc.</p> <p>Student conducting a research project will first identify an important public health problem and identify a minimum of three foundational and/or two concentration competencies to be met. Then he or she will select 2 faculty members to serve on his thesis or Plan B committee. The student will submit a research proposal to the program including the goal, a brief review of the literature, and the proposed data collection and data analysis method. If approved the student will implement his research protocol.</p> <p>Upon completion of the thesis or Plan B, the student’s committee evaluates the written product using a rubric prior to scheduling the oral defense of the thesis/Plan B. Satisfactory attainment of the competencies (or validation of the competencies) and other rubric elements is required before scheduling the oral defense.</p>

The following professional certifications (CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the integrative learning experience but are not in and of themselves sufficient to satisfy this criterion.

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

Regardless of the form, successful completion of an ILE requires two outcomes: (1) a high-quality written product appropriate for the student’s educational and professional

objectives; and (2) an oral presentation of the product. Candidates shall acquaint themselves with the evaluation system for the written paper and the oral presentation. Students should follow the steps below when considering an ILE. They include:

1. Based on their research interest, the student forms a two-member Plan B committee. One faculty member will serve as the chair.
2. The student, in consultation with the Plan B committee, selects foundational and concentration-specific competencies appropriate to the student's educational and professional goals.
3. They identify the type of Integrative Learning Experience to pursue.
4. They determine whether an IRB approval is required.
5. They submit a research prospectus to the MPH office and committee (composed of the faculty supervisor and two other faculty members in the program).
6. A Proposal development: What are the activities one intends to conduct? How will they meet the competencies?
7. The student starts his research under the supervision of his Plan B Committee.
8. To satisfy the written product component of the ILE, students must submit a well-written publishable research paper ranging between 15 and 25 pages, double-spaced, with size 12 font) not including references, executive summary, tables, and figures. In general, the final document should include the following sections:
 - Abstract: The abstract is a concise summary (~300 words) of the background, methods, primary results, and conclusions of your paper.
 - Background/Introduction and Public Health Significance
 - Specific Aims/Hypotheses/Objectives
 - Methods
 - Results
 - Discussion
 - References
 - Please note that the format of the final report varies based on the type of ILE selected (Thesis, Grant writing etc.).
9. Once the research is completed, the final product is submitted to the MPH office for review.
10. Following the approval, a public presentation is scheduled.

Public Presentation of the Project

Students are required to give a 25 to 30-minute oral presentation of their ILE project. It is the candidate's responsibility to arrange the date and time of presentations at least two weeks ahead. The announcement inviting the public (including students, faculty, and staff of the university) must be published at least one week prior to the presentation, and its location must be well known to the public. Presenting students should expect participants to ask questions related to their presentation.

Online students will have the option of presenting via the appropriate internet media

(including WebEx, Skype, GoToMeeting, etc.) and this must also be similarly announced inviting students, faculty, and the public. Alternative venues can be used such as at a professional meeting or seminar, but this must be approved by the ILE advisor.

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

Please refer to the MPH Student Handbook in the electronic resource file (D7.3) for policies and procedures related to completion of an ILE.

- 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.**

The rubric that allows faculty to evaluate the ILE regarding students' demonstration of selected competencies is included in the course syllabus and included in the electronic resource file (D7.4)

- 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.**

Student completed and approved samples of deliverables relative to the ILE are included in the electronic resource file (D7.5)

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

Strengths

- The ILE emphasizes practical application of knowledge gained during the program. By conducting research aligned with their interests and career goals, students can directly apply theoretical concepts to real-world public health issues. This hands-on experience enhances their problem-solving abilities and prepares them for challenges in the field.
- The ILE provides MPH students with a comprehensive learning experience that goes beyond traditional coursework. It requires the integration of research, writing, and oral presentation skills. This holistic approach contributes to well-rounded professional development, preparing students for the multifaceted challenges in public health practice.

Weaknesses

- The ILE's success depends on resource availability and including faculty members to serve on Plan B committees. In some cases, limited faculty resources may hinder the students' ability to pursue their preferred research topics or secure timely committee support, potentially affecting the overall quality of the ILE.

- Undertaking an ILE, involving research, writing, and an oral presentation, can be time-consuming. Some students find it challenging to balance these requirements with other academic and personal commitments. The intensive nature of the process might lead to stress and potential challenges in meeting deadlines.

Plans for Improvement

To improve the quality of ILE and minimize the level of stress among the students, the program will:

- Provide additional resources and guidance to assist students in selecting competencies aligned with their goals, including workshops, clear documentation, and examples of successful ILE projects and establish clear timelines and milestones for the ILE process, helping students manage their time effectively with checkpoints throughout the research, writing, and presentation phases.
- Establish a regular evaluation and feedback mechanism, collecting input from students and faculty after each cycle to identify areas for improvement and refine the process.

D8. DrPH Integrative Learning Experience

Not Applicable.

D9. Public Health Bachelor's Degree Foundational Domains

The requirements for the public health major or concentration provide instruction in the domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (i.e., the program may identify multiple learning experiences that address a domain – the domains listed below do not each require a single designated course).

- 1. The concepts and applications of basic statistics**
- 2. The foundation of biological and life sciences**
- 3. The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society**
- 4. The basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice**
- 5. The concepts of population health, and the basic processes, approaches and interventions that identify and address the major health-related needs and concerns of populations**
- 6. The underlying science of human health and disease, including opportunities for promoting a protecting health across the life course**
- 7. The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities**

8. The fundamental concepts and features of project implementation, including planning, assessment, and evaluation
9. The fundamental characteristics and organizational structures of the U.S. health system as well as the differences between systems in other countries
10. Basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government
11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

If the program intends to prepare students for a specific credential, the curriculum must also address those areas of instruction for credential eligibility (e.g., CHES).

- 1) Provide a matrix in the format of D9-1, which indicates the courses/experience(s) that ensure that students are exposed to each of the domains indicated. Template D9-1 requires the program to identify the learning experiences that introduce and reinforce each domain. Include a footnote with the template that provides the program’s definition of “introduced” and “covered.”

Template D9-1 (Part 1)

<i>A matrix that indicates the experience(s) that ensures that students are exposed to each of the domains indicated in Criterion D9.</i>
<i>Template D9-1 requires the school or program to identify the experiences that introduce and reinforce each domain. Note that a topic within a domain may be introduced and/or covered in more than one course.</i>
<i>If the school or program maps a domain to a course not developed and taught by public health faculty, it must have a process for regularly reviewing and monitoring such coursework for continued alignment with and coverage of the domain. For example, a select list of courses may be appropriate to meet the math/quantitative reasoning and science domains with regular monitoring, approval, and coordination with the external unit by the public health school or program.</i>
<i>If students can choose from multiple courses for a given domain, indicate this in a single column and provide additional narrative about the approved options. (see example in next tab) Provide all approved syllabi in the ERF.</i>

Key	I = Introduced: to bring something into use for the first time
	C = Covered (including reinforced): to enhance or strengthen the opportunities for achieving a learning outcome that has already been introduced

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER									
	HSC 106QR	HSC 110	HSC 352	HSC 404	HSC 520*	HSC 526	HSC 544	HSC 599	GEO 203**	HSC 211*
Math/Quantitative Reasoning: Identify and apply the concepts and applications of basic statistics										
Concepts of basic statistics	I			I			I, C		I	
Applications of basic statistics	I			I			I, C		I	
Science: Address the foundations of biological and life sciences										
Foundations of biological & life sciences	I		C	C						C
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society										
Public health history	I	C	I	C						
Public health philosophy	I	I		C				C		
Core PH values	I		I	C				C		
Core PH concepts	I		I	C				C		
Global functions of PH	I	I	I	C						
Societal functions of PH	I	I	I	C				C		
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice										
Basic concepts of data collection		I		C		I	C		I	
Continued below										

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER									
	HSC 106QR	HSC 110	HSC 352	HSC 404	HSC 520*	HSC 526	HSC 544	HSC 599	GEO 203**	HSC 211*
Basic methods of data collection				C		I	I	C		
Basic tools of data collection				C	I	I	I, C	C		
Data usage	I	I		I	C		I, C	C	I	
Data analysis	I			I			I, C		I	
Evidence-based approaches	I	I		I	C	C	I	C	I, C	
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations										
Population health concepts	I	I	I	C	C	C		C		I
Introduction to processes & approaches to identify needs & concerns of populations	I	I	I	C	I			C		
Introduction to approaches & interventions to address needs & concerns of populations		I	I	C	I	C		C		I
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course										
Science of human health & disease	I		I	I		C				C
Health promotion	I	I				C		C		
Health protection	I	I				C		C		
Continued below										

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER									
	HSC 106QR	HSC 110	HSC 352	HSC 404	HSC 520*	HSC 526	HSC 544	HSC 599	GEO 203**	HSC 211*
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities										
Socio-economic impacts on human health & health disparities	I	C		C		C		C	I	I
Behavioral factors impacts on human health & health disparities	I	C	I	C		C		C		
Biological factors impacts on human health & health disparities	I		I	C		C		C		C
Environmental factors impacts on human health & health disparities	I	C	I, C	C		C		C		I
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation										
Introduction to planning concepts & features	I		I					I		
Introduction to assessment concepts & features			I		C			C		
Introduction to evaluation concepts & features			I		C			I		
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries										
Characteristics & structures of the U.S. health system	I	I		I	C					
Comparative health systems					C					

Continued below

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER									
	HSC 106QR	HSC 110	HSC 352	HSC 404	HSC 520*	HSC 526	HSC 544	HSC 599	GEO 203**	HSC 211*
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government										
Legal dimensions of health care & public health policy			I		C					
Ethical dimensions of health care & public health policy			I	C	C			I		
Economical dimensions of health care & public health policy		I	I		C					
Regulatory dimensions of health care & public health policy			I		C			I		
Governmental agency roles in health care & public health policy		I	I	C	C			C		
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology										
Technical writing	I		C	C	C			C		
Professional writing		I			C			C		
Use of mass media		I	I	I				C		
Use of electronic technology	I	I		I, C			I, C	C	I, C	
Continued below										

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER									
	HSC 106QR	HSC 110	HSC 352	HSC 404	HSC 520*	HSC 526	HSC 544	HSC 599	GEO 203**	HSC 211*
CHES Competency 1.1 Plan assessment								C		
CHES Competency 1.2 Obtain primary data, secondary data, and other evidence-informed sources.						I, C		C		
CHES Competency 1.3 Analyze the data to determine the health of the priority population(s) and the factors that influence health.								C		
CHES Competency 1.4 Synthesize assessment findings to inform the planning process					I			C		
CHES Competency 2.1 Engage priority populations, partners, and stakeholders for participation in the planning process		I			I			C		
CHES Competency 2.2 Define desired outcomes						I, C		C		
CHES Competency 2.3 Determine health education and promotion interventions		I				I		C		
CHES Competency 2.4 Develop plans and materials for implementation and evaluations		I				I, C		C		
CHES Competency 3.1 Coordinate the delivery of intervention(s) consistent with the implementation plan		I						C		
CHES Competency 3.2 Deliver health education and promotion interventions		I						C		
CHES Competency 3.3 Monitor implementation		I						I, C		

Continued below

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER									
	HSC 106QR	HSC 110	HSC 352	HSC 404	HSC 520*	HSC 526	HSC 544	HSC 599	GEO 203**	HSC 211*
CHES Competency 4.1 Design process, impact, and outcome evaluation of the intervention		I						I, C		
CHES Competency 4.3 Manage the collection and analysis of evaluation and/or research data using appropriate technology								I, C		
CHES Competency 4.4 Interpret data						I		I, C		
CHES Competency 5.1 Identify a current or emerging health issue requiring policy, systems, or environmental change		I			I	I		C		I
CHES Competency 5.2 Engage coalitions and stakeholders in addressing the health issue and planning advocacy efforts		I						C		
CHES Competency 5.3 Engage in advocacy		I						C		
CHES Competency 5.4 Evaluate advocacy								C		
CHES Competency 6.1 Determine factors that affect communication with the identified audience(s)		I			I			C		
CHES Competency 6.2 Determine communication objective(s) for audience(s)		I			I			I, C		
CHES Competency 6.3 Develop message(s) using communication theories and/or models		I						C		
CHES Competency 6.4 Select methods and technologies used to deliver message(s)		I			I			C		
Continued below										

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER									
	HSC 106QR	HSC 110	HSC 352	HSC 404	HSC 520*	HSC 526	HSC 544	HSC 599	GEO 203**	HSC 211*
CHES Competency 6.5 Deliver the message(s) effectively using the identified media and strategies		I						C		
CHES Competency 6.6 Evaluate communication		I				I, C		I, C		
CHES Competency 7.1 Coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees)					I			I, C		
CHES Competency 7.2 Prepare others to provide health education and promotion								I, C		
CHES Competency 8.1 Practice in accordance with established ethical principles		I			C	I		C		
CHES Competency 8.3 Engage in professional development to maintain and/or enhance proficiency		I						C		
CHES Competency 8.4 Promote the health education profession to stakeholders, the public, and others					C			C		

*HSC 520, 211 & 538WI are taught by another division in HSC, however, we are in regular contact with the primary instructor for any needed revisions/updates. They were consulted for all CEPH self-study information. This is similar to outside courses meeting CHES requirements. All faculty teaching those courses assessed their course.

**GEO 203 is a course from the Geography department and after adopting it into the curriculum, we have had little success in getting public health-related content added to their course/curriculum.

Template D9-1 (Part 2)

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER								
	HSC 221	HSC 317	HSC 319	HSC 325	HSC 418	HSC 419WI	HSC 532	HSC 538WI*	HSC 590
Math/Quantitative Reasoning: Identify and apply the concepts and applications of basic statistics									
Concepts of basic statistics			I						
Applications of basic statistics			I					C	
Science: Address the foundations of biological and life sciences									
Foundations of biological & life sciences		I							
Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society									
Public health history		C	C	I					C
Public health philosophy		C	C	I					C
Core PH values		C	C	I	C		I		C
Core PH concepts		C	C		C		I		C
Global functions of PH		C	C						C
Societal functions of PH		C	C	I	C			C	C
Continued below									

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER								
	HSC 221	HSC 317	HSC 319	HSC 325	HSC 418	HSC 419WI	HSC 532	HSC 538WI*	HSC 590
Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice									
Basic concepts of data collection		I	I					C	
Basic methods of data collection		I	I					C	
Basic tools of data collection		I	I					C	
Data usage		I	I					C	C
Data analysis		I	I					C	
Evidence-based approaches		I	I					C	C
Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations									
Population health concepts		C		I		I	I		C
Introduction to processes & approaches to identify needs & concerns of populations		C	C	I				C	C
Introduction to approaches & interventions to address needs & concerns of populations		C	C					C	C
Continued below									

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER								
	HSC 221	HSC 317	HSC 319	HSC 325	HSC 418	HSC 419WI	HSC 532	HSC 538WI*	HSC 590
Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course									
Science of human health & disease									
Health promotion		C	C	I					C
Health protection		C	C	I					C
Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities									
Socio-economic impacts on human health & health disparities		C	C	I	I	I	I		C
Behavioral factors impacts on human health & health disparities		C	C	I	I	I	I		C
Biological factors impacts on human health & health disparities		I		I	I	I	I		C
Environmental factors impacts on human health & health disparities		C	C	I	I	I	I		C
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation									
Introduction to planning concepts & features		I	C			C		I	
Continued below									

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER								
	HSC 221	HSC 317	HSC 319	HSC 325	HSC 418	HSC 419WI	HSC 532	HSC 538WI*	HSC 590
Introduction to assessment concepts & features		I	C			C		I	
Introduction to evaluation concepts & features		I	C			C		I	
Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries									
Characteristics & structures of the U.S. health system		I	I	I, C				I	C
Comparative health systems		I	I	I, C					C
Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government									
Legal dimensions of health care & public health policy			I	I					C
Ethical dimensions of health care & public health policy		I	C	I					C
Economical dimensions of health care & public health policy		I	C	I, C					C
Regulatory dimensions of health care & public health policy		I	C	I, C					C
Continued below									

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER								
	HSC 221	HSC 317	HSC 319	HSC 325	HSC 418	HSC 419WI	HSC 532	HSC 538WI*	HSC 590
Governmental agency roles in health care & public health policy		I	C	I, C					C
Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology									
Technical writing			C	C				I	C
Professional writing		I	C	C	C	C		I	C
Use of mass media		I	C	C					C
Use of electronic technology		I	C	C				I	C
CHES Competency 1.1 Plan assessment									
CHES Competency 1.2 Obtain primary data, secondary data, and other evidence-informed sources.	I, C	I	I	C		C	C	C	
CHES Competency 1.3 Analyze the data to determine the health of the priority population(s) and the factors that influence health.			C	C		C			
CHES Competency 1.4 Synthesize assessment findings to inform the planning process		I	C	C		C			
CHES Competency 2.1 Engage priority populations, partners, and stakeholders for participation in the planning process		I	C	C				C	C
Continued below									

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER								
	HSC 221	HSC 317	HSC 319	HSC 325	HSC 418	HSC 419WI	HSC 532	HSC 538WI*	HSC 590
CHES Competency 2.2 Define desired outcomes	I, C	I	C	C		C		C	C
CHES Competency 2.3 Determine health education and promotion interventions	I	I	C		C	C	I		C
CHES Competency 2.4 Develop plans and materials for implementation and evaluations	I, C	I	C			C		C	C
CHES Competency 3.1 Coordinate the delivery of intervention(s) consistent with the implementation plan		I	C			C			
CHES Competency 3.2 Deliver health education and promotion interventions		I	C			C			C
CHES Competency 3.3 Monitor implementation		I	I			C			
CHES Competency 4.1 Design process, impact, and outcome evaluation of the intervention		I	C			C		C	C
CHES Competency 4.3 Manage the collection and analysis of evaluation and/or research data using appropriate technology		I	C			C		C	
CHES Competency 4.4 Interpret data	I	I	C	C		C	C		
CHES Competency 5.1 Identify a current or emerging health issue requiring policy, systems, or environmental change	I	I	C	C		C			C
CHES Competency 5.2 Engage coalitions and stakeholders in addressing the health issue and planning advocacy efforts		I	C	C					C

Continued below

PUBLIC HEALTH DOMAINS	COURSE NAME & NUMBER								
	HSC 221	HSC 317	HSC 319	HSC 325	HSC 418	HSC 419WI	HSC 532	HSC 538WI*	HSC 590
CHES Competency 5.3 Engage in advocacy		I	C	C					C
CHES Competency 5.4 Evaluate advocacy		I	C	C					C
CHES Competency 6.1 Determine factors that affect communication with the identified audience(s)		I	C			I	C		C
CHES Competency 6.2 Determine communication objective(s) for audience(s)		I	C	I	C				C
CHES Competency 6.3 Develop message(s) using communication theories and/or models		I	C	I	C				C
CHES Competency 6.4 Select methods and technologies used to deliver message(s)		I	C	I	C				C
CHES Competency 6.5 Deliver the message(s) effectively using the identified media and strategies		I	C	I	C				C
CHES Competency 6.6 Evaluate communication	I	I	C	I	C				C
CHES Competency 7.1 Coordinate relationships with partners and stakeholders (e.g., individuals, teams, coalitions, and committees)		I	C	I	C			I	C
CHES Competency 7.2 Prepare others to provide health education and promotion		I	I		I				C
CHES Competency 8.1 Practice in accordance with established ethical principles	I	I	C		I				C
CHES Competency 8.3 Engage in professional development to maintain and/or enhance proficiency		I	C		C				C
CHES Competency 8.4 Promote the health education profession to stakeholders, the public, and others		I	C		C				C

*HSC 520 is taught by another division in HSC; however, we are in regular contact with the primary instructor for any needed revisions/updates. She was consulted for all CEPH self-study information. This is similar to outside courses meeting CHES requirements. All faculty teaching those courses assessed their course.

- 2) **Include the most recent syllabus from each course listed in Template D9-1, or written guidelines, such a handbook, for any required experience(s) listed in Template D9-1 that do not have a syllabus.**

The course syllabi for HSC 106QR, 110, 352, 404, 520, 526, 544 and the internship manual for HSC 599 can be found in the electronic resource file (D9).

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

Strengths

- All PH majors are required to take UP courses, which provide a broad overview of the foundations of scientific knowledge, including the biological and life sciences and concepts of health and disease; the foundations of social and behavioral sciences; quantitative reasoning; and the humanities/fine arts.
- PHE concentration majors can meet the CEPH requirements for this criterion in a variety of ways through both UP and PHE concentration courses.
- Major courses are controlled by PH faculty except for HSC 520 (see note below Template D9-1).
- All Public Health majors with the Public Health Education concentration meet all CEPH domains.
- All CHES competencies are introduced and covered as required in the major's PHE concentration.

Weaknesses

- Since the last self-study, all domains must be met within the core courses, as these are the only courses ALL public majors will take. In this self-study gaps in content coverage have been identified, specifically for the Pre-Health Professional concentration. Program implementation and comparative health systems, although introduced, are not adequately covered in the major without concentration courses. PHP realizes that this part of CEPH accreditation was overlooked when implementing the new Pre-Health Professional concentration at CMU beginning Fall 2023.

Plans for Improvement

- The faculty will monitor the courses for achievement of competencies and relevance to public health. Immediate plans will include finding ways to “cover”

program implementation and comparative health systems within the core courses, as well as provide opportunities in these core courses for written communication pieces.

D10. Public Health Bachelor’s Degree Foundational Domains

Students must demonstrate the following competencies:

1. The ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences
2. The ability to locate, use, evaluate and synthesize public health information

1) Provide a matrix, in the format of Template D10-1, that indicates the assessment activity for each foundational competency.

Template D10-1

Competencies	Course number(s) & name(s) or other educational requirements	Specific assessment opportunity
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences		
Oral communication	HSC 526	Behavioral Health Project. Students present research literature on the determinants of a behavioral health outcome and present on interventions/programs intended to improve that outcome.
Written communication	HSC 106QR	PSA
Communicate with diverse audiences	HSC 106QR HSC 352	Diversity Interview PSA
Communicate through variety of media	HSC 106QR HSC 404	PSA
Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information		
Locate information	HSC 352	Paper
Use information	HSC 544	Problem solving examples
Evaluate information	HSC 544	Problem solving examples

Synthesize information	HSC 544	Problem solving examples
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ⁿ Provide a brief description of the assessment opportunity in this template. Reviewers must be able to validate that the opportunity listed does appropriately relate to the competency. In addition to a brief description in the template, the supporting documentation (e.g., assignment instructions/guidelines, writing prompts provided to students, sample exam questions, etc.) in the ERF should also clearly identify where and how each competency is assessed.

- 2) **Provide supporting documentation for each assessment activity listed in Template D10-1. Documentation should include the following, as relevant, for each listed assessment:**
- **Assignment instructions or guidelines as provided to students**
 - **Writing prompts provided to students**
 - **Sample exam question(s)**

The supporting documentation for HSC 106QR diversity interview, HSC 352 Public Service Announcement (PSA), HSC 404 paper, HSC 526 behavioral health projects, and HSC 544 problem solving examples can be found in the electronic resource file (D10).

- 3) **Include the most recent syllabus from each course listed in Template D10-1 (if not presented in Criterion D9), or written guidelines, such as a handbook, for any required elements listed in Template D10-1 that do not have a syllabus.**

The supporting documentation was provided as listed in Criterion D9.

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

Strengths

- As illustrated in Template D10-1, the PH major presents several opportunities for students to develop essential skills, such as the ability to communicate public health information in both oral and written forms through various means tailored to different audiences. All courses are structured in a way to allow students to identify, evaluate, and synthesize public health information, as well as communicate their findings.
- Overall, the courses address both CHES and CEPH competencies (see other chart for CHES competencies). This is due to several reiterations to the PH major over time. Additionally, the PHE concentration covers many advanced (graduate level) CHES competencies.
- HSC 106: Healthy Lifestyles is in the curricular process to become a UP course.
- More opportunities exist in the concentration courses. Course and assignment overlap was addressed in a previous self-study, and the curriculum has the needed breadth and depth to meet domains and competencies.

Weaknesses

- No notable weaknesses.

Plans for Improvement

- HSC 110: Introduction to Public Health will be proposed as an UP course. This will allow the course to count as both a UP and a major requirement. This will allow other CMU students to be exposed to public health concepts.
- A portfolio project will be added to the major and approved by a review committee before graduation.

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

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

- 1) **Provide a matrix, in the format of Template D11-1, that indicates the assessment opportunities that ensure that students demonstrate the stated competencies.**

Template D11-1

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.
HSC 599: Public Health Internship: various activities	Students are able to select 6 CEPH domains and 6 cross-context competencies that they will meet during the internship. This is submitted (and signed by their Site Supervisor) on the Internship Agreement Form. Student intern then submits evidence through documentation of how they met the domain/competence in their final report. Besides a narrative, there are appendices.
HSC 110: Comprehensive Course Review	This activity allows students to reflect on their development of public health knowledge and terminology used in the duration of the course. It also allows the student to apply key topics to scenario-based questions to assess their knowledge and understanding of the concepts. Additionally, students will demonstrate how they can achieve cultural competence while addressing major public health issues.

2) Include examples of student work that relate to cumulative and experiential activities.

Eight examples of student work are included in the ERF (D11.2)

3) Briefly describe the means through which the program implements the cumulative experience and field exposure requirements.

All public health majors MUST complete HSC 599: Public Health Internship. As part of this process, students are required to select 6 CEPH domains and 6 CEPH cross-context competencies to meet during this experience. They are to select these domains and competencies based on what they have met/not met in their academic career prior to the internship as all domains and competencies must be covered and demonstrated in their submitted portfolios. If they are a major with the Public Health Education concentration, they also are assessed on CHES competencies.

4) Include handbooks, websites, forms, and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents in they are available online or include electronic copies of any documents that are not available online.

The HSC 599: Public Health Internship manual is available in the electronic resource file (D11.4)

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

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education, and lifelong learning. Students are exposed to concepts through any combination of learning experiences and co-curricular experiences.

1) Briefly describe, in the format of Template D12-1, the manner in which the curriculum and co-curricular experiences expose students to the identified concepts.

Template D12-1: Public Health Bachelor's Degree Cross-Cutting Concepts and Experiences

<i>A brief narrative description of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion D12.</i>	
<i>The program may mention a wide variety of experiences including but not limited to overall courses, specific assignments, service opportunities, university-mandated experiences, etc.</i>	
Concept	Manner in which the curriculum and co-curricular experiences expose students to the concepts

<p>Advocacy for protection and promotion of the public's health at all levels of society</p>	<p>HSC 599: students often advocate for a particular population and the internship includes community engagement, so they need to work with the population as they advocate for their particular public health issue.</p> <p>HSC 325: Public Health Policy and Advocacy spend an entire semester learning about and practicing skills in advocacy methods (including the development of a policy analysis paper with several accompanying documents). They, along with Eta Sigma Gamma, can participate in a Day at the Capitol in which students select the topic to advocate for with legislators. They select their representatives and senators, set up the meetings, construct both student training and legislators' packets, and attend a practice training prior to the event.</p> <p>Eta Sigma Gamma: provides a variety of opportunities for students to advocate about public health issues.</p>
<p>Community Dynamics</p>	<p>HSC 599: All students engage with specific communities during the internship. They must state how they will involve the community in their projects/activities (community engagement) and learn the dynamics of communities through this process. Other processes that help to learn community dynamics include community assessment and coalition meeting involvement during the internship.</p>
<p>Critical Thinking and Creativity</p>	<p>HSC 526: As part of the Behavioral Health Project Part II assignment, students must read the peer-reviewed research literature on their chosen behavioral health outcome and select the best program/intervention approach or combination of approaches to address a behavioral health issue.</p> <p>HSC 599: the internship allows the student plenty of freedom to practice their critical thinking and creativity skills on the various projects they do to meet their CEPH domain and cross-context competencies.</p>
<p>Cultural contexts in which public health professionals work</p>	<p>HSC 526: As part of course readings and a Weekly Critical Comments assignment, students read and discuss cultural context issues for health professionals such as immigration, acculturation, cultural humility, and cultural sensitivity.</p> <p>HSC 599: the internship sites expose students to a variety of people and cultural contexts.</p>
<p>Ethical decision making as related to self and society</p>	<p>This is practiced in the internship (HSC 599); however, it is also covered in HSC 526: As part of the Behavioral Health Project Part II assignment, students must examine any ethical concerns with their evidence-based program/intervention strategy to improve a behavior.</p>

Independent work and a personal work ethic	HSC 599: All students practice both independent work and having a personal work ethic during their internships. This has been especially important since COVID and virtual/distance experiences. The PHP, through Eta Sigma Gamma, hosted a webinar about professional work ethics in a virtual world. The presenter was a colleague from the District 10 Health Department who hosts many PHP interns.
Networking	Eta Sigma Gamma: Students get a variety of experiences networking at professional conferences of which PHP usually provides some financial assistance.
Organizational Dynamics	HSC 599: All interns are immersed in organizational culture during their internship experiences. Some get to experience more than one setting during their internships to be able to critically think and compare different organizational dynamics.
Professionalism	<p>HSC 221: Students are instructed about aspects included in a professional presentation.</p> <p>HSC 599: All interns are instructed on professionalism in the internship orientation and complete a virtual training about professionalism. This is one of six online CHP required training they must complete before they go into their internships. They then practice the concepts learned in the training and virtual session on site.</p>
Research Methods	<p>HSC 221: Students complete readings and have class discussion on research methods and evaluation related to health behavior theory. Students also complete an assignment on evaluation.</p> <p>Eta Sigma Gamma: Every year, ESG conducts a research project that goes through the CMU IRB process. In 2023, their project (with two other chapters) was published in a professional journal and received the national Eta Sigma Gamma Research Activity of the Year Award.</p> <p>HSC 404: Students do a paper after learning the basics of research methods.</p>
Systems Thinking	<p>HSC 221: Students are introduced to Systems Thinking through readings, class discussion, and a CDC video.</p> <p>HSC 544: Students need to analyze word problems and figure out the best way to get answers for the question asked.</p>

<p>Teamwork and Leadership</p>	<p>HSC 106QR: Student are placed in a group to create a presentation on a health chapter.</p> <p>HSC 110: Requires students to learn in both small and large working groups to meet the objectives of the course and solve introductory or complex public health problems.</p> <p>Eta Sigma Gamma: this public health student group is mostly student run, and they learn about their roles and responsibilities before being elected to the positions. They then work on e-board and general meetings to conduct business. They learn how to problem solve to implement their research, education, service, and advocacy projects.</p>
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2) Provide syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic file and should reflect the current semester or most recent offering of the course.

Course syllabi are available in the electronic resource file with Criterion D9.

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

Strengths

- All PH majors get a quality internship placement which they are exposed to and practice the above competencies. We have worked hard to better align the internship activities and its corresponding evaluations to CEPH domains and competencies since the last self-study and feel students can meet these by the end of the program.
- PH majors can meet the CEPH requirements for this criterion in a variety of ways through both UP and PH major courses.
- All Public Health majors with the Public Health Education concentration easily meet all CEPH domains.
- Our Eta Sigma Gamma chapter is incredibly involved and well recognized on campus, and at the national level. This student organization gives plentiful opportunities for students to meet various CEPH domains and competencies.

Weaknesses

- Since the last self-study, all domains must be met within the core courses, as these are the only courses ALL public majors will take. In this self-study gaps in content coverage have been identified in these areas, as other core classes must help to meet these domains besides the internship. Content related to research methods and systems thinking will need to further be addressed within the undergraduate curriculum.

Plans for Improvement

- The faculty will monitor the courses for achievement of competencies and relevance to public health. Immediate plans will include finding ways to “cover” these competencies within the core courses.

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.**

Completion of the MPH degree at CMU requires 48 credit hours. All MPH students complete coursework in the foundational disciplines of public health (6 courses, 19 credit hours), receive academic and applied instruction in cognate areas (24 credit hours), and successfully complete an applied practice experience (2 credit hours) as well as an integrative learning experience (3 credit hours). The program can be completed in two (2) years for full-time students. Part-time students can take three years or more; however, CMU policy requires students to complete graduate degrees within seven (7) years.

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

CMU’s definition of a credit hour is provided in the Manual of University Policies and Procedures and is located on the CMU website at [CMU Credit Hour Definition](#).

For physical face-to-face courses, a credit hour is defined as one class hour of direct instruction and a minimum of two hours of out-of-class student work each week during the 15-week semester. One class hour of direct instruction is defined as 50 minutes at CMU.

For non-physical face-to-face courses, online, hybrid, or other academic activities such as internships, laboratory work, and independent studies, a credit hour is defined as three (3) hours of work each week during the 15-week semester.

D14. DrPH Program Length

Not Applicable.

D15. Bachelor's Degree Program Length

A public health bachelor's degree requires completion of a total number of credit units commensurate with other similar degree programs in the university.

Programs use university definitions for credit hours.

- 1) Provide information about the minimum credit-hour requirements for all public health bachelor's 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 current bachelor's degree requirements are 120 semester hours of credit for graduation. Changes to the PH major curriculum addressed this requirement change.

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

CMU's definition of a credit hour is provided in the Manual of University Policies and Procedures and is located on the CMU website at [CMU Credit Hour Definition](#).

For physical face-to-face courses, a credit hour is defined as one class hour of direct instruction and a minimum of two hours of out-of-class student work each week during the 15-week semester. One class hour of direct instruction is defined as 50 minutes at CMU.

For non-physical face-to-face courses, online, hybrid, or other academic activities such as internships, laboratory work, and independent studies, a credit hour is defined as three (3) hours of work each week during the 15-week semester.

- 3) Describe policies and procedures for acceptance of coursework completed at other institutions, including community colleges.**

CMU provides transfer guides and articulation agreements to assist students in determining how courses taken at local and community colleges will transfer to CMU's undergraduate programs. Michigan students are able to satisfy the UP portion of a bachelor's degree through the Michigan Transfer Agreement (MTA).

All transfer coursework is evaluated in the Registrar's Office and a determination is made as to whether it meets an exact class, or simply "HSC credit." If there are questions/concerns, a school representative (HSC Chair or DPH Director) assists with the determination.

- 4) If applicable, provide articulation agreements with community colleges that address acceptance of coursework.**

In addition, CMU participates in the MiTransfer Pathways, which is an initiative among all Michigan colleges and universities to optimize credit transfer. Public Health is one of the pathways that can be chosen by students from any Michigan community college. <https://www.cmich.edu/offices-departments/registrars-office/transfer-credit/mittransfer-pathways>

Articulation agreements that address acceptance of coursework are available online at: https://www.cmich.edu/admissions/undergrad/transfer/Pages/transfer_articulation_agreements.aspx.

- 5) **Provide information about the minimum credit-hour requirements for coursework for the major in at least two similar bachelor's degree programs in the home institution.**

The minimum credit-hour requirements for the Health Administration and Family Studies bachelor's degree programs are currently 120 semester hours. Specific credit-hour requirements for BA, BAA, and BS degrees is available in the [2024-2025 CMU Undergraduate Bulletin](#)

D16. Academic and Highly Specialized Public Health Master's Degrees (SPH and PHP, if applicable)

Not Applicable.

D17. Public Health Academic 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 advent of recent technologies has revolutionized the way higher education institutions deliver knowledge, making distance learning the fastest growing option for adult learners. The PHP is responding to the contemporary global trends in the acquisition of knowledge and preparation of professionals. The online MPH degree program in the Public Health Practice concentration was launched in the Fall 2018 semester. The curriculum for the distance-based MPH students is the same as the curriculum for the campus-based MPH students. The accelerated Master of Public Health program can also be completed online.

- 2) **Describe the public health distance education programs, including**
 - a. **an explanation of the model or methods used**

As demand grows for greater flexibility in higher education, Central Michigan University is positioning itself to remain a leader in innovative online learning. Throughout CMU's *Strategic Envisioning Process*, launched in 2019, faculty, staff, students, alumni and community partners have discussed the need to redefine and strengthen CMU's off-campus and online programs. Based on their findings and recommendations, CMU has restructured its Global Campus to create a new academic unit called [CMU Innovation and Online](#). The name was approved by the *CMU Board of Trustees*. The new unit, housed in the provost's division, will be funded using existing Global Campus resources.

Online courses are delivered via the Blackboard Learning portal. Over the years, innovative technologies have been added to make online course offerings more attractive. These innovative technologies include the addition of film clips, podcasts, discussion boards, web tools, and narration. [The Curriculum and Instructional Support \(CIS\)](#) team oversee the course development process and work closely with faculty members responsible for course content to ensure that online students have access to the same content as their counterparts taking the same course face-to-face on campus.

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

The decision to offer courses online reflects the evolving landscape of education. Online courses provide unprecedented accessibility, allowing students from diverse geographical locations and varying life circumstances to engage in learning without the constraints of physical proximity. Additionally, the digital format fosters flexibility, enabling learners to manage their schedules effectively, accommodating work, family, or other commitments. Furthermore, online education facilitates the

integration of diverse technological tools and multimedia resources, enhancing the overall learning experience. This approach aligns with the contemporary needs of a tech-savvy generation, promoting self-directed learning and cultivating essential digital literacy skills. Ultimately, the embrace of online courses extends educational opportunities beyond traditional boundaries, promoting inclusivity and adaptability in the pursuit of knowledge.

c. the manner in which the school or program provides necessary administrative, information technology, and student support services

The Academic Affairs unit at CMU, in collaboration with other university units, is a fully staffed operation responsible for the program's administrative affairs, including academic conduct and standards. The admissions at the university are managed by the [Office of Admissions](#). Professional admissions staff manages admission applications. For the MPH program, the admission office staff work in collaboration with the MPH Program Director. The admissions are managed through Slate, a comprehensive higher education customer relationship management (CRM) system, explicitly designed to optimize communications streamline application processing, and simplify decision release in modern admissions office. All online students have access to an academic advisor.

[The Office of Information Technology \(OIT\)](#) plays a critical role as it supports and collaborates with all members of the university community. Students have access to numerous web tools related to degree planning, admission, course registration, and tutoring. Online students can access technical support 24 hours a day via the IT Help Desk and other services offered to on-campus students such as the library, disability services, career planning and placement, and academic success. [For more information, visit <https://www.cmich.edu/academics/innovation-online>.](#)

The Writing Center

The Writing Center is a free resource helping with any writing, at any level, from any discipline. The Writing Center is open to all current students, faculty, and staff. We work with undergraduate and graduate writers from various disciplines, including non-native English speakers. For more information, click on this link <https://www.cmich.edu/academics/colleges/liberal-arts-social-sciences/centers-institutes/writing-center>.

Statistical Consulting Center

The Statistical Consulting Center provides statistical support and training to faculty and graduate students across the university in all phases of research projects. For more information, click on this link <https://www.cmich.edu/academics/colleges/college-science-engineering/centers/statistical-consulting-center>

Health Professions Librarian

CMU has a librarian dedicated to serving the students studying the health professions. She assists with documentation requests; journal article searches and attends to the research needs of students and faculty. For more information, click on this link <https://www.cmich.edu/people/ELIZABETH-HEITSCH>

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

The online MPH degree is subject to the same oversight as the program delivered on campus. Courses are developed by PIF with assistance from CIS staff. The course is approved through the university curricular process and evaluated with the same tools as face-to-face courses. Through the Office of Curriculum and Instructional Support, CMU provides ongoing monitoring of the extent to which students are developing the knowledge, skills, beliefs, and attitudes that are appropriate for graduates of their respective academic programs. Assessment data provides information for faculty development of strong programs, effective curriculum, and innovative teaching. [For more information, visit https://www.cmich.edu/offices-departments/academic-senate/assessment-information-and-resources](https://www.cmich.edu/offices-departments/academic-senate/assessment-information-and-resources)

- e. the manner in which the school or program evaluates the educational outcomes, as well as the format and methods**

Evaluation procedures for distance education programs are the same as those for the on-campus program.

- 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 CMU students, including online students, use a centralized registration system called “Central Link” to obtain a CMU account which provides each student with a unique identifier and an email. All communication and transactions with the university are conducted using this email. All students use this account to access the Blackboard Learning platform containing course content and their financial aid information.

Examinations (midterms and/or finals) for online courses are proctored. Innovative technologies are utilized, such as Respondus Monitor and Lockdown browser functions, to monitor students while taking an exam. The methods for authenticating online student identity meets the current regulatory language asserted by the U.S. Department of Education, which provides broad guidance on what constitutes adequate

authentication methodology.

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

Strengths

- The MPH program offers a valuable opportunity for working professionals and students in remote and underserved communities to access education. The online format allows for flexibility in scheduling, catering to individuals with diverse commitments and global diversity.
- CMU's commitment to ensuring content equivalence between face-to-face and online delivery is a significant strength. This ensures that online students receive the same quality of education as their counterparts on campus, maintaining the program's academic integrity.
- With over two decades of experience in offering high-quality distance education programs, CMU has a wealth of institutional knowledge. This experience contributes to the refinement and effectiveness of the online MPH program.
- The Office of Curriculum and Instructional Support (CIS) provides excellent guidance and oversight in online courses offering production.

Weaknesses

- The program's success depends on the quality of internet connectivity. In remote areas, where access to stable internet may be a challenge, students may face difficulties in participating fully in the online courses, potentially creating disparities in learning experiences.
- While innovative technologies enhance online courses, they also introduce a dependence on technology. Technical issues or lack of familiarity with online tools could be potential barriers for some students, impacting their overall learning experience.
- The mention of challenges related to electricity stability implies potential infrastructure limitations. In regions with unreliable power supply, students may encounter disruptions during their online learning sessions, affecting the consistency of their educational experience.
- Online students in the MPH program have expressed the need for additional interactions with their fellow students in the form of group projects and online forums. They have also expressed the need for assignments that require virtual/video presentations to improve their verbal communication skills.

Plans for Improvement

- CMU could collaborate with local communities and relevant stakeholders to improve internet infrastructure in remote areas. This may involve investing in better connectivity solutions, such as satellite internet or community-based

initiatives. Enhancing internet access addresses a significant weakness, ensuring that students from remote regions have reliable connectivity. This investment aligns with the program's goal of reaching underserved communities.

- By providing thorough training, CMU can empower students and faculty to navigate the online environment effectively. This proactive approach familiarizes them with the online learning tools, minimizes technical issues, and enhances the overall online learning experience.
- Students residing in regions where electricity stability is a concern will be encouraged to secure battery back-up and alternative power supplies.
- Explore hybrid models that combine online and face-to-face components (HyFlex). This provides students with opportunities for in-person interactions and aligns with the commitment to content equivalence, ensuring a comparable educational experience for all participants.

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 (bachelors, masters, 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 lists PIF in PHP instruction.

Template E1-1: Primary Instructional Faculty Alignment with Degrees Offered

Name*	Title/ Academic Rank	Tenure Status or Classification ^	Graduate Degrees Earned	Institution(s) where degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Brookins-Fisher, Jodi	Professor	Tenured	PhD MS	Utah (PhD) Ball State (MS)	Health Education, Health Sciences	Public Health Education, Pre-Health Professional
Haidar, Salma	Professor	Tenured	MD PhD MPH	Damascus (MD) U-M (PhD, MPH)	General Practice (MD) Epidemiology, Environmental Health, Human Nutrition	Public Health Education, Pre-Health Professional
Inungu, Joseph	Professor	Tenured	MD DrPH MPH	Kinshasa (MD) Tulane (DrPH, MPH)	Pediatrics (MD), Maternal & Child Health, Epidemiology	MPH: Public Health Practice

Snyder, Frank	Associate Professor	Tenured	PhD MPH Postdoc	Oregon State (PhD) Idaho State (MPH) Yale (Postdoc)	Health Promotion & Health Behavior, Community Health	MPH: Public Health Practice, Public Health Education, Pre-Health Professional
Soshnikov, Sergey	Assistant Professor	Tenure-Track	MD PhD MPH	Moscow Institute for Medical and Social Rehabilitation (MD), Central Public Health Research Institute (PhD) Sechenov University (MPS)	Clinical Medicine, Public Health	MPH: Public Health Practice
Kushion, Mary	Fixed Term	Fixed Term	MSA	CMU	Human Resource Administration	MPH: Public Health Practice
Bady, Janae	Fixed Term	Fixed Term	PhD (ABD) MPH	CMU (MPH) Texas A&M (PhD)	Public Health Practice, Health Education	Public Health Education Pre-Health Professional

- 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 lists non-PIF with significant involvement in public health instruction.

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
Braddock, Liz	Adjunct	Health Officer	0.25	MSc	Middlesex University	Environmental Health	MPH: Public Health Practice, Public Health Education, Pre-Health Professional
O'Boyle, Irene	Adjunct	Professor Emerita	0.25	PhD MA	Union Institute (PhD) CMU (MA)	Aging	MPH: Public Health Practice
Ashtari, Nadia	Adjunct	Health Educator	0.25	MPH	CMU	Public Health Practice	Public Health Education Pre-Health Professional
Stacy, Richard	Adjunct	Professor	0.25	EdD MPH	University of Virginia (EdD) University of Tennessee (MPH)	Health Education	MPH: Public Health Practice
Daniels, John	Professor	Professor	0.25	MS PhD	Purdue University, Western Michigan University	Statistics	MPH: Public Health Practice
Jordan, Kathleen	Adjunct		0.25	PhD	DHA, CMU	Health Informatic	MPH: Public Health Practice
Jagha, Temple	Adjunct		0.25	PhD	Walden University, University of Jos (Nigeria)	Research/ Evaluation	MPH: Public Health Practice

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

Curriculum Vitae(s) for all primary and non-primary instructional faculty are in electronic resource file (E1.3).

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

Template E1-1 lists the PIF who teach in the PHP, whereas Template E1-2 lists non-PIF who teach in the same program. Their current instructional areas are aligned as closely as possible with the discipline in which they earned their degrees and/or their work experiences (as practitioners).

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

Strengths

- The PHP at CMU utilizes sufficient PIF (n=7) and non-PIF (n=7) to support the program as shown in Template E1 and E2.
- PHP are matched well to their courses taught based on their expertise. PHP faculty are highly qualified in teaching experience, scholarly activity, and service. More specifically, they have years of experience in their respective areas of instruction.
- The program continues to include experienced practitioners to teach in their areas of expertise.

Weaknesses

- The MPH program relies on non-PIF to teach several courses and more tenure-track faculty are needed in both the undergraduate and MPH program.
- There has been a lack of support from senior administrators to fill vacant faculty positions due to CMU's financial constraints that stem largely from decreased student enrollment.

Plans for Improvement

- PHP plans to continue to promote expanding faculty numbers and expertise as additional concentrations are added and new community-based partnership opportunities become available.
- PHP will utilize its faculty in student recruitment events to increase enrollment and revenue, which should demonstrate the need for and approval of expanded faculty support.

E2. Integration of Faculty with Practice Experience

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

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

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

The PHP faculty incorporates practical perspectives by inviting practitioners to serve as adjunct faculty and guest speakers. Below is a list of courses that feature practitioners as guest speakers. In addition, other guest speakers are utilized in PH concentration classes.

Table E2-1: PHE & MPH Courses Featuring Practitioners as Guest Speakers

PHE	Course Title
HSC 110	Introduction to Public Health
HSC 317	Community Health Education
HSC 319	Methods and Materials in Community Health Education
HSC 352	Environmental Health
HSC 404	Epidemiology

MPH	Course Title
MPH 644	Rural Health
MPH 646	Epidemiology for Public Health
MPH 648	Health Policy & Management
MPH 650	Biological Basis
MPH 654	Public Health Leadership
MPH 655	Program Planning & Evaluation
MPH 667	Maternal & Child Health
MPH 670	Methods in Public Health Research

In addition to inviting practitioners as guest speakers for relevant course topics, the PHP hires individuals with professional experience in non-academic settings who have demonstrated competence in public health practice to serve as adjunct faculty (non-PIF). The program also encourages faculty to collaborate with public health agencies, especially at the local and state levels. Below are several examples of how faculty have experience in settings outside of academia and have demonstrated competence in public health practice.

Dr. Brookins-Fisher has expertise in public health education and promotion and

maintains connections with public health agencies. She is on the Boards for Great Lakes Chapter Society for Public Health Education (GLC-SOPHE) and the Society for Public Health Education (SOPHE). Additionally, she works with those in the field in establishing student competencies and how to meet them. She is an organizer for the Wear One Campaign for Isabella County where students work to distribute condoms to local bars and facilities in Isabella County to help improve sexual health. The Wear One Campaign allows for collaboration between students, local agencies, and businesses. She has worked on a Centers for Disease Control and Prevention grant with the Michigan Department of Education. Dr. Brookins-Fisher also mentors students through research projects (e.g., T21, health education credentialing, and advocacy).

Dr. Snyder has over a decade of research experience in public health. His research expertise focuses on prevention of youth health-risk behaviors and positive youth development. Additionally, he evaluates school and community-based interventions. Dr. Snyder brings his research experience into his courses to help students understand how health behavior and health theories influence public health. In MPH 642: Social and Behavioral Sciences in Public Health, students are responsible for choosing several health theories and designing an intervention program based on that specific theory. Outside of academia, Dr. Snyder has experience working in public health promotion during his service in the U.S. Peace Corps. Beyond teaching HIV/AIDS education in the secondary school setting, Dr. Snyder has worked with Namibian HIV/AIDS organizations to provide HIV/AIDS health education to teachers and community members in Northern Namibia. In HSC 235: Psychoactive Drugs, Dr. Snyder has integrated perspectives from the field of practice by describing his experiences with substance use programs designed to improve the health of individuals and communities through treatment strategies, such as community art (i.e., mural making) by people in substance abuse recovery.

Before returning to CMU in 2016, **Dr. Inungu** spent eight years working with international health agencies. He served as the Director of Social and Behavioral Research for Southern Africa with the International AIDS Vaccine Initiative (IAVI). Prior to joining IAVI, he worked as the Regional Researcher West and Central Africa for Population Services International (PSI). He uses these global experiences to enrich the courses taught at CMU. Because the MPH program encourages faculty to maintain ongoing relationships with public health agencies, Dr. Inungu is currently the Principal Investigator for the Assisted Outpatient Treatment (AOT) study with Calhoun County. This is a court-ordered community-based treatment program for individuals with mental illness who have a history of multiple hospitalizations or have exhibited violence toward themselves or others. Participants who received treatment had a statistically significant reduction in risk for arrests for any offense, compared with the comparison group. Until December 2023, Dr. Inungu has been a member of the Rotary Club for 5 years. The Rotary Club is a charitable organization that raises funds to fight poliomyelitis and supports other international projects (e.g., support to refugees). Internationally, Dr.

Inungu is the Executive Director of the African Center for Research and Development (CARDE) whose mission is to promote the well-being of marginalized people in the Democratic Republic of Congo.

The program also employs faculty who have professional experience in settings outside of academia. **Mary Kushion** served as the Director of the Central Michigan District Health Department for 20 years. She implemented health policies and procedures in a six-county health department. She developed and maintained community partnerships to improve the health status of people in the six counties. She is currently the president of Mary Kushion Consulting, LLC. Her client base includes local, state, and national public health agencies. She is an expert in community health improvement, strategic planning, quality improvement, and national accreditation preparation. She has professional affiliation with the Public Health Accreditation Board (PHAB) as a site visitor and the PHAB Quality Improvement Committee.

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

Strengths

- The PHP employs faculty with diverse cultural backgrounds and professional experiences, enriching course content with their international work experiences. This approach allows students to learn from and engage with people from various cultures.
- The Advisory Board continues to include individuals with experience in public health.
- The program continues to involve guest speakers and employs faculty who have professional experience in settings outside of academia.

Weaknesses

- No notable weaknesses were identified.

Plans for Improvement

- DPH faculty are making concerted efforts to attend and sponsor public-health related conferences to gain insights from the public health practice field to share with colleagues and students and to identify potential guest speakers for courses in the program.

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.**

The PHP's procedures for evaluating faculty instructional effectiveness are described in the HSC Bylaws. Below is a summary of the three approaches used to evaluate faculty instructional effectiveness:

Student Evaluations

The End of Course Survey (ECS), previously the Student Opinion Survey (SOS) for face-to-face courses, is the current instrument utilized by CMU to assess faculty teaching effectiveness. The EOC survey is utilized for any on-campus, online, and satellite-location courses with five or more students. The results of this survey can be used for reappointment, tenure, and promotion decisions. The ECS is managed by the university Academic Planning and Analysis unit (APA). Students complete surveys electronically and during the fall and spring semesters go through a processing cycle that may take up to several weeks. APA provides a password to the Dean and department chair to access the ECS results. Archived ECS results are available to all faculty and staff using their personal Global ID and password. The CMU Course Evaluation Guide is located on the CMU website at [Evaluation Criteria Requirements | Central Michigan University \(cmich.edu\)](https://www.cmich.edu/evaluation)

Peer Evaluation

Peer assessment of teaching refers to an evaluation of the faculty's teaching by a credible peer. To improve assessment validity, it is to be performed by a person with credible knowledge and experience as an educator, as well as sufficient knowledge of the content area upon which the evaluation is to take place. The person conducting the review will submit the peer review to the faculty being reviewed. The faculty member reviewed will add the feedback received into his/her promotion or tenure application.

Outcome Assessment

According to the HSC Bylaws, Outcome Assessment "refers to evidence of quality outcomes that are (in whole or in part) the specific result of identifiable instructional responsibilities of a faculty member." Examples of these outcome assessments as described by the bylaws can include, but are not limited to, results of outcome surveys of students, graduates, or employers; standardized examinations; performance assessments in internship or practice settings or practical exams for certification; as well as other measures that demonstrate student achievement of course and curricular outcome objectives. The type of outcome assessment used is a faculty member's choice

and is helpful for their promotion and tenure.

- 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.**

The Office of Curriculum and Instructional Support (CIS) provides strategic facilitation for the development, design, delivery, and instructional support of high-quality academic programming across the university. Its experienced and dedicated staff partner with senior leaders, faculty, and staff across the university to develop meaningful and sustaining relationships for academic program innovation, expansion, enhancement, instructional excellence, and student success. Curriculum and Instructional Support facilitates pedagogical, curricular, course design, and instructional support to faculty for the delivery of face-to-face, hybrid, and digital courses and programs to traditional and post-traditional student populations.

CIS staff provide DPH faculty, and anyone connected with student learning with as much information and support necessary to continuously improve teaching and learning at CMU. They support delivery of CMU academic programs, promote teaching effectiveness that maximizes student learning, connect DPH faculty with resources and training opportunities, and support and foster faculty engagement with the wider university community, academic departments, and each other. Curriculum and assessment support is provided which has the following responsibilities:

- Provide assistance to the Assessment Council with the implementation of assessment activities according to the Policy on Student Learning Outcomes Assessment.
- Disseminate assessment-related information to the campus community, provide expertise, and support faculty and staff development activities related to student learning outcomes assessment.
- Collaborate with faculty, staff, and other campus personnel to develop program assessment plans and provide support with gathering information about student learning outcomes assessment.
- Assist faculty with the development of curricular initiatives and the expansion of opportunities for students that reinforce CMU's commitment to a student-focused learning environment.
- Support CMU's curricular processes.
- Work collaboratively with College Assessment Coordinators and the University's Assessment Council to enhance assessment initiatives and foster a campus-wide culture of assessment.

A second example includes resources related to AI in higher education. The HSC meetings often include educational opportunities and that PH faculty have attended.

The presenters at these meetings offer supplemental events including workshops on the effect of AI on pedagogy, understanding generative AI, writing in the age of AI, and AI in assessing student learning. Other events have focused on ethical concerns with AI.

Third, the PHP also provides workshops to improve faculty instructional roles. These workshops are intended to provide faculty and students with new and useful information. Previous workshops for faculty and students include educational opportunities related to R Studio, Cochrane Systematic Reviews, Introduction to Qualitative Research through Mixed Methods, and Geographic Information System (GIS) and Public Health.

- 3) Describe means through which the 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.**

The PHP continues to offer opportunities to both PIF and non-PIF to maintain currency in their areas of instructional responsibility. These opportunities include:

The PHP continues to organize two free, annual speaker events (Elizabeth Lockwood Wheeler Lecture and Loren B. Bensley, Jr. Awards Banquet) with the goal of bringing speakers to campus to address important, current public health issues. Drs. Elizabeth Wheeler and Loren Bensley, Jr. were distinguished faculty in the DPH. Dr. Wheeler started an endowed fund to promote professional development and public health in the community. Issues such as human trafficking and public health advocacy have been discussed.

For faculty to be promoted in HSC, the school bylaws require faculty to present their research at national and international meetings, to play a leadership role in professional organizations, and to attend professional organization annual meetings. Faculty receive \$1,500 annually for their professional development.

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

Evidence of instructional currency and teaching excellence is required and evaluated by the HSC Department Chair and the CHP Dean during annual performance reviews and used in decisions regarding reappointment, tenure, and promotion. This evidence is also used in reappointment decisions for fixed-term faculty.

All faculty members, including tenured and tenure-track faculty, are required to assemble a portfolio of evidence to be considered in reappointment, promotion, or tenure reviews. As mentioned above, the ECS is an instrument used by HSC to assess faculty teaching effectiveness and peer assessment and outcome assessment. The

results are used for reappointment, tenure, and promotion decisions.

CMU employs some faculty who are appointed for a specific and limited fixed period and for specific purposes. The university does not intend to commit to a tenure-track appointment to these individuals for either academic or budgetary reasons. These faculty are designated as, and assigned to the employment classification of, Fixed-Term Faculty. (Fixed-Term faculty employed one-quarter time or greater to perform classroom instruction on the Mt. Pleasant campus are governed by the terms of a collective bargaining agreement between CMU and the Union of Teaching Faculty and are not governed by this policy unless they are specifically excluded from membership in that union.)

- 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. Select at least three indicators meaningful to the program, with one from each listed category.**

Faculty Currency: Annual Reviews of Faculty Productivity, Relation of Scholarship to Instruction.

According to the CMU Faculty Association Agreement (2019-2024) once each year the Dean and department chairperson meet with each non-tenured faculty member. This meeting (i.e., Article 6) is intended to help the faculty members meet the standards at the department, college, and university levels regarding reappointment, tenure, or promotion. At the meeting, the Dean reviews these standards with the faculty member and explains to what extent the faculty member is or is not meeting the standards related to instructional quality (as well as research and service). The chairperson also reviews the existing information in the department records and explains to what extent the faculty member is or is not meeting those standards. Information can come from a variety of sources including student opinion surveys, individual student comments, peer-reviews of instruction, and a review of the faculty member's written teaching philosophy. During the first two years of employment, tenure-track faculty have annual reviews with the Dean and department chairperson. When they achieve tenure, the review is done every 5 years. Based on this annual meeting, the expectation of faculty is to address any deficits or areas of concern regarding instruction.

Faculty Instructional Technique: Student Satisfaction with Instructional Quality.

The ECS is the current instrument utilized by CMU to assess faculty teaching effectiveness. ECS is administered every time a course is taught. ECS survey is a web-based survey asking students questions about their perceptions of course quality, instruction, and CMU services. The results of this survey can be used for reappointment, tenure, and promotion decisions. The table below summarizes the average of all classes averaged together for each year in each degree program.

Table E3-5: Overall Effectiveness of Instructors

Academic Year	Rating	MPH Program	Public Health
2020-2021	Very Good	63.16%	75.26%
	Good	22.37%	18.68%
	Adequate	10.09%	3.95%
	Poor	3.07%	1.58%
	Very Poor	1.32%	.53%
Academic Year	Rating	MPH Program	Public Health
2021-2022	Very Good	56.39%	68.07%
	Good	21.81%	21.69%
	Adequate	13.71%	8.13%
	Poor	5.3%	0.60%
	Very Poor	2.8%	1.51%
Academic Year	Rating	MPH Program	Public Health
2022-2023	Very Good	59.17%	73.31%
	Good	19.03%	17.79%
	Adequate	13.15%	7.47%
	Poor	5.88%	1.07%
	Very Poor	2.77%	.36%

Table E3-5 shows that most students rate the instructors' overall effectiveness as very good or good. The results were consistent over time in both programs (MPH and PHE).

Program-Level Outcomes: Courses that Integrate Community-Based Projects.

As integrating community-based projects into courses becomes more important to CMU's mission, the PH curriculum has increased its service learning and community engagement activities. With the dedicated support of the university leadership for Service Learning (SL) CMU, we expect to witness an increase in community-based projects in our courses.

For example, the Public Health Internship course has received SL designation (HSC

599SL) - the first internship course to receive this designation at CMU; and HSC 538: Development of Proposals and Reports also has a SL designation. Secondly, course HSC 319: Methods in Community Health Education includes initiating a public health campaign. A third example of integrating community-based projects is the recent development of course HSC 325: Public Health Policy and Advocacy. The assignment materials developed in this course will assist focus populations in their advocacy efforts.

One of the MPH program's goals is to foster active participation in community service through the dissemination of knowledge and collaboration. The curriculum is crafted to support this objective. As part of their ILE, students assess ongoing community-based interventions aimed at improving health outcomes. Courses such as Rural Health (MPH 644) and Program Planning and Evaluation (MPH 655) introduce students to community needs assessments and the development of culturally tailored interventions. In Public Health Research Methods (MPH 670), students learn to conduct community-based participatory research to tackle health disparities in the community. Furthermore, MPH students engage in interprofessional activities with peers from the Colleges of Medicine, Nutrition and Dietetics, and Physical Therapy to develop comprehensive plans of action for individual health issues, such as stroke, or community-wide concerns, such as poverty.

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

Strengths

- CMU continues to use a variety of instruments to assess faculty instructional effectiveness.
- The university also uses several resources, such as those provided through the Office of Curriculum and Instructional Support to provide support for continuous improvement in faculty's instructional roles.

Weaknesses

- CMU continues to require Master Course Syllabus Review once every seven years. Seven years is a long time considering the pace at which technology changes.
- The course evaluation tool was changed during the accreditation period on a different scale, so the program is not able to identify trends over time. This is because the scores went from a 4-point scale to a 5-point scale.

Plans for Improvement

- The PHP will continue to review PHP syllabi more frequently.
- The course evaluation tool is intended to stay consistent for the foreseeable future.

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.**

PHP faculty engage in diverse scholarship activities. Research involves independent and collaborative efforts within and between other colleges and universities. Expectations regarding faculty research and scholarly activity have been set by the HSC bylaws for reappointment, tenure, and promotion. Such expectations are as follows:

Every tenure-track faculty member is expected to maintain a program of scholarly and creative activity that results in evidence of credible achievement. Such activities include research and development relevant to the faculty member's professional discipline and/or assigned responsibilities within the university. Scholarly activities must also include appropriate dissemination of the products of those activities. Continuous scholarship and creative activity are expected throughout a faculty member's career at CMU. Examples of scholarship and creative activities include research, grant proposals, publications, and professional presentations.

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

Office of Research and Graduate Studies (ORGS).

The ORGS offers support for the CMU community to engage in research activities and other services to aid in the process. This office offers support in the following ways: searching for funding sources; obtaining and disseminating information about potential funding opportunities; principle investigator support and training; foster collaborations; training; foster university collaborations; serve as a liaison with external agencies; assist with proposal development; grant application budget preparation; authorize budget preparation; authorize proposals for submission; post-award submission; post-award assistance; and internal grant funding.

The University Library at CMU

We offer a comprehensive Library/Librarian Services. The University Library at CMU offers research and scholarly support for faculty. Support specific to research includes citation management tools, data management, literature searches, literature reviews, and measuring research impact. Subject Librarians are also available for use by any member of the CMU community. They offer a variety of services for access to information. Librarians are specialized in helping with research support, instruction, course development, collection development, scholarly communication, and support, and program reviews. A specific librarian is available for any program in CHP.

Institutional Review Board (IRB)

The IRB has full accreditation status by the Association for the Accreditation of Human Research Protection Programs, Inc.

Statistical Consulting Center

The College of Science & Engineering has a statistical consulting center to provide statistical support and training to faculty and graduate students across the university in all phases of research projects. Specifically, there are consulting topics in areas of research planning, design of experiments and surveys, methods of analysis, use of statistical computing program, and interpretation of results. These resources are available to any member of the CMU community.

CMU Writing Center

The Writing Center is a free resource available to anyone in the CMU community for assistance with writing, at any level, from any discipline.

- 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 research projects and/or independent student projects that arose from or were related to a faculty member's existing research.**

Dr. Inungu

Dr. Inungu maintains an active research agenda. He mentored four MPH students to publish articles in peer-reviewed journals:

- Ameh, G. G., Njoku, A., Inungu, J., & Younis, M. (2020). Rural America and Coronavirus Epidemic: Challenges and Solutions. *European Journal of Environment and Public Health*, 4(2), em0040.
- Okonji AI, Inungu JN, Akinmoladun TM, Kushion ML, Aduse-Poku L. Factors Associated with Depression Among Immigrants in the U.S. *J Immigr Minor Health*. 2021 Jun;23(3):415-424. doi: 10.1007/s10903-021-01141-7. Epub 2021 Feb 5. PMID: 33544291

- Okafor, C., Jahanfar, S., Inungu, J., & Minelli, M. (2020). The Relationship between Bullying, Sexual Violence and Substance Use among Adolescents in the United States: Cross-sectional Study. *European Journal of Environment and Public Health*, 4(2), em0049.
- Baiyasi, S., Juarez, R., Brookins-Fisher, J., Inungu, J. N., Gehring, T. M., Kozicki, Z. A. (2022) Practice what you preach: Importance of veterinarian involvement in zoonotic disease prevention- A Michigan focus. *Veterinary Evidence*, 7(2).

Dr. Snyder

Dr. Snyder conducts research examining young people's health risk behaviors, such as substance use, and positive youth development outcomes, such as academic achievement. MPH students have been involved in a variety of projects within Dr. Snyder's area of research expertise. One project involves approximately 500 elementary-aged students from low-income families who participate in a summer camp. Another project involves adolescents participating in 4-H after-school programs in the Midwest intended to improve positive youth development, while other projects relate to college student substance use. Dr. Snyder has research meetings with students that serve as an opportunity for students to receive feedback on data analyses and research methods with the goal of disseminating student research at professional meetings, and in peer-reviewed journals. This work has led to recent presentations at professional conferences, including the American Public Health Association (APHA) annual meeting as shown below:

- Taelman, K. T., Snyder, F. J., Yahia, N. &. (April 2024). A systematic review of elementary and middle school interventions to improve children's fruit and vegetable behaviors at school lunch. Association of Maternal & Child Health Programs Annual Meeting, Oakland, CA. Poster
- Ogundiran, F., Shoyinka, A., Thottungal, J., Qurashi, S., Larder, C., Snyder, F. (July 2022). Characteristics of COVID-19 cases among refugees identified during first wave outbreak affecting Ingham County, Michigan. The Herbert H. & Grace A. Dow College of Health Professions Research Day, Central Michigan University, Mt. Pleasant, MI. Poster. Also presented at the National Medical Association annual meeting. Atlanta, GA. Poster, and Podium.
- Kelley, M., Snyder, F. J., Ruiz, Y., McDavid, L., and McDonough, M. H. (November 2020). Associations of Social Conscience and Personal Value with Substance Use Among Children and Young Adolescents. American Public Health Association, Virtual Conference.

Collaborations with students have also led to three recent publications in peer-reviewed journals:

- Reed, S. E., Kerr, D. C. R., & Snyder, F. J. (2024). Latent profile analysis of college students' alcohol and cannabis co-use patterns after recreational cannabis legalization. *Addictive Behaviors*, 154. doi: 10.1016/j.addbeh.2024.108021.

- Majed, E., Ruiz, Y., Amireault, S., Reed, J. B., Snyder, F. J., McDonough, M. H., & Blankenship, B. (2021). Examining positive youth development interventions with a physical activity component to address bullying among pre- and young adolescents: A critical review of the literature. *Journal of Early Adolescence*, 42(3). doi: 10.1177/02724316211036748.
- Schmitt, S. A., Snyder, F., Korucu, I., Bryant, L. M., & Finders, J. K. A brief, pilot intervention enhances preschoolers' self-regulation and food liking. (2020). *Journal of Nutrition Education and Behavior*, 52(11). doi: 10.1016/j.jneb.2020.08.008

Dr. Soshnikov

Dr. Soshnikov conducts research in public health, focusing on epidemiology, global health, risk factors, and the application of estimates to understand non-communicable diseases (NCDs). His commitment to integrating students into the research process is evident through multiple projects that align with his expertise. Below are highlights of student involvement under his guidance.

The first project Dr. Soshnikov led involved a comprehensive study on the impact of environmental and lifestyle factors on public health in Central Asia. This project, significant for its scope and relevance, engaged students in rigorous data collection and analysis. Participating students gained hands-on experience in epidemiological research, contributing to their development of data handling and statistical analysis skills.

Another notable project under Dr. Soshnikov's leadership examined 2021 to 2022 the hidden drug markets (darknet marketplaces), comparing its variables to public health outcomes using parsed data and the census official data. PhD students were pivotal in designing and implementing these interventions, from conducting literature reviews to developing mathematical models. This project enhanced students' research capabilities and their practical understanding of public health applications.

Thanks to Dr. Soshnikov's efforts, the Global Burden of Diseases (GBD) initiative, which focuses on sustainable health solutions in low-resource settings and marginalized areas, has provided opportunities for students to engage. Through this partnership, students could interact with a multinational team, which expanded their views on the problems and solutions related to global health. Students support ongoing global health initiatives through frequent teleconferences and group research projects.

These engagements have led to student presentations at professional conferences and contributions to peer-reviewed journals, marking significant achievements in their budding careers. Examples include:

- Egorova, A., Idrisov, B., Redman, R., Goncharov, S., & Soshnikov, S. (2023). Tobacco, Alcohol and Diet as Mortality Risk Factors: Evidence from Russia. *Journal of Health Research*, 38(1), 8.
- Soshnikov, S., & Atoeva, M. (2023). The impact of non-optimal environmental temperature on public health: A review. APHA 2023 Annual Meeting and Expo. APHA.
- Soshnikov Sr, S., Bekker, S., & Idrisov, B. (2024). Closer Look at Illicit Drug Availability and Pricing Online: Recent Study. *Journal of Medical Internet Research*. Preprint.
- Vlassov, V., Meilahs, P., Soshnikov, S., & Idrisov, B. (2021). Illegal drug sales in the mirror of the dark web: Analysis of individual vendor data. *European Journal of Public Health*, 31(Supplement_3), ckab165. 266. Oxford University Press.
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- Batrimenko, A. V., Denisova, S., Soshnikov, S., & Tkachenko, A. (2022). The Internet search engines as an additional tool for public health surveillance: Evidence from Russia. *International Journal of Health Governance*, 27(2), 194-207. Emerald Publishing Limited.
- Soshnikov S. S., Egorova A.N., Idrisova A.I., Grjibovski A.M., Atoeva M.A. Cohort profile: The longitudinal study on the risk factors of non-communicable diseases in Russia. *Vestnik of Saint Petersburg University. Medicine*, 2022, vol. 17, issue 3, pp. 191–202. <https://doi.org/10.21638/spbu11.2022.304>

Dr. Brookins-Fisher

Dr. Brookins-Fisher works on a national research team that contributes to the body of knowledge regarding health education credentialing and the importance of such credentialing to the profession. This research included the surveying of public health education specialists during and after the pandemic to determine the impact on their job loads and mental health. Other research revolves around advocating for the profession. For example, in developing an advocacy resolution for national SOPHE about voter registration and participation, a CMU MPH student participated in the literature review process and was included in that publication. Other publications in these areas have included CMU students as well as students in public health programs at other universities. Below are publications and presentations that have involved students since the last CEPH self-study:

- Stieg, P., Ewald, D.R., Brookins-Fisher, J. and Rana Bhat, D. (April 2022). Voter Participation and Registration Resolution (Society for Public Health Education).
- Kerr, D., Haidar, S., Rauch, H., Blavos, A., Brookins-Fisher, J., Thompson, A., & Glunz, C.* (2022). Health Education Specialists: Professional practice during a pandemic. *Health Promotion Practice*, 24(2), 340-349.

- Brookins-Fisher, J., Fitch, K., Ohmit, A., Roberson, C. (2021). Diversity Chapter. In D. Seabert (Ed.). *Community Health in the 21st Century*, Tenth Edition. Sudbury, MA: Jones and Bartlett Learning.
- Juarez, R., Haidar, S., Brookins-Fisher, J., Hancher-Rauch, H., Ohneck, M., Thompson, A. and Papenfuse, D. (2021). Practices and Perceptions of Local Health Officers/Commissioners Regarding Tobacco 21 Policy Advocacy. *Health Promotion Practice*.

Ms. Bady

Ms. Bady's research agenda focuses on health behaviors and outcomes for Black students within academic settings, with a special focus on high school and college students and Type 2 diabetes preventive behaviors. Janae also supports other projects on chronic diseases. MPH students have been involved in weekly research meetings under Janae's leadership, where they have produced two manuscripts since the fall of 2023 and had two successful conference acceptances. There are currently three active studies in development, where MPH students have an opportunity to lead each project. Janae is also the principal investigator for an undergraduate honors capstone project, where the student worked alongside Janae to develop an IRB proposal, design a survey, and administer the survey to the CMU student population. During the first year Janae has been at CMU, she has worked with five MPH students to develop their data analysis skills and research efficacy talents.

Dr. Haidar

Dr. Haidar is interested in epidemiological research. She supervised several Honors students to complete their capstone projects. These students had to develop surveys, collect, and analyze data, and write reports. Some of them presented posters at conferences and one published the study.

- Kennedy A. Scott- COVID-19 Vaccine Perceptions Among Undergraduate College Students. **Winner of the 2021-22 President's Award for Undergraduate Research.** Poster presentation at Student Creative & Research Endeavors Exhibition 2022
- Morgan Reigler- Burnout in College Students After the Peak of COVID-19. Poster presentation at the 6th Annual College of Health Professions Symposium (2023)
- Eric Urbaniak- Assessment of Sustainability Awareness and Practice in a Campus Community (secondary advisor). **Winner of the 2022-23 President's Award for Undergraduate Research.** Poster presentation at Student Creative & Research Endeavors Exhibition 2023 and published article: Urbaniak, E., Uzarski, R. and Haidar, S. (2024), "Assessment of sustainability awareness and practice in a campus community", *International Journal of Sustainability in Higher Education*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/IJSHE-05-2023-0164>
- Alexia Swanson- Attitudes, Perceptions, and Beliefs Surrounding Alcohol Use

Based on Participation in the Greek System

- 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.**

Dr. Inungu

Research Overview: Dr. Inungu is a public health physician. His research focuses on the epidemiology and prevention of infectious diseases including HIV and malaria. He has authored more than 30 articles in these areas. He is currently conducting a study on the association between diabetes and depression in adults in the United States using the 2022 NHIS data.

Incorporation of research into academic instruction: Dr. Inungu's vast and varied international experiences are utilized in the instruction of MPH 646: Epidemiology, MPH 670: Methods in Public Health Research course, and MPH 655: Program Planning and Evaluation course. Dr. Inungu uses examples from his previous work in the field to help students grasp some concepts.

Dr. Snyder

Research Overview: Dr. Snyder's research in public health encompasses health promotion and understanding how social and environmental factors influence young people's health behaviors and development. He also evaluates the effectiveness of school- and community-based interventions and health services in enhancing youth health outcomes.

Incorporation of research into academic instruction: Dr. Snyder's research in health promotion and understanding social and environmental influences in young people's health behavior and development is utilized in instruction of the MPH 642: Social and Behavioral Sciences in Public Health course, HSC 526: Behavioral Health, and the HSC 221: Public Health Theory course. Dr. Snyder includes examples of his previous work regarding ecological theory and provides examples of his etiology and intervention research related to health risk behaviors including substance use.

Dr. Brookins-Fisher

Research Overview: Dr. Brookins-Fisher's research in public health revolves around advocacy for the profession and different communities with which she works. This includes politics and the importance of advocating for policy at the local, state, and national levels.

Incorporation of research into academic instruction: Dr. Brookins-Fisher uses her

research to further develop students' comprehension of policy in the undergraduate course HSC 325: Public Health Policy and Advocacy and applies the research as students partake in their annual Day at the Capital in which they interact with various legislators at the state level.

Dr. Soshnikov

Dr. Soshnikov focuses on environmental and lifestyle risk factors in his study of non-communicable illnesses, epidemiology, and global health. His work attempts to improve public health policies and results using research findings. Dr. Soshnikov incorporates his research findings into his teaching, particularly in courses such as MPH 650: Biological Basis of Public Health, and MPH 796 (Capstone). Through this strategy, students can understand how biological concepts are applied in public health. He intends to integrate his study on environmental variables and drug misuse into his teaching of MPH 666: Drug Misuse Services, and MPH 670: Methods in Public Health study. Students' comprehension of public health concerns and research methodology is enhanced by this integration, which enhances courses with insights from current research. Students interact with current research, which promotes a deeper appreciation for evidence-based practice in public health.

Dr. Soshnikov intends to utilize his research on the effects of environmental variables and substance addiction on health as he prepares to teach MPH 670: Methods in Public Health Research and MPH 666: Substance Addiction Services. He aims to improve students' comprehension of intricate public health issues and research procedures by adding contemporary research insights to these courses. Students get a more robust understanding of the significance of evidence-based practice in public health through this integration, allowing them to interact with current research while learning about the theoretical foundations of public health issues.

Dr. Haidar

Research Overview: Dr. Haidar's research focuses on epidemiology and environmental epidemiology. She worked on vector-borne diseases and chronic diseases.

Incorporation of research into academic instruction: Dr. Haidar brings examples of current data in HSC 404: Epidemiology and HSC 352: Environmental Health. She also presents data from her previous work as examples related to the chapters taught.

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

Research and scholarly activities play a critical role in faculty advancement. Standards and procedures are clearly defined in the HSC bylaws. The standards vary based on the rank of the faculty. The following paragraphs briefly discuss the requirements for each faculty category:

- Promotion from Assistant to Associate Professor Rank requires that faculty members should have at least six (6) years of appropriate academic/teaching experience in their discipline at the level of Assistant Professor, and meet the criteria indicated in III.B.9., as evidenced by activity since appointed to the rank of Assistant Professor. Criteria for promotion includes publication in peer-reviewed journals, evidence of teaching effectiveness, and service within and outside of the university.
 - Promotion to Professor requires that faculty members should meet the educational and experiential requirements for appointment to Associate Professor, with at least five (5) years at the level of Associate Professor. Candidates for the Professor rank must demonstrate that they have made substantial contributions to their professions or disciplines, as evidenced by research, leadership roles, or other evidence of academic excellence. That is, they must meet the criteria related to teaching, scholarship, and service indicated in III.B.9, as evidenced by activity since appointed to the rank of Associate Professor, while also demonstrating the enhanced quantity and/or quality of their work.
 - For a Professor Supplement (i.e., increase in pay after promotion to the Professor rank) the same criteria and standards shall be used as for promotion to Professor.
 - For Tenure, the criteria are the same as those related to promotion with the additional consideration of promise, competence and future needs of the university as identified in the Agreement.
- 6) **Provide quantitative data on the program’s scholarly activities from the last three years in the format of Template E4-1, with the program’s self-defined target level on each measure for references. 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.**
- **Percent of faculty (specify primary instructional or total faculty) participating in research activities**
 - **Number of faculty-initiated IRB applications**
 - **Number of students advised**
 - **Number of community-based research projects**
 - **Number of articles published in peer-reviewed journals**
 - **Total research funding**
 - **Number of citation references**
 - **Presentations at professional meetings**
 - **Support for development and mentoring of new faculty**
 - **Number of grant submissions**

Faculty selected the following three measures to demonstrate their success in research and scholarly activities: (1) Number of articles published in peer-reviewed journals; (2) Presentations at professional meetings, and (3) Number of grant submissions. Template E4.1 summarizes the measures and data from the last three years.

Template E4.1: Outcome Measures for Faculty Research and Scholarly Activities

Outcome Measure	Target*	2020-21	2021-22	2022-23	2023-24
Number of journal articles published in peer-reviewed journals.	4	12	8	7	5
Presentations at professional meetings.	2	16	4	16	11
Number of grant submissions.	2	2	3	2	4

**Faculty must follow HSC bylaws in these areas for reappointment, tenure, and promotion. Currently, the bylaws state that two peer-reviewed articles be accepted or published for tenure and promotion. Presentation and grant submissions may be substituted for one peer-reviewed article with appropriate documentation. However, the PHP faculty aspires to exceed those standards.*

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

Strengths

- CMU continues to require all tenure and tenure-track faculty to engage in scholarly activity and provides numerous resources to assist faculty in scholarly activity. Through the Faculty Association Agreement and HSC bylaws, the PHP has clear and well-defined standards for evaluating research and scholarly achievements.
- Newly hired tenure-track faculty members receive research start-up funds to assist with research productivity and future success in the program.
- PHP faculty continue to be successful in this area despite competing priorities, limited staff assistance and challenges due to COVID.

Weaknesses

- Tenure-track faculty are required to submit grant applications in addition to their course load research and community service requirements without the benefit of a grant coordinator for the program.
- Faculty are asked to spend more time with tasks like student recruitment and duties necessary for program accreditation. Even though faculty members continue to struggle collectively to appropriately balance teaching, research, and service, they do maintain healthy levels of research productivity that benefits students.

Plans for Improvement

- The program will advocate hiring faculty members with strong research skills and grant writing skills and a grant coordinator to help with grant application management and assist with post-award issues.
- Appropriate time-release and more incentives at the CHP and university level

should be in place for faculty to procure research funding needed to reduce course-load requirements and provide more time for faculty to conduct research and submit additional grant applications.

E5. Faculty Extramural Service

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

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

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

The HSC bylaws emphasize the importance of extramural service for reappointment, promotion, and tenure. The bylaws set clear expectations for faculty service and include a table that shows examples of service-related activities, along with the number of credits a faculty member can earn for each service activity. According to HSC bylaws, a faculty member can seek tenure or promotion if they have accumulated 30 points of service since their initial appointment or last promotion, along with demonstrating other requirements for teaching and scholarly activities. The table below summarizes the service activities emphasized in the HSC bylaws.

Table E5: Service Activities

		Points Earned
Public Service Related to the Faculty Members' Discipline		
Officer or board member for a professional, government, community, school, or other organization (per year)		Up to 3
Committee member for a professional, government, community, school, or other organization (per year)	Chair	Up to 3
	Member	Up to 2
Consultation or service for a professional, government, community, school, or other organization		Up to 3
Coordinator of professional conference, symposium, panel, forum or other professional event		Up to 3
Service Related to Professional Growth		
Major elected office for an international, national, regional, or state organization (per year of appointment)	Officer or Board member	Up to 5
Committee participation for an international, national, regional, or state organization (per year of appointment)	Chair	Up to 4
	Member	Up to 3
Professional recognition awards (per award)	International or national	Up to 5
	Regional or state	Up to 3
Completion or renewal of professional certification or licensure that requires examination or other verification of current competence (such as portfolio review and CEU/CME accumulations)		Up to 5
Unpaid consultation or engagement subsequently used as content for teaching.		Up to 2 per engagement max. of 6 engagements
Active professional practice in the faculty members' professional discipline (total for the evaluation period, including practice-oriented fellowships)	40 - 99 hours	Up to 2
	100 - 159 hours	Up to 4
	160 - 189 hours	Up to 5
	360 or more hours	Up to 10

Academic coursework relevant to the faculty members' professional discipline, related degree pursuits, or their responsibilities within the university (per semester hour of credit)		Up to 1
Participation in professional development seminars/workshops		Up to 2
Individual continuing professional education not included within other activities related to professional growth, scholarship, teaching or service (per 10 hours or participation)		Up to 1
Other Public Service		
Officer or board member for a professional, government, community, school, or other organization (per year)		Up to 3
Committee member for a professional, government, community, school, or other organization (per year)	Chair	Up to 3
	Member	Up to 2
Consultation or service for a professional, government, community, school, or other organization		Up to 3

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

Every tenure-track faculty member receives an annual amount of \$1,500 for Professional Development. Professional Development funds can be used for an array of extramural services, including travel to attend national or international conferences or to provide services to various professional organizations.

CMU pays the salary of faculty members who organize and lead study abroad programs. Study abroad programs offer unique opportunities for faculty and students alike to be involved in SL activities.

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.

Dr. Inungu

Dr. Inungu served as the external Reviewers for two Institutions of Higher Education in the United States:

- External reviewer for *Dr Justice Mbizo's application* for promotion to the rank of Professor in the Department of Public Health at the University of West Florida. September 2023.

- External Reviewer to assist South Africa's National Research Foundation in evaluating the quality, impact, and standing of the research portfolio of *Prof Kandala Ngianga's application for his PhD*. He worked in Biostatistics, Bayesian Statistics, health economics, and demography.

As the Executive Director of the CARDE, Dr. Inungu is actively working on several international research projects. These experiences provide tangible international perspectives for students enrolled in the MPH: 670 Methods in Public Health Research course.

Dr. Inungu serves as the Editorial board member of the following journal:

- European Journal of Environmental Health and Public Health.
<https://www.ejeph.com/home/editorial-board>

Dr. Inungu has had a fruitful collaboration with Dr. Peter Nyasulu from Stellenbosch University in South Africa for several years. This partnership has opened numerous opportunities, including an invitation to evaluate the South African Health Review journal and to serve as an external reviewer for Dr. Kandala. Additionally, Dr. Inungu had the privilege to co-author the article titled "Implications of COVID-19 in high burden countries for HIV/TB: A systematic review of evidence" published in BMC Infectious Diseases in October 2020.

The insights gained from this collaborative research have significantly enriched Dr. Inungu's teaching, particularly in the area of epidemiology, specifically in his MPH 646 course focusing on the burden of diseases. Drawing from this experience, he is now considering reaching out to Stellenbosch University to explore the possibility of spending a portion of his upcoming sabbatical there. His aim is to develop a study abroad program tailored for students from CMU, facilitating a deeper understanding of global health challenges and fostering cross-cultural exchange.

Dr. Brookins-Fisher

As a member of the SOPHE Board of Trustees and Advocacy Committee and Advocacy Chair for GLC-SOPHE, Dr. Brookins-Fisher is able to present local, state, and national public policy issues as they relate to healthy communities to students in HSC 325: Public Health Policy and Advocacy. She utilizes the passion she has for advocacy to encourage students to become actively involved in advocacy efforts, which resulted in students annually attending the SOPHE Advocacy Summit in Washington, D.C., and the annual Day at the Capitol in Michigan.

As a steering committee member of Healthy Democracy Healthy People Michigan, Dr. Brookins-Fisher is a collaborator in a nonpartisan effort to ensure voter access and participation in elections. This connection has led to her HSC 325 class working with GLC-SOPHE to develop a flier for Michigan voters on how health is on the ballot in

Michigan for 2024. This flier will then be used in Healthy Democracy Healthy People efforts.

Ms. Kushion

As a member of the Public Health Accreditation Board's Quality Improvement Committee which is responsible for updating the PHAB standards and measures and designated as a certified PHAB consultant, Mary Kushion is able to bring her experiences and expertise to the students in MPH 654. Ms. Kushion also has Dr. Paul Kuehnert, PHAB CEO, as a guest speaker for the course and can connect the MPH students with PHAB staff for information related to their Plan B capstone projects.

- 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:**

Select at least three of the following indicators that are meaningful to the program. In addition to at least three from the list that follows, the program may add indicators that are significant to its own mission and context.

- **Percent of faculty (specify primary instructional or total faculty) participating in extramural service activities**
- **Number of faculty-student led service collaborations**
- **Total service funding**
- **Faculty promoted on the basis of service**
- **Faculty appointed on a professional practice track**
- **Public/private or cross-sector partnerships for engagement and service.**

Percent of faculty participating in extramural service activities

100% of faculty, both PIF and Non-PIF participate in extramural service including journal review, conference abstract review, journal editorial membership, participation in local and international professional committees, networks and associations, and participation in service through local organizations.

Number of faculty-student service collaborations

Ms. Janae Bady is currently working with Soumitra P. and Tahia S., two MPH students, on different projects. These projects include topics such as food insecurity and e-cigarette use, and the work has been submitted for publication and presentations. Ms. Bady has also worked with several undergraduate students on a project related to empowering students for advocacy initiatives in Michigan, presented at the 2024 Society for Public Health Education annual meeting.

Dr. Soshnikov is working with Daniel N. to develop a manual on R studio. Dr. Inungu is working with Bridget B. to examine the association between diabetes and depression. He is also working with Tahia S. and Soumitra P. to examine factors associated with childhood obesity in the United States.

Dr. Snyder and Ms. Kusion worked with another MPH student, Amy M., on an evaluation of the Oakland County Harm Reduction and Syringe Service Program.

In addition, Eta Sigma Gamma has many service collaborations with other campus RSOs and community-based strategies.

Number of community-based service projects

The Assisted Outpatient Treatment program is in its fourth year. The Assisted outpatient treatment is a civil-court ordered community-based mental health treatment for those with serious mental illness that can include a period of hospitalization.

Public/private or cross-sector partnerships for engagement and service

Dr. Brookins Fisher received the 2021-22 CHP Faculty Community Engagement Award with Deb Christie from the Physician Assistant program conducting COVID-19 outreach in the CHP mobile health unit. In addition, faculty have assisted our student organization, Eta Sigma Gamma, which has worked with many community-based agencies over the years of this accreditation period. For example, they worked with the Central Michigan District Health Department to offer Narcan training to students and community members. They also worked with the Mt. Pleasant Children's Museum on a clothing collection; Alma College for item collection for Sierra Leone orphanage; and collaborated and tabled at the "We Can be Heroes" documentary screening with Isabella Substance Awareness Coalition.

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

Service is one of the three main criteria which informs decisions regarding faculty advancement. As mentioned, according to the HSC Bylaws, at least 30 service points must be accumulated to be considered for tenure and promotion to a higher faculty rank.

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

Strengths

- Faculty involvement in community service has continued to create opportunities for student involvement in community service.
- Faculty participation in community service is valued and incentivized because it contributes to faculty advancement in the service area.

Weaknesses

- For tenure purposes, the trend appears to be that teaching and research is of primary importance rather than having teaching, research, and service as equal criteria for evaluation and promotion. Faculty cannot receive tenure or

promotion solely based on service.

- COVID-19 reduced opportunities for students to study abroad and may have affected the number of research and community service projects of faculty.

Plans for Improvement

- The program will continue to emphasize the importance of all three criteria to faculty.
- Continued efforts are underway to offer more study abroad programs including SL activities and research for faculty.

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.**

CMU has several formal structures for constituent input. They include the following:

Alumni Relations

The Alumni Relations Office maintains a directory of past CMU graduates to remain connected with alumni and engage them in events taking place at the university. They also coordinate contact with PHP alumni and help deliver alumni surveys via the university email system.

The PHP Advisory Board

The Advisory Board is comprised of representatives including alumni, public health practitioners, community leaders, faculty, and students. The primary function of the Advisory Board is to provide input regarding the curriculum, and course content, as well as to provide guidance for the program's goals and objectives. The Advisory Board members volunteer their time to offer their perspectives of the knowledge, skills, and competencies that graduating public health students should have upon entry into the workforce.

To conduct these functions, the Board members are tasked with:

- Monitoring and reviewing curriculum materials presented by the MPH and PHE Program Directors.
- Providing assistance to the PHP when asked; offering their opinion on issues proposed by faculty and staff.
- Advising on PHP curricula as emergent issues force changes to be considered.
- Resolving project conflicts and disputes, reconciling differences of opinion and approach.

It is intended that the Advisory Board will bring their collective experiences, expertise, and insight to inform and enhance the public health programs. Advisory Board members are not directly responsible for managing the program but provide support and guidance for those who do. Thus, the role of an Advisory Board member should be to:

- Understand the strategic implications and outcomes of the program.

- Appreciate the significance of the program for some or all major stakeholders and represent their interests.
- Be genuinely interested in the program and be an advocate for broad support for successful outcomes.
- Give thoughtful consideration to ideas and issues raised by the program director and fellow advisory board members.
- Foster positive communication outside of the Board regarding the program’s progress and outcomes.

Except for the appointment of the initial term, members serve a three-year term. At the end of the first term, a board member may rotate off or be reappointed for another three-year term. Advisory Board members will be appointed each year for a three-year term. Undergraduate student members will serve a one-year term. MPH student members will serve for a two-year term. The appointment process will be the responsibility of the MPH Program Director, in consultation with the Advisory Board Chair.

The Advisory Board consists of the following members:

Table F1.1: Members of the 2023-2024 Public Health Advisory Board

Name	Title/Agency	Term Ending
Salma Haidar, PhD	PHP Faculty Representative	2025
Nicole DuPont	Summit Point (Calhoun County)	2026
Jennifer White	Isabella Citizens for Health (FQHC)	2026
Fred Yanoski	Local Public Health Practitioner	2025
McKenna Gaarsland	PHE Student Representative	2024
Mathew J. Edick, PHD	Michigan Public Health Institute	2026
Karmen Fox, MSA	Nimkee Memorial Clinic	2024
Grace Gorenflo, MPH	Ret. NACCHO/Consultant	2024
Joseph Inungu, MD, DrPH	MPH Program Director	2025
Mary Kushion, MSA	Chairperson, PHP Faculty Representative	2025
Sarah Oleniczak, MPH	District Health Department #10	2024
Daryn Papenfuse, MPH	MPH Alumni Representative	2024
Melody Parker, MLIS	CDC Office of Financial Resources	2023

Patrick Shannon, MPH, PhD, JD	Saginaw Chippewa Tribal Court	2024
Norman Hess, MSA	Michigan Association for Local Public Health	2026
Daniel N.	MPH Student Representative	2024
Kathy Vincent, MSW	Ret. Alabama State Health Department	2023
Trish Zizumbo, MSA	Oakland County Mental Health	2023
Melissa Steiner	Michigan Department of Health and Human Services	2025

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

The PHP faculty not only work with our advisory board members in their official board capacity, but they also consult with them as potential and current employers. The same is true with the internship site supervisors. The faculty are also members of public health practitioners’ networks where feedback is gathered for consideration on program updates and offerings to both the current workforce and students.

Faculty continue to be in communication with program alumni after graduation often on an informal basis when they write to let the PHP know what courses especially helped them during their career and in pursuit of advanced degrees.

Our adjunct faculty members are often those from the public health workforce and offer valuable feedback on what they believe are the skills needed to be successful in the current workforce.

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.

The Applied Practice Experience and Integrative Learning Experience in the MPH program provides continuous evaluative feedback on the professionalism and competency-based performance of our students. The PHP also has a longstanding undergraduate internship program with different agencies in Michigan and beyond. The practical experience offers students an opportunity to explore selected aspects of the public health field, while meeting student learning outcomes under a site supervisor's supervision. These student learning outcomes mirror both CEPH domains and cross context competencies. Upon completion of the experience, the program administers surveys to site supervisors to assess student performance.

The PHP engages Advisory Board members in discussions regarding the content and

currency of the curricula and its relevance to current practice. The most recent meeting of the board took place on November 1, 2023. During the meeting, members discussed the current needs of the public health workforce, their experiences with our students in terms of preparation and in contrast with students/graduates from other Public Health Programs. The board members said they needed entry-level positions to write grants, reports, papers, and publications. They also provided input into the need for graduates to understand communication skills, professional behaviors, and a continued willingness to learn. The idea of creating a public health genetics concentration was recommended for the future public health workforce. All recommendations have been considered at PHP faculty meetings and some have been implemented into courses.

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.

Development of the vision, mission, values, goals, and objectives

At the November 1, 2023, PHP Advisory Board meeting all members provided input into the updated PHP vision, mission, values, goals, and objectives, as developed by PHP faculty. Suggested edits were considered and implemented at the next PHP faculty meeting.

Development of the self-study document

PHP Advisory Board members were offered the chance to review the self-study document before submitting to CEPH. Advisory Board members Mat Edick, Daryn Papenfuse and Nicole DuPont reviewed the self-study document and provided their feedback.

Interim Dean Zimmerman, and HSC Department Chair Betts reviewed the self-study prior to submission. Dr. David Patton, Interim Senior Vice Provost also reviewed the self-study document and provided feedback.

Assessment of changing practice and research needs

The PHP Advisory Board is a primary source of information about the field's changing practice and research needs. At each annual meeting, members are given an opportunity to express their professional opinions about where they see the future of public health heading and how the PHP can best adapt its programs to fit these ever-changing public health needs. At the November 1, 2023, PHP Advisory Board meeting the members discussed the need for more educational opportunities for our students to learn about both personal and professional communications (social media campaigns, grant writing, and press releases) related to public health issues. One outcome of this discussion resulted in the inclusion of a bigger social media module within the policy analysis assignment within HSC 325: Public Health Policy and Advocacy course as a collaboration with the Michigan Public Health Institute (MPHI).

In addition to the Advisory Board, site supervisors at the many internship and APE sites are consulted on the needs of the public health field. Their comments are then shared with faculty and incorporated into the undergraduate and graduate programs as needed. Another source of assessing changing practice and research needs is the professional organizations and their research journals, mainly the APHA and SOPHE.

PHP faculty are part of a consortium of internship coordinators at both the college and State levels, which helps to inform the program. At the college level, the MPH and the undergraduate PH internship coordinators take part on a committee with other health professions coordinators. In this capacity, they ensure they are current with internship practice and policy across disciplines and discuss issues of inter-professional education.

Finally, many students choose to sit for the Certified Health Education Specialist exams (either CHES or MCHES), of which a passing score indicates they are competent in eight different areas for an entry or master's level Health Education Specialist position. This aggregate data also indicates areas where the curriculum is adequate or may warrant changes. These data are reviewed annually. In the Spring 2025 semester, the CHES exam will be required of all students in HSC 418.

Assessment of program graduates to perform competencies in an employment setting

PHP graduates are assessed on their ability to perform competencies in the workplace using an Employer Survey of PHE and MPH graduates. Known employers of our program's graduates were interviewed to assess the skills and abilities of the graduates as they entered the workforce. The MPH program also requests information from APE site supervisors who are often-times also employers on the evaluation form to indicate areas where the intern was well-prepared by the program and where they would benefit from more preparation.

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

Please refer to the November 1, 2023, PHP Advisory Board meeting minutes, the employer interview instrument and summary, the MPH APE site supervisor evaluation, and the summation of the feedback in the electronic resource file (F1.7). The documentation provided addresses documentation requests in the areas noted in 3 and 4.

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

The employers indicated that the CMU graduates came to their organization with a level of confidence that is not necessarily exhibited with graduates from other programs.

They stated our graduates have a great overview of what public health is and an understanding of the “big picture” of public health rather than one specific area, especially with prevention and population health. They come with effective communication skills such as creating meeting content and presenting it well and the ability to facilitate meetings. This also includes the ability to develop appropriate social media posts.

The employers stressed the importance of providing real world experiences, including field work, to better prepare them for the work in public health. Examples given included the ability to take environmental water samples and PCR testing. They also highly recommended that we prepare our students to be able to do advocacy work for public health and teach them how to engage with stakeholders and policy makers by creating relationships with them. They believe that strong science courses, public health law and ethics courses and courses that prepare graduates for the ever-changing face of technology are also important.

All the employers interviewed stated our graduates are very well prepared to enter the workforce as they understand and have practice with the core competencies of the profession. One employer mentioned the coursework provided in biostatistics and data analysis matched very well with their organizational needs. One constructive criticism (not particularly of the CMU program) is that those with MPH degrees tend to apply for advanced positions, but do not have the experience to back up the degree. If they want to apply for these positions, they need to get more field work/real world experiences to support their resume. The employers referred to the need for more field experience and advocacy skills which are needed to re-gain and sustain the public’s trust in public health. Other areas of preparation must be in public health law and pathology, along with epidemiology.

The employers noted that our graduates are excellent communicators and have a well-rounded background when entering the public health field. One employer mentioned that they appear “relatable” when they come into the workforce and that they understand the need to be equitable. Other comments included graduates are prepared in social media skills, marketing of public health and the importance of community engagement. Graduates understand local public health and how organizations work together in a community. Further, graduates know how to use data for real world issues/problems.

The table below shows how employers believe our graduates compare with graduates hired from other universities regarding the public health core competencies developed by the Council on Linkages.

Table F6.1: Council on Linkages Core Competencies Comparison

Core Competency	Better Than	Same As	Worse Than	Not Observed
Data Analytics and Assessment Skills	50%	50%		
Policy development and Program Planning Skills	75%	25%		
Communication Skills	25%	75%		
Health Equity Skills	80%	20%		
Community Partnership Skills	50%	25%		25%
Public Health Sciences Skills	100%			
Management and Finance Skills		80%		20%
Leadership and Systems Thinking Skills	50%	50%		

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

DPH faculty gathered employer feedback from employer interviews, site supervisor evaluations and site visits with supervisors. The program also attends conferences such as Michigan’s Premier Public Health Conference, the Michigan Epidemiology Conference, the National Association for County and City Health Officials annual conference, the American Public Health Association annual conference to speak and learn from current public health practitioners on the skills and competencies they believe are needed in today’s public health workforce.

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

Strengths

- The PHP recognizes the importance of external partner involvement in program evaluation and assessment and strives to improve this area. The greatest strength of the PHP lies in the well-established relationships with a wide variety of agencies that provide students with internship and APE site locations. While entirely a result of the challenging work of those faculty and staff tasked with developing the PHP, the benefits of these relationships translate into greater opportunities for those enrolled in the graduate program.
- A database was recently generated to allow the program to track current students and survey others about their post-graduation professional experiences, such as graduate school, volunteer work, and employment.

- The PHP has multiple methods for community engagement through its many committees, adjunct teaching, and guest speakers, as well as in-class and out-of-class student projects and experiences.
- The PHP Accreditation and Assessment committees are charged with collecting data from external partners to inform program development.
- The PHP Advisory Board consists of experienced and committed professionals willing to support the PHP and drive curricular changes. The lack of formal assessment tools to capture stakeholder input on curricula was a great weakness. Since the last self-study there has been great progress in developing and refining these tools as they are implemented.
- CMU's Curriculum and Assessment unit and the PHP have developed new assessment tools to assure that assessments adequately address both MPH and PH competencies.
- The PHP organized an annual strategic planning retreat and sends questionnaires to alumni and employers to seek input about the content and currency of the public health curricula regularly.

Weaknesses

- With the low enrollment numbers, it is difficult to determine trends from employer surveys and site supervisor evaluations to get statistically significant findings.

Plans for Improvement

- The PHP plans to make a more concerted effort to connect and sustain relationships with the employers of our graduates. This will help identify which employers are hiring our graduates and to continue our discussions with them related to how the program has/has not prepared them for a public health career.

F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D5, 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.**

The PHP believes that service and community engagement offer students the opportunity to contribute to the health of communities and enhance their own learning and professional development. Opportunities to engage in service and community engagement are available to all PHP students. Opportunities for students to volunteer

and participate in service-learning experiences on their own, with teams of peers, within their coursework or with faculty exist within PHP. Students can also be involved in service activities through the student organization, ESG. Additionally, all PHP students are encouraged to attend professional development activities on- and off-campus, as well as conferences at the local, state, national, and international levels. Funding is available to assist students with these opportunities.

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

Students have participated in numerous activities related to service opportunities and events. Examples of student service or community engagement include the following:

- ESG: membership includes both PHE undergraduate and MPH graduate students. Since COVID, other majors/minors have participated as CMU is also trying to encourage student involvement in RSOs to reduce isolation. In ESG, students engage in education, research, service, and advocacy projects. ESG provides a wide range of activities involved with community engagement and professional development, including work with the Michigan Department of Environmental Quality (i.e., adopt-a-highway), partnering with the Central Michigan District Health Department to offer Narcan training, and providing many educational tabling events including sexual health trivia. They have also made and served dinner at the Isabella County Restoration House (local homeless shelter).
- Public Health students lead, organize, and participate in Public Health events, such as National Health Education Week, National Public Health Week, National Rural Health Day, and the GLC-SOPHE conference. They were also selected to display a poster about their advocacy event “Day at the Capitol” at the 2024 SOPHE Conference at the national Eta Sigma Gamma display table.
- Public Health students participate in the Wear One Campaign, a 45+-county condom distribution campaign throughout Michigan; ESG members coordinate this Campaign for the central Michigan region in conjunction with community partners.
- Undergraduate and graduate students participated in all aspects of COVID contact tracking and reporting procedures for CMU and the Central Michigan District Health Department.
- Community engagement also occurs in the many internships, APE courses, and other events including:
 - HSC 599: Public Health Internship (community engagement is a requirement of the internship)
 - MPH 790: Applied Practice Experience
 - Elizabeth Lockwood Wheeler Lecture

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

Strengths

- Public Health students participate in a wide range of education, research, service, and advocacy activities, which contribute to the improvement of communities. These include both curricular and extracurricular activities.
- Members of the community participate in instruction by teaching courses, serving as guest speakers, providing feedback on competencies, and serving as preceptors for undergraduate and graduate internships.
- ESG also received a national Chapter Excellence Award for its contributions in Service, Teaching, Research, and Advocacy at the national ESG/SOPHE conference every year since the last self-study; the most recent being on March 18, 2024.
- The Wear One Campaign, a service project completely overseen and implemented by ESG students, received a CMU SOAR Award in Spring 2023. This program, part of a 50+ county initiative.

Weaknesses

- Although several courses offer service-learning opportunities, a greater number of courses could include outreach and engagement activities and be formally evaluated.
- The MPH program has both on-campus and on-line students. On-campus students are typically more likely to engage in service-learning opportunities. Opportunities within the online program are still being sought and incorporated into the curriculum.
- Further evaluation of service activities is necessary to assess current student involvement in community and professional service outside of ESG.

Plans for Improvement

- Student service contributions will continue to be recognized through nominations for student awards and scholarships.
- Expectations for service to the profession and the community will continue to be part of the MPH student handbook, as well as PH Technical Standards.
- Formal evaluation tools will be developed to assess current and future student involvement in service activities.

F3. Delivery of Professional Development Opportunities for the Workforce

The program advances public health by addressing the professional and development needs of the current public health workforce, broadly defined. 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 in the format of Template**

F3-1. 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 program identified the educational need.

Template F3-1

	Education/training activity offered	How did the unit identify this educational need?	External participants served*
Example 1	Population Health: Steps to Stronger Use Now (Webinar)	Population health is emerging as a valuable and desired capability for health professionals	30
Example 2	Epidemiology Conference: Co-sponsor and Presenters	Faculty receive feedback from the public health workforce on the need for more educational opportunities related to epidemiology	212
Example 3	Narcan Training	Staff representatives from local health jurisdictions requested the training.	10
* <i>External participants are individuals who are not faculty or students at the institution that houses the school or program</i>			

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

Strengths

- The PHP has well-established relationships with individuals serving in public health fields. With Advisory Board members serving in many organizations in Michigan, PHP has up-to-date information about professional development needs of its priority communities.
- We have a relationship with CMED to allow for their professional development opportunities to be co-sponsored with PHP.
- We are a collaborating member of the CDC’s Region V Training Center.

Weaknesses

- Relying on external agencies for information may be an issue as we do not always have the information when it is needed the most.

Plans for Improvement

- The PHP plans to organize periodic surveys of local health department professionals, internship site supervisors, alumni, GLC SOPHE members, and

employers to understand their professional development needs and discover which learning format (e.g., webinar, symposium) will best meet their needs. Based on these surveys of the priority communities' professional development needs, the PHP will provide professional development opportunities in a variety of formats, including webinars, strategic workshops, and symposia. The HPB houses a state-of-the-art Global Teleconference room for hosting professional development events.

G1. Diversity and Cultural Competence

The program defines a 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 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.

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.**

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

- 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.**

CMU has defined under-represented populations as Native American, Asian American, African American, and Hispanic/Latino/a in our community. More specifically, the PHP underrepresented population include students and faculty members that identify as Native American. Specifically, the PHP is interested in attracting local students and faculty from the Saginaw Chippewa Indian Tribe. The PHP has worked hard to diversify its students and faculty and feels that for its' size, there is very diverse representation. The review of the self-reported data from students and faculty is the principal process used to determine which groups are under-represented in the PHP. Under-represented priority populations are of interest to the program based on the historical small number of members of this group in the PHP at CMU. CMU strives to create a more diverse learning and living environment for students, faculty, and staff at the university which is inclusive of all backgrounds, religions, cultures, opinions, and perspectives.

The university recognizes the necessity of maintaining compositional diversity among the student population, faculty, and staff to achieve its mission of preparing all CMU

students for a diverse workforce and global marketplace. Implementation of a diversity agenda is a critical dimension of Central Michigan University's pursuit of excellence and preeminence. Just as our community and workforce are changing, so are our students, faculty, staff, administrators, and stakeholders. To become the institution of choice, CMU must respond with a diversity agenda that is proactive and aggressive.

It has been identified that recruitment and retention strategies reduce isolation effects, increase the opportunities for cross-cultural engagement inside and outside the classroom, and reinforce the academic and social development of all students.

The Herbert H. and Grace A. Dow College of Health Professions, including the PHP, adheres to CMU's policy of the recruitment and retention of students from culturally diverse backgrounds (i.e., international students, underrepresented minorities).

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.

CMU recognizes that nondiscrimination and equal educational and employment opportunity are legally, socially, and morally necessary and that it must take affirmative action to ensure that these concepts are realized. The university is especially committed to creating and supporting a campus composed of diverse and multicultural faculty, staff and students because doing so will benefit its faculty, staff, and students. To build such a community, it is essential to recruit and retain students, faculty, and staff from diverse backgrounds and to ensure a work environment free of discrimination. For the purpose of coordinating and implementing the university's equal opportunity and affirmative action programs, including those programs set forth in this Protocol, the university has the Office of Civil Rights and Institutional Equity administered by the Department Executive Director, who serves as the university's Affirmative Action Officer. The Executive Director/Affirmative Action Officer reports directly to the President's Office.

Implementation of a diversity, equity, inclusion, justice and belonging agenda has been included as a critical dimension of CMU's pursuit of excellence and preeminence, and in doing so, the university has developed a Strategic Plan for Advancing Diversity. This is the third plan CMU has implemented. We are currently in the five-year plan from 2023-28 (<https://www.cmich.edu/offices-departments/institutional-diversity-equity-inclusion/initiatives/strategic-plan>). The plan has six yearly implementation phases, and all address the foundational priorities: Goals are 1) Equalize graduation rates, 2) diversify faculty, and staff, and 3) foster a more inclusive community. Each of the three goals has three priorities to make them "accessible, realistic and achievable." The PHP is committed to following the university priorities for diversity, equity, inclusion, justice and belonging. Following these priorities will lead us in our attempt to reach and attain students and faculty from our underrepresented groups.

Regarding Goal 2 to “diversify faculty and staff, the PHP specifically works within the priorities of “attracting, recruiting and hiring diverse faculty and staff” and “increasing faculty and staff understanding of contexts related to diversity, equity, inclusion, justice and belonging.”

Faculty and Staff Recruitment

CMU has well-defined procedures for faculty and staff recruitment. Briefly explained, open positions must be advertised in several venues to reach a broad and diverse group of applicants. A formal search must be conducted through PeopleAdmin, CMU’s applicant tracking system, for all eligible faculty appointments, as well as staff. There are also hiring and recruiting guidelines that all searches must follow.

Oversight of all employment of faculty and staff is centralized, and programs, departments, and colleges must follow guidelines relating to diversity. CMU is an Equal Opportunity and Affirmative Action Institution. Faculty Personnel Services (FPS) facilitate personnel and employee relation functions fairly and consistently. They administer the implementation of, and compliance with, the academic collective bargaining Agreements with faculty and graduate assistants and administer CMU academic policies and procedures. A Human Resources representative administers the implementation of, and compliance with, the appropriate staff category collective bargaining Agreements.

CMU is committed to affirmative action in recruiting, hiring, promoting, and retaining minorities, women, veterans, and individuals with disabilities. The university’s Human Resources department is charged with monitoring a hiring department’s search activities for staff to assure that a “good faith” effort is made to identify, recruit, and hire minorities, women, veterans, and individuals with disabilities.

Faculty Retention and Promotion

The Faculty Association (FA) at CMU is the oldest faculty union at a four-year institution in the United States. Affiliated with the Michigan Education Association and the National Education Association, the FA is the sole representative when it comes to faculty working conditions. The FA serves faculty in a variety of ways including negotiating the collective bargaining agreement that covers all full-time regular faculty. Equally important is the FA’s work pursuing formal grievances to protect the interests of individual faculty and groups of faculty that may have been harmed in some way by CMU administration decisions and activities.

The standards and procedures for hiring reappointment, tenure, or promotion have been established in the bargaining agreement reached between CMU Administration and FA.

CMU's reappointment, tenure, and promotion policies are designed to facilitate the identification and reward of faculty excellence in teaching, research, and service. The standards and types of evidence to be used in demonstrating the quality of these three criteria are specified by departments in their procedures, criteria, standards, and bylaws. The department bylaws supplement, but do not replace, provisions of the Faculty Bargaining Agreement.

CMU provides resources to faculty to increase the retention rate of our minoritized faculty. This would include attraction and retention of local Native American faculty as our focus underrepresented population. Additionally, there is the Office of Indigenous Affairs that is responsible for various programs all related to the Indigenous community and culture. This office exists in part because of the long-standing relationship that CMU has with the [Saginaw Chippewa Indian Tribe](#). The Saginaw Chippewa Indian Tribe is an active sponsor of CMU athletics, various CMU scholarships, and many cultural-related activities. The office can provide other resources needed by faculty.

Future recruitment plans for increasing the possibility of public health trained local Native American faculty can occur through occasional meetings with the Saginaw Chippewa Indian Tribe to communicate our need and support interested individuals in our open faculty positions. We do realize this is a specific need with a low percentage of individuals ready for any position.

Student Recruitment and Retention

Diversity has increased among our PHP students, and we are proud of the efforts made toward this increase. Additional efforts must be made to increase the number of Native American students among our public health major and MPH students. This can occur through occasional meetings with the Saginaw Chippewa Indian Tribe to communicate our need and support interested individuals in our PHP. Having a pipeline with Tribal College, much like MidMichigan College, would be an important link to attaining individuals. Also, recruitment could be increased by visits to Native American offices that exist within the surrounding public school systems to generate interest among those entering college.

Retention of all students, but especially those recruited from the Native American population, can happen in many of the ways that CMU is trying to emphasize the importance of belonging and inclusion. This can be done through teacher tactics to increase classroom belonging, while also infusing diversity into the curriculum and promoting pedagogical strategies that encourage student involvement and facilitate respect of diverse perspectives. Retention efforts can also utilize CMU's Office of Indigenous Affairs within the Office of Diversity, Equity and Inclusion for other resources needed by faculty and students. PHP can also support the administrative and

organizational structure needed to coordinate and monitor campus climate progress.

- 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.**

CMU uses several actions and strategies to increase the representation of the program's self-defined under-represented populations. These actions and strategies have resulted from two previous strategic plans on diversity conducted at CMU. In 2001, the first strategic diversity plan was launched. Since that time, the campus has experienced successes as well as challenges. Seven years later, CMU revised the plan integral to its institutional mission and goals. Currently, CMU is under its third DEI (Diversity, Equity & Inclusion) strategic plan from 2023-28. In Phase One of this plan for 2023-24 the following actionable objectives have been set to meet the three overall goals of 1) equalizing graduation rates, 2) diversifying faculty, and staff, and 3) fostering a more inclusive community.

Strategies to achieve **Goal 1: Equalize graduation rates**. The priority actions identified to achieve this goal include:

1. Enhance opportunities for holistic development and socialization among Black, Indigenous, People of Color (BIPOC) students.
2. Decrease stratifications persisting between White students and BIPOC students.
3. Reduce curricular/co-curricular challenges contributing to gaps in BIPOC student graduation rates.

The PHP is in a better position to track graduation data than we were at our first/previous self-study. At that time, PHP was trying to gather student data after decades of not being able to "own" or use our data outside of Alumni Relations. In addition, for the undergraduate program, students do not come in cohorts and CMU did not have an adequate way to track them through the system. These issues are mostly resolved. We can now work with many offices at CMU to get, analyze and make sense of our student data so that, in this case, we can better determine our student population and know how we are doing with recruiting and retaining diverse students from various groups. With a better system in place, and with other university offices and resources, we will now be able to incorporate ideas to address #1 and #2 above.

PHP makes a concerted effort to teach about and provide experiences about culture and other diversity concepts in its curriculum (both undergraduate and MPH). Efforts are made to ensure students from all backgrounds are included in discussions, group work and other efforts both inside and outside of the classroom. We have diverse faculty committed to the goals of CMU. Anecdotal evidence from Eta Sigma Gamma, especially

post-COVID, demonstrates how diverse students feel they have found a place to belong that nurtures them as they are both domestic and international students alike. This feeling of inclusion and belonging has contributed to the success of both the chapter and the individual student members in the last few years. In fact, in April 2024, Eta Sigma Gamma received the CMU “Outstanding Leadership in Community Service Award at the Diversity Gala. These students pride themselves on being inclusive and in spreading these activities and message to the larger CMU and surrounding communities.

Strategies to achieve **Goal 2: Diversify faculty and staff.** The priority actions identified to achieve this goal include:

1. Attract, recruit, and hire diverse faculty and staff.
2. Increase faculty and staff understanding of contexts related to diversity, equity, inclusion, justice, and belonging (DEIJB).
3. Sustain diversity and equity amongst faculty and staff across units.

PHP complies with all CMU policies and guidelines to attract, recruit, and hire diverse faculty and staff. We have done an excellent job diversifying our faculty (tenure track, fixed term, adjunct) over the last 10 years. This is a similar process with staff, however, with the constant changes within the HSC office personnel, it is hard to attract any qualified candidates, let alone hire and retain them. With new office personnel beginning in Spring 2024, hopefully our diversity priorities can be attained. PHP faculty and staff have attended a 2024 CHP implicit bias training for all college faculty and staff and will comply with continued training efforts made by CMU to attain the three goals within the Strategic Plan to Advance Diversity. This will help to ensure diversity concepts are embedded in our practice and become a natural part of all we do.

Strategies to achieve **Goal 3: Foster a more inclusive community.** The priority actions identified to achieve this goal include:

1. Embed a focus on DEIJB within CMU’s mission, core strategies, and operations.
2. Create a culture that allows all to thrive.
3. Cultivate an inclusive, welcoming community off-campus.

Although these CMU priority actions really focus on the broader CMU community versus the PHP, we will continue to support and take part in all university initiatives, on and off campus, that promote DEIJB. We have and will continue to discuss and implement the CMU Strategic Plan for Advancing Diversity actions in our own mission, core strategies and operations (as stated above). In fact, “inclusion” is a core value in our PHP strategic plan and has been for several years. We will continue to follow requirements and guidelines to increase diversity among faculty, staff and students who are trained to

continue a culture in which all thrive- one that continues to be welcoming of both our on-campus and off-campus students and partners.

For the next four years of this strategic plan, PHP will discuss and plan each phase's actionable objectives into our current PHP strategic plan to ensure we are actively addressing these objectives in our curriculum and programming. By adhering to CMU's Strategic Plan to Advance Diversity, we will actively work toward its three goals of equalizing graduation rates, diversifying faculty, and staff (including our most underrepresented population of Native Americans) and fostering a more inclusive community.

Additionally, following recent racial incidents at CMU in Spring 2024, the CMU Board of Trustees has launched a new initiative aimed at implementing measures to foster a more inclusive campus. This includes:

1. Establishing yearly required inclusive excellence training for all CMU students, faculty, staff, administrators, and Trustees beginning in Fall 2024.
2. Working with President Davies and Vice President Patterson-Stephens to provide the resources necessary to strengthen diversity, equity, and inclusion initiatives.
3. Championing CMU's five-year Diversity, Equity, Inclusion, Justice, and Belonging Strategic Plan and supporting its actionable goals and priorities.
4. Ensuring that the current search for CMU's next president emphasizes a commitment to fostering inclusiveness.

Of course, PHP faculty, staff and students will comply with the above requirements to make CMU and the PHP the most inclusive and equitable community they can be.

- 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.**

While it is true that different forms of diversity (i.e., racial/ethnic, gender, geographic, economic, and religious) exist among the student population, Central Michigan University is a predominately white institution, with limited racial/ethnic diversity. Preparing students for a more diverse world requires a holistic approach that encompasses both pedagogy and curriculum content. To create and maintain a culturally competent environment, CMU will implement, and PHP will comply, with the following strategies:

Goal 1 Equalizing graduation rates: 1.3: Reduce curricular/co-curricular challenges contributing to gaps in BIPOC student graduation rates. This goal will be met by: Encouraging use of inclusive practice and teaching strategies that support BIPOC student

access, persistence, and graduation. To meet this, CMU will identify and implement a culturally responsive assessment tool. The expected outcomes are:

- Decreased curricular/co-curricular challenges contributing to gaps in BIPOC student graduation rates.
- Increased awareness of culturally informed pedagogy and praxis among faculty and staff.
- Increased implementation of culturally informed pedagogy and praxis.
- Increased feelings of inclusion and belonging among BIPOC students.

PHP will comply with these activities to meet said outcomes. Further, we will continue monitoring our curricula at the undergraduate and MPH levels to ensure it complies with the goals of the Strategic Plan for Advancing Diversity. PHP practices will be inclusive of community engagement, service learning, internships, and other experiences to ensure that all sites are in compliance with CMU and PHP expectations for cultural competence so that our students continue to learn in environments supportive of CMU goals. Additional ways that PHP have met and strive to meet diversity goals include:

1. Providing and engaging in educational seminars and other opportunities to increase cultural competency among faculty to help them develop culturally appropriate educational pedagogy and praxis for their students.
2. Providing educational seminars and other opportunities to increase cultural competency among students.
3. Encourage the promotion and development of study programs and courses that enhance student learning about diversity, underrepresented groups, and global issues.
4. Continue offering several PHP courses that cover diversity and inclusion issues. These include HSC 110: Introduction to Public Health, HSC 325: Public Health Policy and Advocacy, HSC 532: Diversity Issues in the Health Professions, HSC 590: Global Health and Social Justice, MPH: 642 Social and Behavioral Health, MPH 644: Rural Health, and MPH 652: Public Health Environmental Science, MPH 654: Public Health Leadership.
5. Providing co-curricular opportunities to broaden perspectives and involvement in cultural diversity through Eta Sigma Gamma.
6. Providing internship experiences that enhance student awareness and practice of cultural humility.

Other areas of the Strategic Plan for Advancing Diversity address curricular and co-curricular offerings. As the different phases within the five-year Plan are rolled out, PHP will continually monitor our pedagogy and praxis to ensure we comply with the university's expectations (and our own) for enhancing an inclusive community.

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.

The PHP has been successful in increasing the representation of minority populations among its faculty and students. The following table highlights the composition of faculty and students:

Table G1: Diversity and Cultural Competence for 2023-24

Characteristics	Total Number of	Proportion of Minority
Primary Faculty	7	3 (42.9%)
Non-Primary Faculty	7	2 (28.6%)
Support Staff	2	0 (0%)
MPH Students (campus-based)	47	39 (81%)
MPH Students (distance-based)	56	29 (55%)
Undergraduate Students	21	7 (39%)

In the undergraduate program, student diversity is about three times higher than in our last self-study. The number of diverse students enrolling in the major has increased, possibly due to current students sharing their positive experiences with others. While diversity has increased, there is a lower number of students in the major.

For the MPH program, there is an overall greater number of students in the program. For the campus-based students, there is a significant increase in the percentage of diversity among students. For the online program, there is a significant increase in the number of students, while the diversity rose slightly (53% to 55%) since the last self-study.

As students learn to interact with diverse cultures, they will be prepared to face any diverse workplace environment. In the past, a SWOT analysis exercise conducted by students in the MPH 655: Program Planning and Evaluation course, identified the diversity of faculty and students as one of the strengths of the program. Currently, and continuing into the future, quantitative and qualitative data documenting the program’s persistence in increasing the success of priority populations is/will be collected using the student exit survey and alumni survey, along with annual monitoring of PHP adhering to the CMU Strategic Plan for Advancing Diversity.

The challenge has been to attract Native American faculty, an important group in the Mount Pleasant/central Michigan area, as previously discussed.

Through the last accreditation process, the program identified its lack of regular collection and review of student data as a program weakness. The continuation of PHP committees (e.g., Curriculum and Development, Admission, and Assessment) will allow the program to monitor the admission data for students and the hiring data for new faculty and staff to address any weakness in the admission and hiring of minority group members, especially those who are Native American.

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

Student perceptions of the program’s climate regarding diversity and cultural competencies are collected using the Student Exit Survey. To assess students’ perceptions, the survey items asked them to indicate the extent to which PHP was successful in incorporating issues related to diversity throughout a student's academic experience. The Likert scale asked them about how the PHP was successful in addressing diversity in each of the following ways. Response choices included: 1-Agree a great deal, 2-somewhat, 3-Not too much, 4-Not at all.

Table G1-6a: Students Perceptions Regarding Diversity

PH Characteristics	A great deal	Some	Not too much	Not at all
Curricular reading	10 (53%)	9 (47%)	0	0
Gender diversity of instructors	7 (37%)	9 (47%)	3 (16%)	0
Course assignments	10 (53%)	9 (47%)	0	0
Racial diversity of instructors	4 (21%)	9 (47%)	5 (26%)	1 (5%)
Expertise of instructors	11 (58%)	8 (42%)	0	0
Age of instructors	7 (37%)	9 (47%)	3 (16%)	0
Diversity of staff at CMU other than instructors	5 (26%)	10 (53%)	4 (21%)	0
MPH Characteristics				
Curricular reading	16 (42%)	19 (50%)	2 (5%)	1 (3%)
Gender diversity of instructors	18 (46%)	16 (41%)	4 (10%)	1 (3%)
Course assignments	19 (49%)	18 (46%)	2 (5%)	0

Racial diversity of instructors	19 (50%)	15 (39%)	3 (8%)	1 (3%)
Expertise of instructors	21 (54%)	13 (33%)	4 (10%)	1 (3%)
Age of instructors	17 (44%)	12 (31%)	9 (23%)	1 (3%)
Diversity of staff at CMU other than instructors	14 (36%)	17 (44%)	6 (15%)	2 (5%)

The PHP tries to incorporate issues related to diversity throughout a student's academic experience. Here is the breakdown from the Exit Surveys of respondents at different levels. They were asked to indicate the extent to which the PHP was successful in addressing diversity in each of the following ways:

Table G1-6b: Students Perceptions Regarding Diversity

	Bachelor in Community Health or Public Health Education	Master of Public Health On-Campus	Accelerated Master of Public Health
Curricular readings	1 (50%)	3 (43%)	6 (55%)
Gender diversity of instructor(s)	0	5 (71%)	10 (91%)
Course assignments	1 (50%)	2 (29%)	7 (64%)
Racial diversity of instructor(s)	0	6 (86%)	8 (73%)
Experience of instructor(s) with different public service agencies	2 (100%)	4 (57%)	8 (73%)
Age diversity of instructor(s)	0	4 (57%)	8 (73%)
Diversity of staff at CMU (other than instructors)	2 (100%)	4 (57%)	7 (64%)

According to alumni from the focus groups, specifically those from the undergraduate group, when asked about the most useful skills learned in the PHP, audience and culturally appropriate communication are valuable assets in the job field. Tailoring messages to resonate with specific audiences enhances engagement, understanding, and receptiveness. Being culturally sensitive in communication fosters inclusivity and

avoids misunderstandings, ultimately contributing to effective collaboration and success in various professional settings.

Faculty were also asked about their perceptions of diversity in the same areas that students were assessed. The results are found below. Nine regular PHP faculty were asked to complete the survey and 100% responded. From the survey, faculty seemed mostly satisfied with the diversity in many areas of the PHP, except for staffing. Since there has been little to no staffing within the HSC and MPH offices in the last few years, it is hard to ascertain this component. Additionally, although the PHP seeks diverse candidates to apply for office professional positions in all the ways previously described in this section, attracting diverse candidates is still an issue.

Table G1-6c: Faculty Perceptions of Diversity in the PHP

Please respond to the following items on the Likert scale.
 Scale: 5= "Strongly Agree", 4= "Mostly Agree", 3= "Agree", 2= "Somewhat Disagree", and 1= "Strongly Disagree"

Diversity Area:	5	4	3	2	1
Curricular Readings	33%	22%	33%	11%	
Gender Diversity of Instructors	78%	22%			
Course Assignments	56%	33%		11%	
Racial Diversity of Instructors	33%	33%	11%	11%	11%
Expertise of Instructors	33%	56%		11%	
Age of Instructors	22%	56%	22%		
Diversity of Staff other than Instructors		11%	44%	44%	

Comments related to diversity in the PHP:

- Overall, the PHP is quite diverse in the seven items considered. Efforts still need to be made in two principal areas: (1) Attract faculty from the following ethnic background: Native American and Hispanics; and (2) Hire an additional staff from minority background.
- I believe we have a strong diversity faculty.
- I feel as though we could use more racial diversity in the staffing of our programs. The instructors I know in our program do a wonderful job making sure diversity is taught to our students.

Any other comments:

- Thanks for asking!

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

Strengths

- The commitment of the university leadership, including the Provost, Vice President and Chief Diversity Officer, CHP Dean, and PHP and MPH Directors to recruit more diverse students, faculty, and staff to the university, and create an inclusive environment for retention and graduation.
- The Office of Global Engagement (OGE) champions internationalization at every level of the university, enhancing intercultural understanding and global perspectives within the CMU community. OGE provides the following essential services:
 - Ensuring regulatory compliance for CMU's international students, scholars, and faculty.
 - Supporting the success of CMU's international students from pre-arrival to graduation.
 - Facilitating student engagement in Study Abroad programs.
 - Managing faculty-led Study Abroad initiatives.
 - Aiding in the formation of international partnerships and the drafting and reviewing of international agreements.
- PHP has less underrepresented populations than CMU. The percentage of diverse students in the PHP has increased dramatically since the last self-study.
- CMU provides students with multiple opportunities - both within and outside of the classroom - to learn about and enact diversity, equity, inclusion, justice and belonging.
- PHP has courses related to diversity concepts in the health professions, social justice and global health that help to reach the goals set forth by CMU and its Strategic Plan for Advancing Diversity.
- Eta Sigma Gamma continues to contribute to creating an inclusive PHP through their educational, research, service and advocacy efforts recognized and awarded by university, state, and national organizations.

Weaknesses

- Although CMU provides students with multiple opportunities to gain experience about cultural diversity, a large majority of CMU students may not take advantage of these opportunities which poses a challenge to obtaining the three goals stated in the Strategic Plan for Advancing Diversity.
- Specifically recruiting Native American students and faculty remains a challenge.

Plans for Improvement:

- The university must continue its efforts through its strategic plan and related initiatives to meet the goals of equalizing graduation rates, diversifying faculty, and staff, and fostering a more inclusive community.
- PHP faculty, staff and students will comply with and attend all DEIJB offerings that CMU requires in the upcoming years.
- The creation of a new PHP recruitment committee to partner with the local Tribal College as a pipeline program for Native American students wishing to pursue public health degrees. This committee will also work with local high schools to recruit Native American students.
- Per the CMU Strategic Plan for Advancing Diversity Phase 1, PHP will work with offices and their resources to enhance opportunities for holistic development and socialization among Black, Indigenous, People of Color (BIPOC) students and decrease stratifications persisting between White students and BIPOC students.
- The faculty survey about perceptions of diversity will again be implemented for future self-study and programmatic needs using a preapproved Likert scale to compare with previous self-studies.

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 process differs between the PH and the MPH programs. There is no formal orientation for students in the PH major, as each student is advised as they commit to it. This allows students to ask individual questions and receive specific advising for their academic needs/issues. However, there is a formal internship orientation meeting offered in January and September of each academic year. Each student is expected to attend one of these sessions prior to their internship placement.

For the MPH program, upon acceptance to CMU's College of Graduate Studies, each graduate student must complete an online orientation organized by the university. During this orientation, students are introduced to the university's mission and code of ethics and expectations for academic honesty and mutual respect.

Students admitted into the MPH program online and face-to-face must attend an online orientation the week before classes start in August. At this orientation, students are introduced to the CHP Dean, HSC Chair, DPH Division Director, MPH Program Director, and all faculty/staff they will work with during their degree study. They are then provided with the MPH Student Handbook and current *Bulletin* with detailed instructions about each of the required courses, the APE, and the ILE requirements. Upon completion of orientation, students are notified who their advisor will be for the rest of the program and given their office hours and contact information. Students are given the opportunity to ask questions and interact with faculty members.

- 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.**

From the day students begin at CMU, the sole focus is to help them prepare to succeed in both their professional and personal lives. For academic success, the university provides access to various academic advising services for each student. Academic advisors are official representatives of the university. Trained, professional advisors and faculty members at CMU offer individualized assistance as students strive to complete

their program of study.

The PHP values the importance of, and places great priority on, offering accurate advising services to students. From the time the undergraduate student declares a major until the day of graduation, each student has access to advisors, as well as an entire team of faculty that are dedicated to their success at CMU.

The PH currently has one full-time academic advisor, Dr. Jodi Brookins-Fisher, assigned to handle the advising. Students receive advising and career assistance; create an academic planning map to identify which prerequisite courses, if any, need to be taken, and create a plan of completion for the remaining classes and internship requirements; complete the Technical Standards form; get added to the tracking database and Blackboard shell; receive information about Eta Sigma Gamma; and are advised of office hours and communication channels. Changing to only one academic advisor for the PH major has helped students proceed through their academic program in a timelier manner without receiving conflicting advice from others. PH faculty still advise students for career, research, and other types of professional advising. The Internship Coordinator also serves in an advisory role.

In 2017, the CHP launched the Student Service Center to provide academic advising for undergraduate and graduate programs, success coaching, and help in finding student resources. This Center has three experienced staff members who work closely with Dr. Brookins-Fisher to assist students and avoid any duplication of service. Other advisors on campus offer occasional assistance.

All PHP students have access to an online Degree Progress tool to substantiate the academic plans they draft with their academic advisors. CMU developed this interactive tool to allow students to have 24/7 access to their advising information. This tool allows students to compare their current cumulative GPA and credit hours to those required for graduation in their field of study. Additionally, Degree Progress tracks all completed courses with corresponding grades earned, registered courses, and remaining required courses.

CMU's College of Graduate Studies (CGS) offers an online orientation module to all new and returning graduate students, which covers a variety of non-academic information, CGS policies and procedures, and other helpful information to ensure graduate students begin their CMU journey well.

Additionally, the MPH program students are paired with an academic advisor that will assist them throughout the program. Students in each cohort are assigned an advisor alphabetically by last name. The advisor provides students with guidance on what classes to take and when, potential field experience placement, and practical options for

satisfying the ILE requirements. Advisors also educate students about the availability of resources on campus to help them succeed, such as the student writing center, tutoring services, free mental health counseling, and library resources. Additionally, advisors help students explore potential career options and, if appropriate, provide letters of recommendation.

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

For the PH undergraduate program, CMU assigns an academic advisor to newly admitted students without a signed major. They can also get a “pre-health” advisor in the CHP Student Services Center. When a student declares a PH major, they are connected to the primary academic advisor, Dr. Jodi Brookins-Fisher. This advisor was selected based on their professional experience and knowledge of the PH. In this role since January 2023, she met with the previous advisor and DPH Director to become oriented to her roles and responsibilities.

At the graduate level, all PIF in the MPH program are expected to serve as graduate advisors. The MPH Program Director is assigned as the academic advisor when a student is admitted into the program. Before classes start, the Program Director assigns students to each full-time faculty for advising. Students are assigned alphabetically, using their last names.

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

Student Handbooks, Four-Year Academic Planning Map (undergraduate), Two-Year Academic Planning Map (graduate), and online Degree Progress tools are all available to guide students. All referenced documents are available in the electronic resource file (H1.4).

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.

An online Exit Survey is administered to students when they apply for graduation during their final semester in the program. The survey results included in the figures below represent survey results from 2021-2024 (May).

The survey includes the question, “On a scale of 1 to 5, where 1 is strongly satisfied, 2 is satisfied, 3 neutral, 4 dissatisfied, 5 strongly dissatisfied, rate your overall satisfaction with the following statement.”

Figure H1-4: PHP Student Satisfaction with Faculty Advising

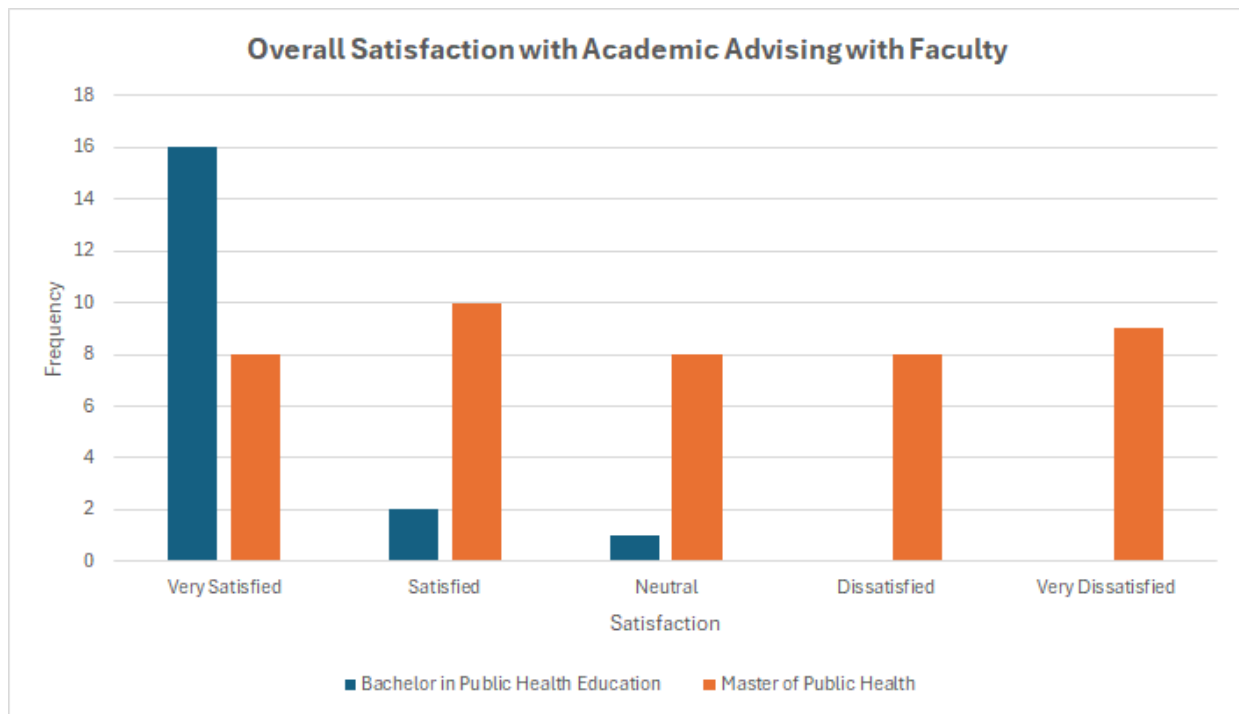


Figure H1-4 shows:

- Overall, the graduates are satisfied with the academic advising provided by the faculty.
- The Very Dissatisfied results for the MPH graduates were addressed when all MPH faculty were assigned students and when a change in MPH faculty occurred within the program.

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

Strengths

- Students can seek advising services through many avenues, including the Office of Academic Advising, the division and program directors, their respective program advisor in the PHP, the CHP Student Service Center, and other faculty members.
- The implementation of Degree Admin on the CMU server has made academic advising seamless between advisors and programs.
- The MPH program exhibits strength through its detailed orientation process and delegation of advisors. Students are introduced to key personnel, provided with essential resources such as the MPH Student Handbook. This comprehensive

approach not only imparts crucial information about courses and requirements but also cultivates a sense of community, setting a solid foundation for collaborative learning.

- The establishment of a system for students to provide feedback on their advising experiences. Regular surveys can help identify areas for improvement and gauge the effectiveness of the advising process. Faculty and advisors can use this feedback to make necessary adjustments and enhancements.

Weaknesses

- Because CMU offers advising at multiple locations, students may feel overwhelmed trying to navigate these resources. Though each advising professional is trained to direct students based on their specific needs, students may have to visit multiple locations to find the specific services they are seeking.
- The past CEPH self-study stated that PHP students felt that CMU Advising Services was not fully aware of public health as needed for advising purposes. Although this was addressed, this Center has had frequent changes in staffing which requires on-going information sharing regarding the public health field.

Plans for Improvement

Based on the strengths and weaknesses identified, here are three strategies to improve the academic advising at Central Michigan University:

1. Centralize Advising Resources:
 - Create a centralized online portal or platform where students can access all advising resources and services offered by different departments and offices. This portal should provide clear guidance on where to seek specific types of advising assistance, reducing confusion, and streamlining the advising process for students.
 - Implement cross-training programs for advising professionals across different departments to ensure consistency in advising practices and knowledge of available resources. This will enable advisors to effectively guide students and minimize the need for students to visit multiple locations for assistance.
2. Enhance Orientation for MPH Program:
 - Develop and implement a formal orientation program for MPH students to supplement the existing detailed orientation process. This orientation should cover essential aspects of the program, including academic requirements, resources available, and expectations for student engagement.
 - Incorporate interactive sessions and workshops during the orientation to foster community building and facilitate networking among MPH students, faculty, and staff. Providing opportunities for students to connect with peers and mentors early on can enhance their sense of belonging and support throughout the program.
3. Utilize Feedback Mechanisms:

- Strengthen the existing system for collecting feedback on advising experiences by increasing the frequency and accessibility of surveys. Consider implementing periodic surveys at key points in the academic year to capture students' evolving needs and experiences.
- Establish a process for reviewing and analyzing feedback data collaboratively among faculty, advisors, and administrators. Identify recurring themes or areas for improvement and develop action plans to address these issues proactively. Communicate the outcomes of feedback reviews and any resulting changes to students to demonstrate responsiveness to their input and commitment to continuous improvement.

By implementing these strategies, academic advising can improve efficiency, consistency, and effectiveness in supporting students' academic and career goals while addressing the identified weaknesses and building upon existing strengths.

H2: Career Advising

The program provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs; 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.**

Professional advisors and faculty members at CMU offer individualized assistance for students' career decision-making and acquisition of internships and employment positions. As the primary academic PH advisor, Dr. Brookins-Fisher provides individualized meetings with students to answer their questions on career options and employment opportunities. She also provides relevant job announcements for PH majors and minors through email announcements and the Blackboard shells. In addition, all PH program faculty are available for PH students to meet with individually for questions related to career success and opportunities. As the PH Internship Coordinator, Dr. Brookins-Fisher also provides guidance on career development and job exploration on site visits and upon completion of the internship. She continually shares email job opportunities with students who are job seeking. In HSC 319, guest speakers

(employers from the field) interact with PH majors about resumes, cover letters and interviewing skills. In addition, students are added to the PH Blackboard shell and job announcements, where other career training opportunities are shared.

Additionally, a Facebook page has been set up for current and former students to have instant access to job notifications, announcements of professional conferences and workshops, and links to other career opportunities. This started with PH students, but also includes MPH students. Eta Sigma Gamma also provides career development opportunities for its members, of which Dr. Brookins-Fisher and Janae Bady are the Faculty Sponsors. They have an appointed Professional Development Chair who seeks out or develops professional development experiences for students. Members must receive one “point” per semester in professional development to remain an active member. Some past opportunities include professional headshots, career search information, and portfolio and cover letter development. They have also cosponsored a webinar with the District 10 Health Department on professionalism in a virtual job space. Members also have access to professional development funds through the national Eta Sigma Gamma. All majors and MPH students have access to professional development funds for travel to professional conferences through the Walston Travel Fund (set up by two retired faculty members from DPH) and the Jodi Brookins Fisher Student Professional Development Fund (beginning Spring 2019).

With PH curricular changes submitted in Fall 2019, the portfolio will have an even greater emphasis in the program, as its completion according to program SLOs and CEPH/CHES competencies will be reviewed by a committee for approval prior to graduation. Each portfolio must contain artifacts of meeting competencies that will enhance student ability to “prove” competency and keep them competitive in the job market. This portfolio process has been delayed due to low enrollment but is expected to be implemented and evaluated beginning Spring, 2025.

Students currently employed have similar opportunities to discuss career-related needs with PH program faculty. Many students stay connected with former professors and have become part of their Facebook page. They continue to consult with faculty on career decisions and changes and ask for assistance in locating opportunities, resume and cover letter development, and letters of recommendation. All PH faculty encourage the use of CMU’s Career Development Center which offers resume reviews, mock interviews, and quiet confidential spaces for virtual interviews. See below for more about its services. Eta Sigma Gamma has also had Career Services staff present at membership meetings.

The MPH program provides career advising that is a shared responsibility among the Program Director, Dr. Inungu, and two other full-time advisors, Dr. Soshnikov and Mary Kushion. Students in each cohort are divided between the advisors alphabetically by last

name. These students meet individually with their advisors to discuss career options and opportunities and weigh their options in pursuing doctoral studies. As the MPH Internship Coordinator, Professor Kusion also provides advising on career success for MPH students. Students currently employed have similar opportunities to discuss career-related needs with MPH program faculty. She also encourages students to connect with her through LinkedIn, where she re-posts career opportunities provided through her public health network. She also maintains a “job seekers” listserv for recent MPH graduates seeking employment and shares those opportunities with them as they become available. Professor Kusion also requests a member of the career services staff to speak in the MPH Leadership course to advise them on how to best seek out career opportunities and prepare for interviews.

The CMU Career Development Center’s mission is to assist students and alumni in their career development and decision-making, and aid in their acquisition of internships and positions of employment. Beginning in their first year, Career Services assists students, whether they have selected a major and are ready to start their classes in their chosen area or are undecided on which career path may be right for them. FOCUS2 is a free online assessment for all students and is useful in helping students understand which major and career areas may be a good fit. Also available are the Myers-Briggs Type Indicator and Strong Interest Inventory assessments, which can be interpreted by any of our advisors. After taking an assessment, students are encouraged to meet one-on-one with a career coach to interpret the results and discuss their next steps.

Career Services has many resources for students who have decided on their major area of study. Examples include resume and cover letter assistance, mock interviews, free professional clothing, a free database management system (“Handshake”), as well as numerous ways to connect with employers, including events and career fairs. Handshake is a media platform that allows students to interact with Career Services and potential employers. Using Handshake allows students and alumni to find events happening around them. Career Coaches, available by appointment, can assist students in navigating the various resources and provide career guidance at any stage of their college career. Assistant Directors, assigned as liaisons to specific colleges, are also available to meet with students.

The Career Services office is home to many student-led programs.

- **REACH**, a peer-to-peer program, is a walk-in service where trained students assist with resume and cover letter critiques, “Handshake” navigation, and general career guidance.
- The **Mock Interview** program provides practice interviews led by trained student ambassadors to prepare students for future job interviews. Feedback is provided to help better prepare for real-life situations.
- The **Capital City Internship Program** gives CMU students the chance to gain

experience, network in a governmental setting, and learn the critical role government plays on campus and in communities. This program takes place in downtown Lansing, Michigan with internships available in a variety of State of Michigan governmental offices and departments, with transportation provided from Mount Pleasant to Lansing.

- The **Employer Spotlight** program brings featured employers to campus to interact directly with students. Through this program, students are provided the opportunity to engage with the featured employer and learn more about the internship/career opportunities available. Employers are available to students throughout the day at a specified location on campus. Additionally, employer representatives spend time in a variety of classes (based on interested areas of study and recruitment needs).
- Students needing professional clothing can use the **First Impressions** program, which provides free professional clothing to CMU students attending a career fair or job interview. First Impressions is dedicated to helping students understand the importance of making a good first impression through educating and providing appropriate attire. All CMU students are eligible to apply and can request clothing simply by completing a request form and indicating why he/she requires business attire.
- Lastly, **OutREACH** is a group of student ambassadors from Career Services who provide presentations about Career Services and specific career topics to student groups and events across campus.

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

Qualifications to become an assistant director in Career Services are as follows:

- Bachelor's degree.
- Master's degree preferred
- General knowledge of university curricula and policies as well as assigned colleges.
- Working knowledge of Social Media channels.
- Familiarity with computers and application programs.
- Demonstrated positive interpersonal and public communication skills.
- Ability to manage time effectively and adapt to changing demands.
- Demonstrated ability to communicate effectively with diverse audiences and project a positive image.

Career Services staff are selected through an interview process including both a WebEx interview and in-person interview. Interviews consist of questions and answers and a presentation portion to assess public communication skills.

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 Director of the MPH program provides career advising services to numerous students, catering to various stages of their academic and professional journey. Some students approach the Director prior to joining the program, seeking insights into the employment landscape for MPH graduates. Others, already enrolled, seek guidance on matters such as securing letters of recommendation or strategizing for post-graduation employment or further academic pursuits, including Ph.D. programs.

For instance, Bridget B., formerly a dentist in Ghana, West Africa, deliberated between pursuing licensure in the United States or enrolling in an MPH program to broaden her career prospects in public health. Tamana A., an industrious international student within the MPH program, faced critical decisions regarding continuing education, job exploration, or returning to her home country, Bangladesh. In her case, we explored the advantages and drawbacks of each path, ultimately recommending the pursuit of a Ph.D. program, which she embraced at Michigan State University. Similarly, Frances W., a dedicated Physical Therapy practitioner aspiring to leverage her skills in public health interventions, sought guidance on transitioning careers. Presently, Frances is enrolled in the accelerated MPH program at CMU, poised for impactful contributions in disease prevention and community health promotion.

Additionally, initiatives such as the career preparation session organized by Eta Sigma Gamma in collaboration with CMU Career Services in Spring 2023, and the webinar hosted by Christy Rivette from District Health Department #10, underscore our commitment to enhancing students' professional readiness. These events, well-attended and disseminated to a broader audience, reflect our proactive engagement with current and aspiring public health professionals.

Moreover, the PH program advisor, Dr. Brookins-Fisher routinely engages in one-on-one career advising sessions with alumni, addressing their individual aspirations and dilemmas. For instance, on Feb. 7, 2024, counsel was provided to Mariah F., discussing the intersection of MPH program options and career trajectories, thereby facilitating informed decision-making tailored to her goals and circumstances.

The academic advisor/internship coordinator for the PH major provides career advising services to numerous current students, catering to various stages of their academic and professional journey. Often, undergraduate students “find” public health versus attending CMU to study public health. Therefore, they have many questions about possible career opportunities, salaries, and opportunities to expand their skill set through service learning and community engagement. For example, Allyson D. took a summer paid/unofficial student environmental health position in summer 2023 as

recommended through career advising. In the summer 2024, Allyson was selected through a competitive process as a paid local health department intern to do similar environmental health work. It was through these advising experiences and the advisor’s knowledge of the field and those who work in it, that helped connect her with these paid experiences to enhance her skill set in a particular area of interest.

- 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.**

PHP administered the online Exit Survey to elicit student satisfaction with career advising with faculty. The survey includes the question, “On a scale of 1 to 5, where 1 is strongly satisfied, 2 is satisfied, 3 neutral, 4 dissatisfied, 5 strongly dissatisfied, rate your overall satisfaction with the following statement.”

Figure H2-4: Overall Satisfaction with Career Advising

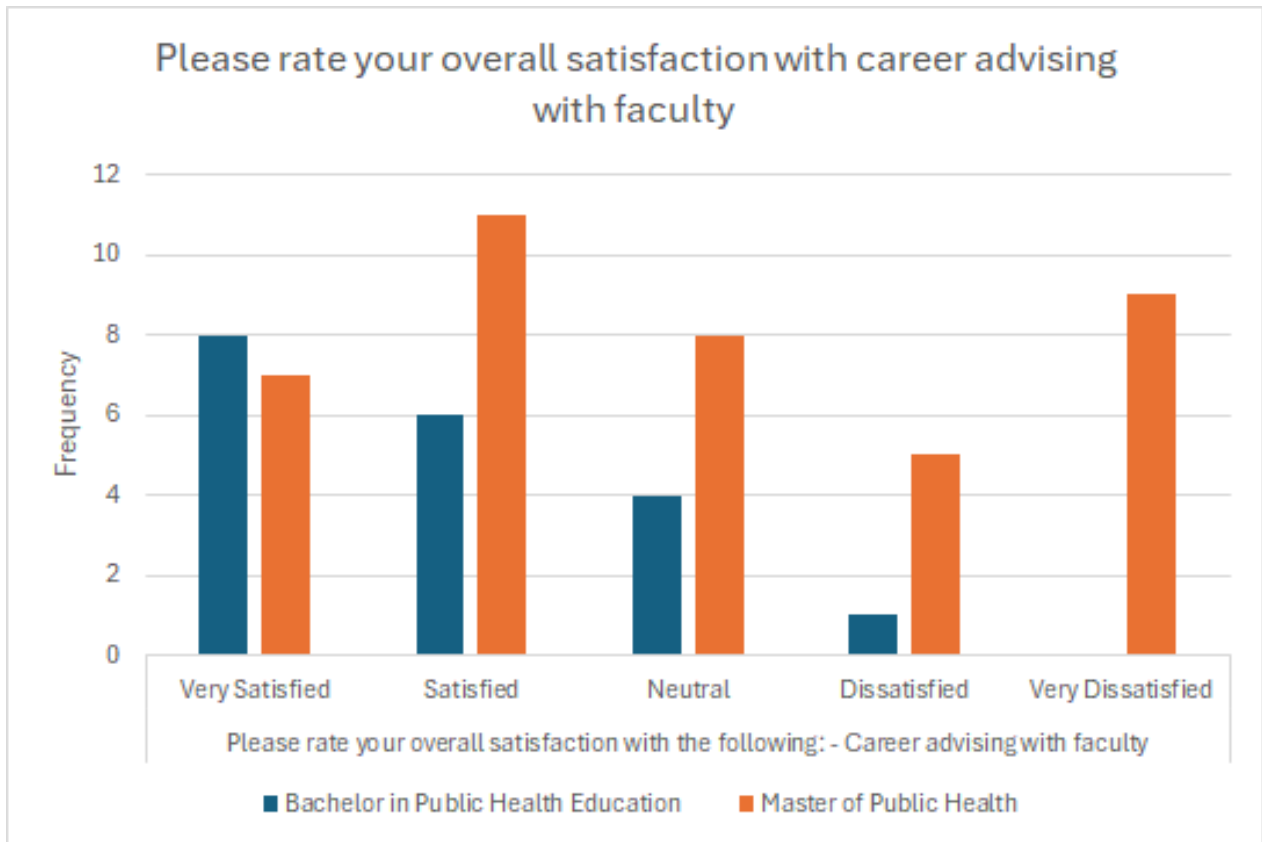


Figure H2-4 shows that:

- Overall, the recent graduates indicated they were satisfied with the career advising offered by the PHP.

- As with academic advising, the Very Dissatisfied results for the MPH graduates have been addressed with a change in MPH faculty.

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

Strengths

- [Career Services](#) offers many services to current students and alumni to build skills and make career decisions, including proofreading of resumes and cover letters, mock interviews, employer spotlight, and providing professional clothing. Handshake is another program available to students and alumni through Career Services. All these programs are highlighted in the CMICH Career Guide readily available for students and alumni to access. CMICH Career Guide also provides sample resumes and cover letters and advice on how to market yourself.
- PHP provides many avenues for additional formal/informal career advising.

Weaknesses

- Lack of Specialized Support for specialized Fields: While the Career Center may excel in offering general career guidance, students with specific interests or pursuing less mainstream career paths may require more tailored advice and resources.
- Limited Accessibility for Remote or Off-Campus Students: While the center may offer valuable resources and programs, students who are studying remotely or located away from campus may face challenges accessing in-person services or participating in on-campus events
- Limited Diversity in Employer Connections: While the Career Development Center connects students and alumni with a wide range of employers, there may be a weakness in the diversity of these connections.
- Insufficient Outreach to Alumni: While the Career Development Center primarily focuses on supporting current students, there may be a weakness in outreach efforts directed towards alumni.

Plans for Improvement

- Developing specialized support programs or partnerships with industry-specific organizations could address the lack of specialized support and better serve students with diverse career aspirations.
- Implementing virtual advising sessions, online workshops, or expanding outreach efforts to reach off-campus students could help mitigate the limited accessibility for students studying remotely and ensure equitable access to career development resources for all students.
- Ensuring representation from various industries, sectors, and geographic locations can enhance opportunities for students with diverse interests and backgrounds.

- Providing ongoing career support and resources to alumni, including those who may be transitioning between careers or seeking advancement opportunities, can strengthen the lifelong value of the services offered by the Career Development Center.

In addition to the improvements provided above, we are proposing the following summarized plan to improve the Career Development Center at CMU:

- Diversify Employer Connections:
 - Forge partnerships with diverse organizations and host industry-specific events to connect students with a wider range of employers.
 - Target outreach efforts to attract employers from underrepresented sectors and geographic locations.
- Enhance Alumni Engagement:
 - Establish an alumni mentorship program and offer virtual career workshops tailored to alumni needs.
 - Create an alumni database or online platform for networking and accessing career resources.
- Integrate Technology and Specialized Support:
 - Upgrade online platforms for seamless navigation and offer virtual career counseling sessions.
 - Hire industry specialists to provide tailored support for students in niche fields and develop online resources specific to those areas.
 - As new staff are hired in CMU’s Office of Career Services and as academic advisors, we need to assure they are oriented to the PHP to ensure that public health students and alumni continue to receive services from CMU Career Services and that students who are considering a career in health professions are offered the public health major and minor as options. This was a gap in the results of the last CEPH self-study that we have addressed, however, there is occasional turnover in staff in these support areas.

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 any formal complaints and/or grievances to program officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.**

The CMU Office of Civil Rights and Institutional Equity (OCRIE), coordinates and monitors the university’s affirmative action/equal opportunities and programs to assure

compliance with the Americans with Disabilities Act, Title VII of the 1964 civil rights Act, Executive order 11246 and other relevant state and federal statutes. The Office offers guidance and advice to all CMU community members on the university's nondiscrimination and affirmative action policies and procedures, assists departments with recruitment and retention activities, as well as receives and resolves complaints.

Moreover, students have the right to communicate their complaints about academic matters if they believe their rights have been violated. A formal complaint is properly filed by presenting the issue first to the faculty member or doctoral research project or dissertation committee chairperson. If it is not resolved, the student may take the issue to the department chairperson. If still not resolved, the student may take the complaint to the Office of the CHP Dean or the Dean of the CGS.

Additionally, CMU has a system in place to advise students. The Ombudsperson (or Ombuds) is an informational resource available to all members of the CMU community that provides independent, impartial, confidential, and informal support for student-related matters. If a student is not sure where to take his/her concerns or is uncertain about the directions received and would like to talk further, this office may be an appropriate outlet.

The student Ombuds Officer works to resolve issues between students and university offices, departments, or individuals. Students with concerns they have not resolved through normal procedures are encouraged to contact this office. When investigating the complaint, it is necessary for the student Ombuds Officer to discuss the concern with appropriate university officials.

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

The university recognizes that it is the instructor's prerogative to determine a grade. Responsibility for resolving grading disputes is shared among the instructor, the student, the department, and the college. If a question is raised by a student concerning a grade, the instructor should discuss the matter willingly and give evidence to make clear his/her basis for determining the grade. In turn, the student should recognize the need to demonstrate a valid basis for complaint. At any time, either upon the student inquiry or upon his/her own initiative, the instructor who believes a change of grade is justified may initiate a request for a change in grade.

CMU has a grade grievance policy that resolves complaints, grievances, or grading disputes among the instructor, student, department, and college. These steps may also be found in the Grade Grievance Policy noted above and provided here for ease of reference.

Step 1

A student who complains about his/her grade shall initially contact the instructor or, if the instructor is unavailable, the department chairperson. Ordinarily, the student accepts the instructor's decision. Nonetheless, if the student is still unsatisfied, he/she may request in writing a joint consultation with the instructor and the chairperson of the department involved. In cases where the student request for joint consultation involves an instructor who is also the chairperson of the department, the student request in writing should be sent to the dean of the school or college.

Step 2

A student who is not satisfied after consultation with the instructor and department chairperson may file an appeal within forty-five days from the date of the posted grade to the dean of the instructor's college for forwarding to the College Committee on Review of Change of Grade. Capricious grading includes assignment of a grade to a particular student on some basis other than his/her performance in the course, assignment of a grade to a particular student based on more demanding standards than were applied to other students in that course, and assignment of a grade with a substantial departure from the instructor's previously announced standards. The student shall then file an appeal by submitting a written statement explaining the basis for the allegation that the grade was due to capricious grading and presenting any evidence he/she may have.

Step 3

If the College Committee on the Review of Change of Grade does not yield a mutually agreeable solution, the committee shall then proceed to a fact-finding session concerning the allegations set forth in the appeal. Both the instructor and student are entitled to present relevant evidence, including testimonies by others in private sessions. At the close of the session, if the majority finds the allegations of capricious grading to be supported by substantial evidence, the committee shall determine the most appropriate remedy. The decision of the committee shall be final and reported in writing to the student, instructor, and the departmental office.

HSC is dedicated to the development of professionals who improve health and quality of life through practice, leadership, education, discovery, and service. Hence, many issues students encounter during their leadership and education experience are resolved by instructors or the Academic Advisor. However, if the student is unsatisfied with the outcome, he/she can present the grievance in writing to the Division Director. If still not satisfied, the grievance is presented to the Chair of the Department in writing. Finally, if the student is unsatisfied with the outcome at this level, an appeal can be directed to the Associate Dean for Academic Affairs of CHP for resolution.

CMU strives to offer resources and support to students experiencing concerns of sexual

misconduct. A form has been designed to report concerns about dating violence, domestic violence, retaliation (sexual misconduct), sexual assault, sexual exploitation, sexual harassment and stalking in which the person responsible for the action is a student (<https://ocrieconcernreportingtool.apps.cmich.edu/#/>). If the person responsible for the action is CMU faculty, staff member, or third party, please contact the Title IX Coordinator in the Office of Civil Rights and Institutional Equity at OCRIEForm@cmich.edu.

- 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.**

Only one grievance was filed during the last three years. In Spring 2021, a student grievance was filed by Patricia P., concerning her failure to meet the requirements of her undergraduate internship at a regional hospital. Patricia contested Dr. Brookins-Fisher's final grade, attributing her unsuccessful outcome to perceived inadequacies in guidance and support. However, subsequent investigation revealed that the hospital had assessed Patricia unfavorably on multiple criteria and internship competencies, rendering her internship unsuccessful. Following due process, Dr. Brookins-Fisher's action through the final grade was upheld, and the grievance was not sustained. Regrettably, Patricia's failure to adhere to established and signed PH technical standards resulted in her dismissal from the major. Despite efforts to address her concerns, resolution could not be reached, underscoring the importance of clarity and adherence to programmatic standards in internship evaluations.

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

Strengths

- CMU has mechanisms in place to handle grievances and complaints and resolve conflicts. CMU grievance policy outlines a clear and structured process for addressing grading disputes, starting from initial contact with the instructor or department chairperson to filing an appeal with the College Committee on Review of Change of Grade. This structured approach helps ensure that all parties involved understand their roles and responsibilities.
- The grievance process at CMU emphasizes fairness and transparency by allowing both the instructor and student to present evidence during the appeal process.

Weaknesses

- Despite all the resources at their disposal, students may not file complaints for fear of retaliation or losing anonymity.
- The process for addressing grading disputes involves multiple steps and levels of review, including consultations with instructors, department chairs, and college

committees. This complexity may make it difficult for students to navigate the process effectively, especially if they are unfamiliar with university policies and procedures.

Plans for Improvement

- The program will seek out university resources to instruct faculty on effective communication and conflict resolution strategies to effectively handle contentious inquiries and disputes. By equipping instructors with the necessary skills and resources, the university can ensure that all student complaints and disputes are handled in a fair, consistent, and professional manner.

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.**

CMU and You Day, Discover CMU, and College Connections are re-occurring recruitment events which take place throughout the year to allow prospective undergraduate students planning to attend CMU to visit with faculty in degree programs at CMU. The PHE undergraduate program utilizes this event to recruit incoming students into the program. The MPH program also utilizes these events to advertise the opportunity for continuing education. CMU also offers Fire Up Fridays which helps to recruit students to the PHE major once they have been admitted to CMU. Additionally, the CHP Student Services Center has a recruiter who promotes the PHE major to high school students. This individual also teaches a section of the HPS 101: Intro to Health Professions course, in which she invites the DPH faculty to present information about the PHE major and accelerated MPH program to students.

Participation in student and professional organization conferences and meetings allows the MPH program to recruit students. The MPH program also attends the national SOPHE conference, the GLC-SOPHE conference, the APHA annual meetings and the Michigan Premier Public Health Conference to recruit students.

Additionally, MPH faculty give lectures at neighboring colleges and universities to locate and attract qualified individuals to PHP at CMU, and MPH students attend graduate fairs to highlight the MPH program.

Finally, an international recruitment team provides future students from around the

world personalized support and guidance throughout the preadmissions process. Detailed information about international recruitment can be found here: <https://www.cmich.edu/admissions-aid/international-students>

- 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.**

MPH Program Admission

The admission procedures at CMU have changed following the adoption of the Slate systems for Admissions in the last two years. Slate is a higher education CRM system, explicitly designed to optimize communications, streamline application processing, and simplify decision release in modern admission offices.

MPH applicants use the [CMU Application Portal](#) to apply. The admission office staff screen the applications for completeness before sending them to the MPH Office. The Program Director reviews the applications. Applicants who meet the requirements are granted regular admission. Those who did not meet the requirements are denied admission. Borderline applicants, for example those with a GPA between 2.75-2.9, are examined in detail. They may be granted conditional admissions if they have several years of work experience or strong letters of recommendations.

There is an application fee of \$55.00 for U.S. citizens and resident alien students, and \$65 for international students.

Complete Official Academic Records. One official or original attested copy of the academic record from the undergraduate degree-granting institution, and all academic records with graduate course work (Academic Senate 8-16-21). Generally, this is an applicant's official transcripts, but may also be marksheets, consolidated marksheets, diploma, test records, or certifications. All academic records (including, but not limited to transcripts, diplomas, and marksheets) submitted to CMU become the property of CMU and cannot be returned to the applicant. To be considered for graduate admissions, at a minimum, all applicants must hold a baccalaureate or equivalent degree from a regionally accredited U.S. college or university (accredited at the time the student attended), or in the case of institutions outside the U.S. a degree from an institution recognized by the government of that country at the time of attendance. Applicants who previously attended CMU do not need to submit official CMU transcripts.

English Proficiency. All applicants to CMU are required to meet the university's English Proficiency requirements before enrolling in academic level courses. There are several ways an applicant can satisfy this requirement. See the [English Proficiency](#) section for details.

A detailed list of all graduate student admission policies can be found in the Graduate Student Bulletin located on the CMU website at [CMU Bulletins - Public Health: Public Health Practice Concentration, M.P.H. \(smartcatalogiq.com\)](#)

Required application components include:

- Application form
- An official transcript from each post-secondary institution attended
- Minimum undergraduate grade point average (GPA) of 3.0 on a 4-point scale
- Resume or CV
- Narrative personal statement
- Two letters of reference

Additional International Requirements:

- Official English language proficiency exam scores
- Financial Support form
- Original copy of current bank statement

Admissions Decision for the MPH Program

The MPH Program Director accesses the application through Slate. Applicants who apply by the deadline are normally informed of their admissions status within two weeks of receipt of the application.

Undergraduate Admission

High school graduates or equivalent are admitted provided using a prediction of success determined from their high school academic rigor, trend in grades and SAT/ACT scores (if provided). Students transferring from a community college or other college, or university are considered for admission to CMU using official academic transcripts. Incoming freshmen can apply to CMU at fireup.cmich.edu/apply or via the [Common Application](#). Incoming transfer students should apply to CMU using fireup.cmich.edu/apply only. Graduating high school students are encouraged to apply by December 1st of their senior year. Transfer applicants are encouraged to apply six months prior to their anticipated semester of enrollment. There is not a hard deadline to apply as CMU offers rolling admissions though sooner is always recommended.

Required application components include:

- Application form
- Unofficial or official high school transcripts
- Official transcripts from all previous colleges attended (for transfer students)
- Official SAT or ACT scores (optional)
- \$40.00 application fee (fee waivers are offered for eligible students)

Additional International Requirements:

- Official English language proficiency exam scores
- Narrative personal statement detailing desired major, career goals, and reason for interest in CMU
- Financial Support Form for prospective students seeking F-1 or J-1 status
- Certified bank statement for prospective students seeking F-1 or J-1 status
- Copy of biographic page of student's passport

Applications are reviewed holistically, and students are usually notified in two business weeks after submitting a completed application.

- 3) **Provide quantitative data on the program's student body from the last three years in the format of Template H4-1 with the program'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.**
- **Quantitative scores (e.g., GPA, SAT/ACT/GRE, TOEFL) for newly matriculating students**
 - **Percentage of designated group (e.g., undergraduate students, mid-career professionals, multi-lingual individuals) accepting offers of admission**
 - **Percentage of priority under-represented students (as defined in Criterion G1) accepting offers of admission**
 - **Percentage of newly matriculating students with previous health or- public health-related experience**
 - **Number entering students with distinctions and/or honors from previous degree (e.g., National Merit Scholar)**
 - **Percentage of multilingual students**

The percentage of priority under-represented students (as defined in Criterion G1) is monitored at Central Michigan University.

CMU has defined under-represented populations as Native American, Asian American, African American, and Hispanic/Latino/a. The MPH program strives to create a more diverse learning environment for students, which is inclusive of all backgrounds, religions, cultures, opinions, and perspectives. The tables below show the ethnic backgrounds of students enrolled in the program on campus (H4.1.a) and online (H4.1.b) during the last three academic years.

Template H4.1a: Outcome Measures for MPH Recruitment and Admissions

Outcome Measure	Target	2022	2023	2024
Percentage of priority under-represented students (as defined in Criterion G1) accepting offers of admission (enrolled)		n= 41	n=57	n=38
Native American	5	0	0	0
Asian/Pacific Islanders/Native Hawaiians	20	2	2	15
African American	15	8	9	9
Hispanic/Latino/Asian	5	2	1	1

Outcome Measure	Target	2022	2023	2024
Admitted in the MPH program		n= 74	n=104	n=215
Undergraduate Mean GPA	3.00	3.14	3.07	3.25

The results show two trends: The highest proportion of students on campus is made of students of Asian descent. More efforts are needed to attract Hispanic/Latino/a and Native American students. The majority of Asian and African students are multilingual international students. The second trend is the increasing GPA of students admitted into the MPH program.

Template H4.1b: Outcome Measures for PH Recruitment and Admissions

Outcome Measure	Target	2022	2023	2024
Percentage of priority under-represented students (as defined in Criterion G1) accepting offers of admission		n= 33	n=24	n=17
Native American	1	0	1	1
Asian/Pacific Islanders/Native Hawaiians	1	2	2	1
African American	2	5	4	3
Hispanic/Latino/Asian	2	1	0	0

Outcome Measure	Target	2022	2023	2024
High School Mean GPA		n= 27	n=22	n=15
Mean GPA	3.00	3.54	3.49	3.42

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

Strengths

- The establishment of an office dedicated to international recruitment underscores the university's commitment to fostering diversity and inclusivity within its student body. By providing personalized support and guidance to prospective students from around the world, facilitated through collaborative partnerships with global institutions, CMU ensures a seamless admissions process while enhancing its global reach and impact.
- CMU leverages its strong alumni network as a driving force in promoting the MPH program across various platforms, including local, national, and potential international arenas. Through their active engagement, alumni serve as influential ambassadors, offering invaluable insights and connections to prospective students from diverse backgrounds, thereby contributing significantly to the program's visibility and appeal.
- For being relatively small programs, diversity among students is central to the PHP.
- MPH students have developed a series of webinars designed to address questions raised by potential international students. Originally designed to be a one-time event, the success and feedback received from the of the first webinar has resulted in the scheduling of a second, and likely subsequent webinars in the future.

Weaknesses

- CMU's financial challenges due to low enrollment may restrict its ability to allocate sufficient funds towards marketing and outreach efforts. This limitation could hinder the university's capacity to effectively promote its programs to prospective students and maintain competitiveness in attracting diverse student populations.
- Financial constraints resulting from low enrollment may impact CMU's capacity to invest in comprehensive student support services. This could lead to diminished resources for academic advising, career counseling, and other critical support systems, potentially affecting student retention and satisfaction levels.
- PHP still shows limited enrollment by Native American students (our chosen diverse group- see Criterion G.).

Plans for Improvement

- **Optimize Marketing and Outreach Strategies:** Despite limited budgetary resources, CMU can enhance its marketing and outreach efforts through strategic optimization. This involves prioritizing high-impact initiatives, such as digital marketing campaigns targeted at specific demographics, geographic regions, or industries with high demand for public health professionals. Additionally, leveraging social media platforms and alumni networks can amplify the university's visibility at minimal cost. Collaborating with academic departments and student organizations to organize virtual information sessions, webinars, and online workshops can further enhance outreach efforts. By focusing on cost-effective strategies that yield maximum results, CMU can effectively promote its programs and attract a diverse pool of prospective students.
- **Implement Innovative Student Support Solutions:** In response to reduced resources for student support services, CMU can implement innovative solutions to ensure students receive adequate assistance and guidance. This may involve leveraging technology to develop virtual advising platforms, online career resources, and peer mentoring programs. By utilizing chatbots, virtual office hours, and video conferencing tools, the university can offer personalized support to students regardless of their location or schedule. Furthermore, establishing partnerships with community organizations, alumni, and industry professionals can supplement traditional support services and provide additional resources for students. By embracing innovative approaches to student support, CMU can mitigate the impact of financial constraints on student retention and satisfaction levels.
- **PHP will implement the recruitment strategies listed in Criterion G to ensure a diverse student population that is especially represented by our local Native American community.**

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.**

Different programs at Central Michigan University provide catalogs and bulletins to

describe their educational offerings. These documents are publicly available online. The following section provide the hyperlink to the various documents:

CMU

[Academic Calendar | Registrar's Office | Central Michigan University \(cmich.edu\)](#)

[CMU Bulletins - CMU Bulletins \(smartcatalogiq.com\)](#)

[Academic Integrity Policy](#)

Bachelor's Program

[Admissions Policies](#)

[Degree Completion Requirements](#)

[Grade Policies](#)

Master of Public Health

[Admissions policies](#)

[Degree Completion Requirements](#)

[Grade Policies](#)

DEFINITIONS

Promote	Enable people to adapt health behaviors to increase control over, and to improve, their health by focusing on a wide range of social and environmental interventions.
Protect	Contribute to the delivery of essential public health services to ensure the health and well-being of communities.
Rural	Any population, housing, or territory outside urban areas; representing un-incorporated places containing less than 2,500 people within its boundaries.
Underserved	Areas and/or populations where people have limited access to resources including health providers, services, education, health education, support groups, etc.
Community	A group of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action in geographical locations or settings.
Education	The process of engaging receptive audiences to imbue them with knowledge, skills, and capacities through measured formal and informal learning.
Research	Scholarly activities designed to generate or contribute to generalizable knowledge of the highest standard to improve public health practice.
Service	The practice of a whole spectrum of care that promotes and protects the health of populations and communities while supporting integrated health service delivery systems.