

REVIEW FOR ACCREDITATION  
OF THE  
PUBLIC HEALTH PROGRAM  
AT  
THE COLLEGE OF NEW JERSEY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

September 15-16, 2022

SITE VISIT TEAM:

Sara Plaspohl, DrPH, CHES—Chair

Roberto Santamaria, DrPH, MPH, MBA

SITE VISIT COORDINATOR:

Cara Damico Smith, MPH

CRITERIA:

Accreditation Criteria for Schools of Public Health & Public  
Health Programs, amended October 2016

## Table of Contents

INTRODUCTION .....	1
A1. ORGANIZATION & ADMINISTRATIVE PROCESSES.....	3
A2. MULTI-PARTNER SCHOOLS & PROGRAMS .....	7
A3. STUDENT ENGAGEMENT.....	8
A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH.....	10
A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH.....	10
B1. GUIDING STATEMENTS.....	10
B2. GRADUATION RATES .....	13
B3. POST-GRADUATION OUTCOMES.....	14
B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS.....	15
B5. DEFINING EVALUATION PRACTICES.....	17
B6. USE OF EVALUATION DATA .....	21
C1. FISCAL RESOURCES.....	23
C2. FACULTY RESOURCES .....	26
C3. STAFF AND OTHER PERSONNEL RESOURCES.....	30
C4. PHYSICAL RESOURCES .....	31
C5. INFORMATION AND TECHNOLOGY RESOURCES .....	32
D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE.....	34
D2. MPH FOUNDATIONAL COMPETENCIES .....	35
D3. DRPH FOUNDATIONAL COMPETENCIES.....	37
D4. MPH & DRPH CONCENTRATION COMPETENCIES .....	37
D5. MPH APPLIED PRACTICE EXPERIENCES .....	39
D6. DRPH APPLIED PRACTICE EXPERIENCE .....	41
D7. MPH INTEGRATIVE LEARNING EXPERIENCE .....	42
D8. DRPH INTEGRATIVE LEARNING EXPERIENCE.....	43
D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM .....	44
D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS .....	45
D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES.....	46
D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES .....	48
D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES.....	50
D14. MPH PROGRAM LENGTH .....	51
D15. DRPH PROGRAM LENGTH .....	52

D16. BACHELOR'S DEGREE PROGRAM LENGTH .....	52
D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES .....	53
D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES .....	53
D19. ALL REMAINING DEGREES .....	53
D20. DISTANCE EDUCATION .....	53
E1. FACULTY ALIGNMENT WITH DEGREES OFFERED .....	54
E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE .....	55
E3. FACULTY INSTRUCTIONAL EFFECTIVENESS .....	57
E4. FACULTY SCHOLARSHIP .....	61
E5. FACULTY EXTRAMURAL SERVICE .....	65
F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT .....	67
F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE .....	69
F3. ASSESSMENT OF THE COMMUNITY'S PROFESSIONAL DEVELOPMENT NEEDS .....	71
F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE .....	73
G1. DIVERSITY & CULTURAL COMPETENCE .....	74
H1. ACADEMIC ADVISING .....	80
H2. CAREER ADVISING .....	82
H3. STUDENT COMPLAINT PROCEDURES .....	84
H4. STUDENT RECRUITMENT & ADMISSIONS .....	85
H5. PUBLICATION OF EDUCATIONAL OFFERINGS .....	86
AGENDA .....	88

## INTRODUCTION

Founded in 1855 as the New Jersey State Normal School, The College of New Jersey (TCNJ) is primarily an undergraduate and residential college with targeted graduate programs. Proud of its public service mandate to educate leaders of New Jersey and the nation, the college strives to be a national exemplar in the education of those who seek to sustain and advance the communities in which they live. TCNJ's longstanding commitment to faculty-student collaboration was recognized in 2015 by the Council on Undergraduate Research, which named the college the recipient of its inaugural "Campus-wide Award for Undergraduate Research Accomplishment." Throughout this report, TCNJ-level resources will be referred to as "college" resources. Resources related to departments or schools within TCNJ will be referred to as "departmental" or "school" resources.

A strong liberal arts core forms the foundation for a wealth of degree programs offered through the college's seven schools: Arts and Communication; Business; Education; Engineering; Humanities and Social Sciences; Nursing and Health Sciences; and Science. TCNJ offers 11 baccalaureate degrees in a variety of majors and seven master's degrees. Approximately 355 full-time tenured and tenure-track faculty and 498 part-time and adjunct faculty teach on the TCNJ campus. TCNJ enrolls approximately 7,400 students including 6,790 undergraduates and 610 graduate students. The College of New Jersey is accredited by the Middle States Commission on Higher Education, an institutional accrediting agency recognized by the USDE. The last review in 2015 resulted in an accreditation term of 10 years without recommendations. TCNJ also offers accredited degrees in several distinct areas including in the preparation of teaching (NCATE, CAEP), business (AACSB), engineering (ABET), and nursing (CCNE) among others.

Public health education at TCNJ began with a public health minor for undergraduate students in 2007. In 2014, a task force convened to conduct a market analysis and develop a proposal for an interdisciplinary bachelor's degree in public health. This task force comprised representatives from all seven schools of TCNJ. The New Jersey State Department of Education signed formal approval for the bachelor's degree in public health in 2016, and the first students matriculated into the program during the same year in one of two concentrations: health communication or social and behavioral science. In spring 2017, the School of Nursing and Health Sciences formed the Department of Public Health and began the proposal for the Master's in Public Health. In fall 2018, of the program enrolled students in three MPH concentrations in precision health (later changed to epidemiology and health analytics), global health, and health communication. The global health concentration has since been put on hold due to diminishing enrollment as of fall 2022. Also in fall 2022, the program began a joint MPH/MBA degree program and enrolled its first students. Both the undergraduate and graduate degrees are place-based programs. As of fall 2022, the BS has 157 enrolled students: 133 in the social and behavioral science concentration and 24 in the health communication concentration. The MPH degree has 25 enrolled students: eight in health communication, 11 in epidemiology and health analytics, and six finishing in global health. The MPH/MBA has two enrolled students, one in health communication and one in epidemiology and health analytics.

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

Instructional Matrix - Degrees and Concentrations					
<b>Bachelor's Degrees</b>				<b>Placebased</b>	<b>Distance-based</b>
Health Communication		BS		BS	
Social and Behavioral Science		BS		BS	
<b>Master's Degrees</b>				<b>Academic</b>	<b>Professional</b>
Global Health			MPH	MPH	
Health Communication			MPH	MPH	
Epidemiology and Health Analytics			MPH	MPH	
<b>Joint Degrees (Dual, Combined, Concurrent, Accelerated Degrees)</b>				<b>Academic</b>	<b>Professional</b>
<b>2nd Degree Area</b>	<b>Public Health Concentration</b>				
MPH/MBA	Epidemiology and Health Analytics; Health Communication			MPH/MBA	MPH/MBA
4+1 Accelerated	Any MPH concentration			BS or BA/MPH	BS or BA/MPH

**A1. ORGANIZATION & ADMINISTRATIVE PROCESSES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met		Designates appropriate committees or individuals for decision making, and implementation	
Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> <li>• degree requirements</li> <li>• curriculum design</li> <li>• student assessment policies &amp; processes</li> <li>• admissions policies &amp; decisions</li> <li>• faculty recruitment &amp; promotion</li> <li>• research &amp; service activities</li> </ul>		<p>The department's organization and administrative processes are effective and sufficient, with a set of working committees that reflect core operations of the department and its programs. Since the department only includes the two degree offerings that constitute the unit of accreditation, the department is the primary unit of governance.</p> <p>Department committees include the Recruitment Committee, Admissions Committee, Standing of Students Committee, Undergraduate Curriculum Committee, Graduate Curriculum Committee, Capstone Committee, Quality Improvement Committee, Promotion and Reappointment Committee, and Alumni Committee.</p>	<a href="#">Click here to enter text.</a>	
Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program		<p>There are track committees for global health, epidemiology and health analytics, and health communications. Each standing committee has four members, including a chair, secretary, and two other members. Each graduate track committee consists of the track coordinator and faculty who teach courses within the track. In addition, ad hoc committees have membership appropriate for their assignment.</p> <p>Full faculty meetings occur monthly. All department committees meet in person a minimum of once a semester with email correspondence as needed. During the site visit, faculty explained that Wednesdays are designated as meeting days with no schedule conflicts.</p>		

		<p>Faculty have opportunities for input in decision making to support all major areas of the program. During site visit discussions, faculty noted this as one of the advantages of being a small department.</p> <p>Degree requirements pertaining to the undergraduate program are proposed to the chair and discussed and voted on at full faculty meetings, while those pertaining to the graduate program are discussed at track committee meetings first, followed by graduate director review and then voted on at department faculty meetings. Approved curricular changes then progress to the full School of Nursing and Health Sciences (SNHS) faculty, SNHS dean, provost, and TCNJ Board of Trustees when needed.</p> <p>The curriculum committees meet at least once per semester and also use email to make decisions. Proposed curriculum design changes are put forward by the program chair (undergraduate) or graduate director (graduate). Faculty may propose curriculum changes to the chair or director. After the curriculum committee vote, the change proceeds for vote at the full department faculty meeting, then is sent to the SNHS faculty, dean, and provost for approval if required.</p> <p>Student assessment policies and processes are established to support CEPH guidelines for a competency-based curriculum that prioritizes critical thinking and active learning. Track committee faculty and the department curriculum committees assess courses. The process to support student retention begins with the chair of the Standing of Students Committee, which meets with students who are identified as being at risk by faculty or advisors, as well as with any students with conduct</p>		
--	--	--	--	--

		<p>concerns. The chair of the Standing of Students Committee establishes a plan of success with the student to support their progression. Faculty complete a mid-semester grade report for each course to report to both the student and his/her advisor whether the student is progressing or at risk. There is a clearly defined process for auditing compliance with minimum grade requirements.</p> <p>The Admissions Committee chair reviews and makes final decisions for most internal undergraduate and transfer students. The graduate director reviews all MPH applications according to the graduate admissions standards of the university. The committee votes on any borderline cases for both undergraduate and graduate students. Site reviewers validated that the process for admission decisions for undergraduate and graduate students is clearly communicated in the college policies for acceptance, early decision, deferral, change of majors, and transfer.</p> <p>The process for faculty recruitment begins with departmental development of job descriptions, based on gaps and strategic priorities, with approval by the chair, dean, and provost. Human Resources administers the public search, a search committee reviews qualified applications, the top three candidates visit campus for an in-person interview, and the dean makes the final decision for an offer.</p> <p>The Promotions and Retention Committee (PRC) annually reviews pre-tenured faculty and prepares a formative review (constructive feedback) or a summative review (decision to reappoint). The process for faculty promotion is clearly defined in the TCNJ policy for Promotion and</p>		
--	--	---	--	--



		<p>Tenure, with the final decision rendered by the provost after review of the Promotions and Retention Committee suggestion.</p> <p>Site visitors reviewed the process for assessment of research and service activities and found it to be clearly defined in department documents. The Promotions and Retention Committee reviews tenure-track faculty reports and includes information in their summaries sent to the dean, and if up for promotion, the provost and president.</p> <p>The program formed the Quality Improvement (QI) Committee in spring 2022 to work with administrators and staff to ensure that data are collected and presented in a way that facilitates discussion and implementation of programmatic changes. This committee has also identified new sources for data collection that allow the program to better track departmental goals and collect data in a more organic fashion.</p> <p>The Capstone Committee works closely with the QI Committee to extract useful data from preceptor and student evaluations and from final capstone reports in which students provide feedback on the program.</p> <p>The program has an active alumni population dedicated to giving back to the department. The Alumni Committee manages social media outreach and alumni engagement to connect current students with graduates in the field.</p> <p>Department faculty contribute to decision-making activities in the broader institutional setting in numerous ways, serving on college and school committees, councils, and the Faculty Senate. For example, one faculty member</p>		
--	--	---	--	--

		<p>serves as chair of the Committee on Academic Programs to review and recommend all academic program proposals. Another member is currently committee chair of the Mentored Research and Internship Council, which is responsible for proposal reviews for funded faculty/student summer research. Other faculty memberships include service on the campus Pulse Resource team, Faculty Senate, Faculty Senate Executive Board, and Self-Designed Major Committee.</p> <p>All full-time and part-time department faculty regularly interact with colleagues and are engaged in ways that benefit the instructional program, including participation in all faculty meetings, electronic voting, and retreats, as well as collaboration on shared research and community service. Adjunct faculty are always invited to attend faculty meetings and retreats but rarely do because of primary work commitments.</p>		
--	--	---	--	--

**A2. MULTI-PARTNER SCHOOLS & PROGRAMS**

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

**A3. STUDENT ENGAGEMENT**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have formal methods to participate in policy making & decision making		<p>Students have formal methods to participate in policy making and decision making within the program via a variety of committees, organizations, and processes.</p>	<p><a href="#">Click here to enter text.</a></p>	
Students engaged as members on decision-making bodies, where appropriate		<p>The program includes faculty-nominated students to serve on its Public Health Advisory Council. Two undergraduate and two graduate public health students provide input on department/program goals, objectives, curriculum, quality assurance, and program assessment during these meetings. The program also invites student representatives and leaders from student organizations (e.g., Graduate Student Organization, Eta Sigma Gamma Honor Society, and Public Health Communications Club) to faculty meetings when there are agenda items related to student activities, community outreach, service, and curriculum and program revisions. Students participate in all faculty searches.</p> <p>Students serve on a school-level Student Advisory Committee to the Dean and over the last three years, at least six public health students have served on this committee each year. These are typically the officers of clubs who are involved in school government.</p> <p>Students provide formal feedback on all courses and instruction and participate in exit interviews at graduation and focus groups when the program is considering major</p>		

		<p>changes. Informal feedback is provided through conversations with faculty and advisors.</p> <p>The program also has a very active and dedicated alumni population. The internship coordinator works with the Public Health Alumni Chapter to maintain an alumni mentorship program in which current students are matched with alumni working in the field. Alumni mentors are employed across different sectors including non-profit, government, education, and medical fields. The internship coordinator pairs mentors with students based on their professional and academic interests. The mentorship program, along with the alumni chapter, hosts activities throughout the year like workshops, panels, and resume review and interview practice sessions. Since 2020, 44 alumni and 68 students have participated in this program. Students and alumni who met with site visitors expressed their gratitude for the program, believing it to be beneficial for both groups. Several students mentioned how the matches are well made and appreciated the work the internship coordinator puts into the program. Alumni who participate in the Public Health Alumni Chapter and the mentorship program are invited to give programmatic feedback (at the end of the mentorship year) based on their experiences working in the field and with current students.</p> <p>During the site visit, students noted the broad accessibility of faculty for providing feedback, noting this as one of the benefits of a small program.</p>		
--	--	---	--	--

**A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH**

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

**A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH**

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

**B1. GUIDING STATEMENTS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines a vision, mission statement, goals, statement of values		The program's guiding statements reflect aspirations, are sufficiently specific to rationally allocate resources, respond to the needs of the intended service area, and guide evaluation of outcomes. The program developed its guiding statements during workshops at faculty retreats. The program sought feedback from the Community Advisory Board, CEPH, and students. The faculty reviewed and approved the final draft.  The program's vision is "to address emerging concerns in public health in order to create a more equitable and	Click here to enter text.	
Taken as a whole, guiding statements address instruction, scholarship, service				
Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success				

Guiding statements reflect aspirations & respond to needs of intended service area(s)		healthier world.”		
Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes		<p>The program’s mission is “to promote critical thinking, leadership, and evidence-based practice in order to create improvement and equity in health outcomes for domestic and global populations.”</p> <p>The program has a series of four goals to describe strategies to accomplish the mission:</p> <ul style="list-style-type: none"> <li>Goal 1: Promote critical thinking about community public health.</li> <li>Goal 2: Build capacity for excellence in teaching and research.</li> <li>Goal 3: Engage a diverse faculty and student body to promote equity.</li> <li>Goal 4: Model faculty and student leadership.</li> </ul> <p>The program’s vision, mission, and goals are informed by four underlying values:</p> <ol style="list-style-type: none"> <li>1. Equity: “We believe that in order to address health disparities we must partner with underserved communities and relevant stakeholders to address the social determinants of health that lead to those disparities.”</li> <li>2. Inclusion: “We value improving diverse inclusion at all levels of health care, health policy and public health approaches to education, research, programs and best practices.”</li> <li>3. Global Health: “All health is global health, as environmental and social impacts on communities anywhere affect the health and well-being of people everywhere.”</li> <li>4. Data Driven Solutions: “We believe that data must inform policy and best practices to address public</li> </ol>		

		<p>health issues. Solution focused data must be as complete and inclusive as possible to reflect local and global communities and stakeholders.”</p> <p>Taken as a whole, the guiding statements address instruction, scholarship, and service.</p> <p>The department’s strategic plan is linked to the wider strategic plan (“Bolder, Better, Brighter”) serving SNHS and TCNJ. During the site visit, program leaders explained that the college was in the middle of a strategic planning process. Faculty described an iterative process: the college first creates its plan, followed by the school formulation of its plan, and finally the program creates its own plan. The overall planning process was delayed due to the arrival of a new college president in 2019-2020, as well as due to the Covid-19 pandemic.</p> <p>The college has just released the four pillars for schools and programs to focus on, including the first pillar, which focuses on increasing undergraduate enrollment and increasing capacity in high-demand programs. During the site visit, the SNHS dean and program chair noted that they expect this focus on enrollment to support the growth of the public health program. The SNHS dean is currently meeting with department chairs to discuss the next steps in strategic planning. The program edited its 2019 strategic plan, ahead of the college, to reflect updated content and prepare for accreditation and is now waiting for the college to release its full plan.</p>		
--	--	---	--	--

**B2. GRADUATION RATES**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data for each public health degree offered		The program presents graduation rates that meet or exceed the established threshold.	Click here to enter text.	
Achieves graduation rates of at least 70% for bachelor’s & master’s degrees, 60% for doctoral degrees		<p>The program allows both MPH and BS students six years to graduate. The program first started enrolling undergraduate students in 2016; the only cohort to reach maximum time to graduation has demonstrated a graduation rate of 91%. The cohorts that entered between 2017 and 2018 have already exceeded this criterion’s threshold (graduation rates of 85% and 73%). Attrition rates are low enough that the program can meet graduation rates for all following cohorts.</p> <p>The MPH program started enrolling students in 2018 and none of its cohorts have reached the maximum time to graduation. However, at the time of the site visit, graduation rates for the program’s first three cohorts (2018, 2019, and 2020) are close to this criterion’s threshold at 65%, 67%, and 63%, and attrition rates are low enough that the program can meet graduation rates for these years.</p>		



**B3. POST-GRADUATION OUTCOMES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered		The program collects and presents positive post-graduation placement information for both of its degree offerings. The program collects post-graduation data from a variety of sources including university-administered surveys (One Year Out and First Destination surveys) and program-specific surveys (exit surveys), in addition to informal data collection methods like alumni emails to faculty, information from social media, and web-based searches. The program presents 100% known outcomes for MPH graduates and more than 90% known outcomes for BS students.	Click here to enter text.	
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education for each public health degree		<p>The program reports positive post-graduation outcomes for its MPH graduates in the last three years (2020, 2021, and 2022). Ninety-six percent of its graduates are employed or seeking continued education. Only one graduate who graduated in 2022 was actively seeking employment.</p> <p>The program reports positive post-graduation outcomes for all of its known BS graduates. Ninety-three percent of BS graduates with known outcomes since 2018 (95% known) are employed or seeking further education and only 14 students are actively seeking employment or enrollment for continued education.</p> <p>Data are very complete due to the multiple methods the program employs to collect this information. Historically,</p>		

		<p>university-administered surveys collecting this information have had low response rates; the program has responded with several solutions including incentives, a program-specific survey, a pass-fail assignment in the capstone course, and encouraging use of its LinkedIn page. To date, the program has been successful in collecting post-graduation data and plans to continue monitoring its methods.</p> <p>During the site visit, both alumni and department faculty spoke highly of the program's internship coordinator who regularly interacts with alumni both personally and through program social media. The personal connections this coordinator fosters increase the quality and quantity of known post-graduation outcomes for the program.</p>		
--	--	---	--	--

**B4. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions		The program assesses alumni perceptions of the curriculum and preparation for post-graduation placements using surveys and focus group data.	Click here to enter text.	
Documents & regularly examines its methodology & outcomes to ensure useful data		The program reports using surveys and focus groups with a variety of graduates to assess alumni perceptions of curricular effectiveness. The program administers a department-specific survey and conducted its own focus groups with alumni from both degree levels. The program		
Data address alumni perceptions of success in achieving competencies				

<p>Data address alumni perceptions of usefulness of defined competencies in post-graduation placements</p>		<p>also uses data collected from university-administered surveys. Upon review of the methodology used to collect this data, site visitors recognize the program’s dedication to defining and regularly examining this information and appreciate the program’s increased efforts over the past five years.</p> <p>Faculty who met with site visitors noted that while response rates to program and university-administered surveys are low (further discussed in Criterion C2), the Capstone, Alumni, and QI committees gather a great deal of data both formally (from capstone reports and evaluations) and informally through frequent contact with alumni of both degree levels. Alumni who met with site visitors noted the efforts to which the program goes to engage them and get feedback including surveys, focus groups, and alumni panels in the undergraduate introduction to public health course.</p> <p>In 2022, the program facilitated focus groups specifically centered on curriculum which yielded rich and useful data on alumni perceptions of the program. BS and MPH alumni were asked to comment on which public health skills they felt most competent demonstrating, which skills would have benefitted from greater emphasis or additional practice, and which skills have been most applicable in their post-graduation settings. The program also asked participants how it could better engage students in program decision-making, what students are looking for regarding professional development, and what students would change about the program if possible.</p> <p>Faculty who met with site visitors indicated that summaries and key points from these focus groups will be</p>		
--	--	--	--	--

		<p>shared at the annual faculty meeting and they plan to continue these focus groups moving forward.</p> <p>Findings from the 2022 focus groups indicated that graduates feel that the program prepared them particularly well in research and data analysis, communications, and problem solving across different public health settings. Topics that alumni felt could be strengthened or added to the curriculum included more career preparation and professional development (including support for job and graduate school applications), added statistical training (including SAS, R, and Python), and specific advanced epidemiology topics (including epidemic preparedness, clinical epidemiology etc.,). Alumni working in the public health field felt that analytical and research skills, as well as public health communication skills, are the most applicable to their work.</p>		
--	--	--	--	--

**B5. DEFINING EVALUATION PRACTICES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met with Commentary			
Defines sufficiently specific & appropriate evaluation measures. Measures & data allow reviewers to track progress in achieving goals & to assess progress in advancing the field of public health & promoting student success		<p>The program has an evaluation plan that is closely aligned with its mission and goals. The program defines specific and appropriate measures to evaluate achievement for each of its four goal statements.</p> <p>Each of the four goals has between three and four evaluation measures, all of which have clearly identified</p>	<p>The ongoing schedule for QI data collection is attached as supplemental information (Attachment A). This schedule is laid out in general, i.e. in what semester the data will be collected, and specific dates of data collection and</p>	<p>The Council appreciates this additional clarification and affirmation of the program's commitment to quality improvement.</p>

<p>Defines plan that is ongoing, systematic &amp; well-documented. Plan defines sufficiently specific &amp; appropriate methods, from data collection through review. Processes have clearly defined responsible parties &amp; cycles for review</p>		<p>data sources and parties responsible for review. The program identifies specific individuals or committees to aggregate and review metrics then present findings at the annual faculty meeting for larger discussion.</p> <p>Goal 1: Promote critical thinking about community public health. Evaluation measures include reviews of curriculum to ensure use of real world national and global data related to health outcomes, student participation in community-based experiences, and the provision of support for global community health partners. Data sources utilized for these measures include course syllabi, annual review of curriculum, capstone site supervisor evaluations, open-ended surveys and periodic focus groups with graduates' employers, students, and alumni. The curriculum committees, the graduate director, department chair, capstone internship coordinators, and track coordinators all evaluate this goal and its measures.</p> <p>Goal 2: Build capacity for excellence in research. Evaluation measures include the number of student-faculty research collaborations, student presentations at conferences, and number of faculty peer-reviewed publications. Data sources utilized for these measures include faculty CVs, school/department funding reports, and student exit surveys. The QI Committee, Department Chair, Program Assistant, and Capstone Internship Coordinators all evaluate this goal and its measures.</p> <p>Goal 3: Engage a diverse faculty and student body to promote equity. Evaluation measures include review of admissions data, grant and scholarship support, and retention data. Data sources for these measures include admissions, records, and registration databases, school</p>	<p>reporting for the next two academic years (AY23/24 and AY24/25). This schedule demonstrates the department's commitment and planning for continued QI data collection, reporting, and evaluation.</p>	
--	--	---	--	--

		<p>scholarships, faculty data, trainings and workshops offered and attended by faculty and staff, and informal discussion between students their advisors, and mentors. The program assistant, search committee chairs, Human Resources Department contact, QI committee, department chair, advisors, track coordinators, and capstone internship coordinators all evaluate this goal and its measures.</p> <p>Goal 4: Model faculty and student leadership. Evaluation measures include review of student and faculty volunteer and leadership roles and professional leadership through social media. Data sources utilized for the measure include student resumes, annual QI survey, annual awards for alumni, undergraduate, and graduate community leadership, and departmental Twitter and Instagram accounts. The capstone internship coordinators, QI committee, promotion and Reappointment committee, department chair, graduate director, and department staff all evaluate this goal and its measures.</p> <p>Taken as a whole, the program’s evaluation indicators measure student success and progress in advancing public health. There is a wide array of qualitative and quantitative methods to provide supporting evidence that departmental goals are achieved. The evaluation plan clearly identifies the responsible parties for each goal. All results are presented and discussed during the annual faculty retreat at the end of the academic year, enabling the identification of priority areas for improvement the following year.</p> <p>The program overhauled its evaluation plan in spring 2022 after review of data and its collection methods. During the</p>		
--	--	--	--	--

		<p>site visit, the department chair and graduate director explained that the program recognized a need to make evaluation more organic, which resulted in the formation of the QI Committee and addition of focus groups to better utilize the close relationships faculty enjoy with students. The program reports that this year's review of evaluation data went much smoother and plans to continue using this structure moving forward.</p> <p>Discussion during the site visit illuminated the crucial role of the new QI Committee in sharing evaluation results at annual faculty retreats. Site visitors confirmed that the QI Committee collects supporting evidence via various mixed methods and documents including preceptor evaluations, capstone reports, university and program-administered surveys, and focus groups.</p> <p>The commentary relates to the recent revisions to the program's evaluation plan, which did not allow the program to demonstrate an ongoing process at the time of the site visit. Site visitors determined, however, that the plan is systematic and documented, and with additional time, will be an ongoing process. Materials provided to site visitors depict the last review cycle's evaluation measures, demonstrating a history of conducting evaluation. It would be helpful to document the schedule for data collection (e.g., monthly, annually, at the beginning or end of each semester, etc.) in the evaluation plan to clearly codify the ongoing and systematic process moving forward.</p>		
--	--	---	--	--

**B6. USE OF EVALUATION DATA**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages in regular, substantive review of all evaluation findings, including strategic discussions.		The program engages in regular, substantive review of all evaluation findings, including strategic discussions. Documentation provided to the site visit team yields clear evidence that evaluation findings are reviewed and strategically discussed at regular faculty meetings and at annual retreats as reported in respective meeting minutes.	Click here to enter text.	
Translates evaluation findings into programmatic plans & changes. Provides specific examples of changes based on evaluation findings (including those in B2-B5, E3-E5, F1, G1, H1-H2, etc.)		<p>During the site visit, faculty described the triangulation of data sources, including student evaluations from capstone supervisors about community workforce needs, focus groups, and quantitative data surveys to reach data saturation. This data triangulation allows the program to ensure that programmatic changes are grounded in feedback from its crucial stakeholders.</p> <p>For example, focus group discussion with program alumni and local employers identified a need for additional training in health administration and data-driven policy. After discussion with faculty, the graduate director reached out to the MBA program director about starting a dual MBA/MPH degree. Feedback from business students, alumni, and the community advisory board supported the recommendation, and the first graduate students were accepted into the new program in fall 2022.</p> <p>The program also recently changed the name of its precision health concentration to epidemiology and health analytics based on feedback MPH students provided to advisors and the graduate director. This informal feedback</p>		



		<p>indicated that students did not understand the former term and were unclear about what jobs the concentration could prepare them for. The department chair, graduate director, and track coordinator revised the core competencies with a stronger epidemiological focus, epidemiology elective courses transitioned to become concentration required courses, and new courses were revised to better meet the competencies. Students reported feeling more comfortable with how the revised track aligned with the job market.</p> <p>A third example involved curricular modifications to better prepare students to meet CHES requirements. The Community Advisory Board identified this need in response to local workforce deficits and is further described in Criterion F1. Students also reported that they were not approved to sit for the CHES exam due to inadequate health education training. Faculty reviewed the issue and created a specific and required health education course at both the undergraduate and graduate levels. In addition, PBHG 572 was modified to focus on program planning and evaluation skills to further support preparation for the CHES exam. Subsequent anecdotal feedback from a graduate student who later took the CHES exam indicated that the new content of PBHG 572 was a good fit for topics on the exam. The program has also added CHES-specific competencies to syllabi across the curriculum.</p>		
--	--	---	--	--

**C1. FISCAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings		The program appears to have financial resources adequate to fulfill its stated mission and goals. The program is funded directly through the larger university's operating budget within the SNHS. As a public institution, TCNJ is largely funded through tuition, fees, and allocations from the New Jersey General Fund at the state level. Budgetary allocation for the program is at the discretion of the dean of SNHS, the provost, and the president's office. Program budgets are tuition-based and due to the significant growth of the program since its inception, it currently brings in three times the amount of money it spends, as demonstrated in materials provided to the site visit team.	Click here to enter text.	
Financial support appears sufficiently stable at time of site visit		<p>During the site visit, the department chair and SNHS dean indicated that the program's increase in enrollment numbers will provide for future growth of the program as a whole.</p> <p>The department chair works with the program administrator to review the program budget using Qualtrics software. Budget reviews are done weekly by the program assistant to track expenditures and needs.</p> <p>Special funding requests are submitted to the college dean, provost, and president for review and admission into the yearly budget proposal process. Funding is allocated based on program needs. The public health department's budget is nested within the SNHS. As such,</p>		

		<p>the department lacks dedicated line items in the budget and relies on exterior approvals for expenditures.</p> <p>Discussion during the site visit revealed that the school has been responsive to all program requests and has always been able to work out requests for additional funding if necessary.</p> <p>When asking for funding, staff and faculty fill out budget request forms via a Qualtrics survey. The program assistant discusses budget requests with the chair. If approved, the program assistant and the chair request funding expenditures from the dean, who gives the final approval. The program faculty have also been successful in applying for and receiving grant money to fund costs above and beyond normal operational funding. For example, one PIF fully funded a computer and technology lab for the program using grant money.</p> <p>To request new faculty and staff lines, the department chair sends a proposal to the dean, and if approved, the dean sends the request to the provost. During the site visit, the department chair indicated that the program will likely need to seek additional faculty lines to offer more than one course section per year. Currently, undergraduate public health core courses are overfull and are only offered once per year. The effect of this limited offering could delay course sequencing and consequently timely graduation for students. With additional faculty lines, the program could offer more course sections and PIFs could teach within their specialties and offer additional electives.</p>		
--	--	---	--	--

		<p>In 2020 and 2021, COVID-19-related shortfalls resulted in a 20% reduction of operating budgets and budget delays collegewide. Discussion during the site visit clarified that the 20% budget reduction is not expected to be long-term, though the MPH in global health was not accepting new students at the time of the site visit due, in large part, to this cut and lack of growth during the pandemic years. During the site visit, the department chair and SNHS dean reported feeling hopeful that there will be funds and interest enough to begin enrolling new students in this concentration in the future.</p> <p>Students receive support for tuition and fees, conference travel, and other activities through multiple methods. Undergraduate students have access to all college-wide merit and need-based scholarships. In the last academic year, the SNHS dedicated specific funding for an MPH scholarship to support diversity. Other scholarship monies come from the college-wide “Day of Giving” or from individual donors. The program also reports that over the past year, at least four students (two graduate and two undergraduate) have applied for and received emergency funding supported by donor funds. Part of the SNHS’s operational budget is dedicated to student travel, and the amount varies year-to-year. In general, the school or the dean’s discretionary funds cover student travel or other activities. Faculty have also supported student travel using grant or award monies.</p> <p>Program faculty and staff are allocated travel funds as a part of the operating budget allocated to the department. Additional requests can be made on an individual basis to the dean and paid out of the dean’s discretionary funds. Students and faculty who met with site visitors confirmed</p>		
--	--	--	--	--

		<p>that they were able to obtain funding from the department to attend and present at APHA conferences and other conferences across the country. APHA memberships and conference fees are often covered in their entirety by the school or college.</p> <p>Salaries are funded through the yearly allocation process as part of the college's budget cycle. Approximately 51% of tuition and fees is used for salary and fringe, which are paid from TCNJ's central budget and are not charged to specific departments. Additional faculty funding is obtained through a petitioning process.</p> <p>External funding sources (i.e., grants) have a 40% indirect return to the school, 10% of which goes directly to the department and 5% back to the principal investigator. The college processes internal grant applications and funding. The program uses these returns to fund student professional development, presentations at conferences, and costs above and beyond the usual operational budget, among other uses.</p>		
--	--	---	--	--

**C2. FACULTY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
School employs at least 21 PIF; or program employs at least 3 PIF		The program has adequate faculty resources to support its degree offerings. The program employs 10 PIF and seven non-PIF for its three MPH and two BS offerings, which surpasses this criterion's minimum requirements. Site visitors verified that any double-counted PIF allocations are appropriate.	Click here to enter text.	
3 faculty members per concentration area for all concentrations; at least 2 are PIF;				

double-counting of PIF is appropriate, if applicable		<p>The program considers all faculty housed solely within the department to be 1.0 FTE (0.75 dedicated to teaching and 0.25 to administration). To calculate FTE allocations for faculty who share joint appointments outside of the department, the program considers the number of regularly taught courses per year both within and outside of the public health department. For example, PIF without shared appointments are allocated 1.0 FTE and teach six courses in the program per year, while PIF who share appointments with Communication Studies or Kinesiology and Health Sciences have a 0.5 FTE and teach three courses in the program per year. Non-PIF members all have primary appointments outside of the department or university and are considered 0.2 FTE if they teach at least one course per year.</p> <p>For general advising and career counseling, the program reports an average of 24 MPH students, with a minimum of 17 and a maximum of 30, since the graduate director advises all MPH students. Faculty advising undergraduate students have, on average, 35 students, with a minimum of 17 and a maximum of 52. The program assigns one PIF to advise each incoming class of undergraduate students and this responsibility rotates annually. Advising for the MPH ILE and bachelor's cumulative experiences are lower, with averages of four and 22 respectively.</p> <p>The program collects quantitative and qualitative data on class size and faculty availability from its student exit surveys. The program presents survey data from AYs 2020 and 2021. The program reports a 52% (n=14) response rate on advising and class size questions for MPH graduates between 2020 and 2022.</p>		
Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable				
Ratios for general advising & career counseling are appropriate for degree level & type				
Ratios for MPH ILE are appropriate for degree level & nature of assignment				
Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable				
Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable	N/A			
Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be collected intentionally or received as a byproduct of other activities)				
Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities)				

		<p>All MPH students who responded to questions about class size indicated (n=8) that they felt class size was “just right.” Students are also asked if they felt class size helped or hindered their learning. Of eight respondents, all agreed that class size helped facilitate learning, with one student adding that the small class sizes “fostered the learning experience to facilitate the intimate group conversations that furthered my learning immensely.” All MPH respondents (n=13) agreed or strongly agreed that their advisor was easily available to meet with them. Qualitative short-answer responses (n=3) from MPH students indicated a need for more advising related to the identifying an APE site and finishing the ILE, and one student commented that they would have preferred to have a choice in advisor rather than having all the students work with a single default faculty member.</p> <p>The program reports an overall response rate of 63% (n=52) for BS all graduates between 2020 and 2022.</p> <p>Seventy-five percent (n=21) of respondents agreed that class size encouraged learning, while 25% (n=7) responded that it neither helped nor hindered learning. When asked to rate their satisfaction with advisor availability, 93% (n=26) respondents indicated they agreed or strongly agreed that their advisor was easily available for meetings. Seven (27%) bachelor’s graduates mentioned in the open-response question that they wanted more advising for post-graduation options, specifically regarding masters’ programs and two mentioned needing more advising on the capstone. Eighty-seven percent (n=29) of respondents rated public health faculty general availability as good, very good, or excellent.</p>		
--	--	--	--	--

		<p>Site visitors asked about the usefulness of these data given the relatively low response rates for advising and class size questions. The department chair and graduate director explained that while response rates to these survey questions may not be broadly generalizable, the program receives a significant amount of informal feedback from students and has a proven track record of making programmatic changes based on informal feedback (discussed in Criterion B6). Faculty who met with site visitors reported that one of the benefits of teaching and advising in a relatively small program is the strong relationships they form with students. The program places a heavy emphasis on these relationships and relies on personal feedback from students. The program also explained that class size and advising is covered in course evaluations and was asked about during the qualitative focus groups held in spring 2022.</p> <p>Students who met with site visitors enthusiastically confirmed their satisfaction with faculty availability and class size. Many students gave examples of how program faculty have gone above and beyond to make themselves accessible to students such as taking phone calls at night and outside of business hours. One alum described getting advising from faculty while finishing their Fulbright year abroad, six hours ahead of New Jersey. Two other students described instances in which the graduate director or program chair helped them plan course schedules before they were even enrolled in the program. Students and alumni also indicated their appreciation of small class size and felt that they received a small, personalized educational experience.</p>		
--	--	---	--	--



**C3. STAFF AND OTHER PERSONNEL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Staff & other personnel are currently adequate to fulfill the stated mission & goals		The program has adequate staff and other personnel to support its defined mission and goals. It has five support staff that account for a total of 2.6 FTE in the following roles: internship coordinator, program assistant, dean's assistant, grants support staff, and office operator. Additional support provided to the program is based on university or school-provided shared services and is designed to meet the needs across all academic and research programs. This includes staff in the SNHS dean's office and the college's records and registration and admissions offices.	Click here to enter text.	
Staff & other personnel resources appear sufficiently stable		<p>Additional resources that support the department's undergraduate program include several centers within the university. The program works closely with the Center for Community Engagement to identify practice opportunities for students. The Center for Global Engagement sponsored a recent trip to India to create a partnership for undergraduate nursing and public health students completing their capstones.</p> <p>Students and alumni who met with site visitors consistently mentioned both the program's administrator and internship coordinator as invaluable assets to the department. Students and alumni shared personal stories of how each of these individuals has helped them during their time as a student and post-graduation. Alumni spoke to the internship coordinator's work in assisting them in</p>		

		finding jobs, connecting them with mentors in the workforce or mentees in the program, and general networking. Stakeholders who met with site visitors echoed students' statements that interns are always well-placed due to the intentional work of this staff member. Current students spoke to the program administrator, who holds an MPH, providing advising and serving as a strong resource throughout their time in the program.		
--	--	---	--	--

**C4. PHYSICAL RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Physical resources adequate to fulfill mission & goals & support degree programs		The program has physical resources that are adequate to support its mission and instructional programs.	Click here to enter text.	
Physical resources appear sufficiently stable		<p>The program faculty's main physical location is within Trenton Hall, with some faculty located in Kendall Hall. All faculty have private offices and are equipped with necessary resources including a small table for meetings, bookshelves, files, and technology. Staff share office space in Trenton Hall with semi-private desks and room dividers, and the program's internship coordinator has a small private office in a different building. The students have access to all the amenities in the main lobby and have a dedicated computer lab in the basement.</p> <p>The department has only one dedicated classroom in a different hall far away from its base in Trenton Hall. The program does have access to all other classrooms on a first-come first-served basis. The dean is working on getting more classroom space for the department. The</p>		

		<p>long-term goal is for the program to have its own public health building, but in the meantime, some classes move online to address classroom space issues. Faculty who met with site visitors indicated that the program administrator spends a great deal of time finding classrooms each semester and advocating for the program, and all expressed their appreciation for her efforts. College leaders who met with site visitors indicated their support for a dedicated building for the SNHS, which includes the public health program.</p> <p>Students who met with site visitors did not indicate any dissatisfaction with spaces available to them. The students were satisfied with the resources the college offers. Students specifically mentioned the teaching laboratory in the basement as a great learning resource.</p>		
--	--	--	--	--

**C5. INFORMATION AND TECHNOLOGY RESOURCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Adequate library resources, including personnel, for students & faculty		The program's library and IT resources for personnel, students, and faculty are adequate.	Click here to enter text.	
Adequate IT resources, including tech assistance for students & faculty		The R. Barbara Gitenstein library is home to reference libraries and collections that specifically support the health professions programs. The students and staff have 24/7 access to 850 physical and online public health-specific journals. The library also provides access to subscription journals, multidisciplinary databases, and archives.		
Library & IT resources appear sufficiently stable		Support for faculty and student research is provided by a designated subject specialist librarian and the library's		

		<p>general on-demand reference service, Ask A Librarian.</p> <p>The college provides faculty and staff with a Windows 10 or Mac computer with the full suite of Microsoft Office programs every three to five years. During the pandemic, the college also made laptops available to students upon request and plans to continue doing so moving forward. Public health students have access to a myriad of software licenses that are integral to teaching and learning. TCNJ provides licenses and training in SPSS, SAS, and other essential software. The department pays for additional software requests, and the school has an annual fund for software and hardware needs. Occasionally, faculty purchase software on grant monies.</p> <p>Other technological support comes from grant funding or partnerships with other schools. Grant funding has allowed the program to expand its technological resources. Program faculty fostered good relationships with the School of Engineering, which led to the implementation of a lab for environmental sciences and purchase of equipment including a PCR machine. Additionally, the School of Nursing maintains a simulation lab in which public health students are invited to participate for interprofessional education.</p> <p>Undergraduate students who met with site visitors appreciated that college librarians come to courses to introduce themselves and highlight the specific services available to public health students.</p>		
--	--	--	--	--

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail)		MPH students are grounded in the 12 foundational public health knowledge areas through five courses: PBHG 685: Health Promotion for Individuals, Families, and Communities; PBHG 521: Health Systems and Policy; PBHG 652: Biostatistics for Public Health; PBHG 540: Intermediate Epidemiology; and PBHG 504: Environmental and Occupational Health. The curriculum provides grounding through a combination of lectures, exams, and assignments. Site visitors validated appropriate coverage for all 12 learning objectives, as indicated in the D1 worksheet.	<a href="#">Click here to enter text.</a>	

D1 Worksheet

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

**D2. MPH FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail)		<p>The program ensures didactic preparation and assessment opportunities for all MPH students in foundational competencies, as shown in the D2 worksheet. All MPH students take the five core courses outlined in Criterion D1, which cover the 22 foundational competencies.</p> <p>Examples of assessments include case studies, data analyses, team debates, policy briefs, program and evaluation plans, and simulations. Site visitors reviewed self-study documentation and syllabi and were able to validate nearly all competencies based on written documentation.</p> <p>During the site visit, reviewers asked about assessments for foundational competencies 19 and 21. Faculty explained that there are multiple opportunities throughout the curriculum for students to give oral presentations to an audience outside of academia. For example, in PBHG 685, students present a health promotion plan to a community organization. To address foundational competency 21, the program has developed an intensive interprofessional simulation in conjunction with the nursing department and several community organizations. In this health equity-centric exercise, public health and nursing students assume the roles of family members (e.g., father, child, grandparent, etc.) in a family experiencing poverty. Throughout the simulation, students must react to different emergency situations, like a child with an</p>	Click here to enter text.	

		<p>environmentally induced asthma attack during the middle of a workday. Community partners fill the roles of government offices, teachers, social workers etc., and bring their real-world work experience to the simulation. After the exercise is over, students engage in a debriefing discussion with faculty and community members about the experience of the family and how both public health and nursing work can together to assist the family. Students then submit a reflection paper combining their knowledge of how different sectors (including nursing, education, social work, etc.) work to support (or pose barriers to) a family experiencing poverty and health crises.</p> <p>Students who met with site visitors expressed their appreciation for the breadth of the curriculum and flexibility to take electives outside of the department. Stakeholders reported that the TCNJ public health program produces very strong interns and employees who excel in both academic and practical public health skills. Employers who met with site visitors reported that they “highly value being able to invite students to apply to full-time jobs” at their sites and “would absolutely hire TCNJ graduates without reservations.”</p>		
--	--	---	--	--

D2 Worksheet

<b>MPH Foundational Competencies</b>	<b>Yes/CNV</b>
1. Apply epidemiological methods to the breadth of settings & situations in public health practice	Yes
2. Select quantitative & qualitative data collection methods appropriate for a given public health context	Yes
3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate	Yes
4. Interpret results of data analysis for public health research, policy or practice	Yes
5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings	Yes
6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & societal levels	Yes
7. Assess population needs, assets & capacities that affect communities’ health	Yes

8. Apply awareness of cultural values & practices to the design or implementation of public health policies or programs	Yes
9. Design a population-based policy, program, project or intervention	Yes
10. Explain basic principles & tools of budget & resource management	Yes
11. Select methods to evaluate public health programs	Yes
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics & evidence	Yes
13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes	Yes
14. Advocate for political, social or economic policies & programs that will improve health in diverse populations	Yes
15. Evaluate policies for their impact on public health & health equity	Yes
16. Apply principles of leadership, governance & management, which include creating a vision, empowering others, fostering collaboration & guiding decision making	Yes
17. Apply negotiation & mediation skills to address organizational or community challenges	Yes
18. Select communication strategies for different audiences & sectors	Yes
19. Communicate audience-appropriate public health content, both in writing & through oral presentation	Yes
20. Describe the importance of cultural competence in communicating public health content	Yes
21. Perform effectively on interprofessional teams	Yes
22. Apply systems thinking tools to a public health issue	Yes

**D3. DRPH FOUNDATIONAL COMPETENCIES**

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

**D4. MPH & DRPH CONCENTRATION COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies		The program has students enrolled in three distinct concentrations: global health, epidemiology and health analytics, and health communications. At the time of the site visit, the program had paused new enrollment into the	Click here to enter text.	



articulate an appropriate depth or enhancement beyond foundational competencies		<p>global health concentration. All concentrations define at least five distinct competencies that articulate an appropriate depth of knowledge beyond the foundational competencies. Each concentration requires between three and five courses that teach and assess its competencies as demonstrated in the D4 worksheet. Students in the epidemiology and health analytics concentration choose from multiple courses to meet their competencies.</p> <p>Students are didactically prepared through a combination of lectures, readings, and class discussions. The assessments for each concentration are distinct and include assignments such as a community health education project, analysis of health communication campaigns, case study cost-benefit analysis, health debate and position papers, and program assessments.</p> <p>Faculty who met with site visitors were hopeful that the program will be able to reinstate enrollment in the global health concentration with the addition of a new faculty line in the coming years. The SNHS dean expressed their support for this expansion.</p>		
Assesses all students at least once on their ability to demonstrate each concentration competency				
If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES)	N/A			

D4 Worksheet

<b>MPH Global Health Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Analyze health data in order to examine health disparities within and between countries.	Yes	Yes
2. Evaluate global health promotion programs and implementation.	Yes	Yes
3. Examine the major social determinants of health through the lens of contemporary critical global issues.	Yes	Yes
4. Utilize secondary data to assess community needs.	Yes	Yes
5. Investigate economic factors that shape policies and their effects on population health outcomes.	Yes	Yes

<b>MPH Epidemiology and Health Analytics Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Use an appropriate data set to answer an epidemiological research question and analyze and present results.	Yes	Yes
2. Manage and analyze health-related datasets in order to improve wellness.	Yes	Yes
3. Demonstrate statistical analysis skills at a level required for peer reviewed publication	Yes	Yes
4. Evaluate strengths and limitations of various research designs and their application to population health.	Yes	Yes
5. Use economic data to analyze health policy, healthcare systems and/or health outcomes.	Yes	Yes

<b>MPH Health Communication Concentration Competencies</b>	<b>Comp statement acceptable as written? Yes/No</b>	<b>Comp taught and assessed? Yes/CNV</b>
1. Analyze, evaluate, and develop health promotion interventions or campaigns.	Yes	Yes
2. Create social marketing interventions in the U.S. or internationally.	Yes	Yes
3. Explain health communication barriers and facilitators from a systems approach.	Yes	Yes
4. Compare cross-national demographics/social determinants of health with media coverage of health issues in order to explore connections.	Yes	Yes
5. Apply theoretical models to health education program planning, evaluation, and research.	Yes	Yes

**D5. MPH APPLIED PRACTICE EXPERIENCES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings		The program requires all MPH students to enroll in a capstone course that facilitates the APE. Each capstone project is required to address three foundational competencies and two concentration competencies. The program's APE is a robust practical experience that	<a href="#">Click here to enter text.</a>	

<p>Qualified individuals assess each work product &amp; determine whether it demonstrates attainment of competencies</p>		<p>provides students with professional development and real-world work experience while grounding its tangible products in a competency-based curriculum.</p>		
<p>All students demonstrate at least five competencies, at least three of which are foundational</p>		<p>PBHG 705 helps students identify internship sites and suggests (but does not require) that students interview at least three potential sites to find the best fit. After an APE site is identified, students work with their preceptor to identify projects and activities that are then described in the student learning agreement form. The program chair reviews all agreement forms for competency alignment and academic/professional relevance and gives final approval. The program elicits feedback from preceptors twice throughout the student's time at the site via Qualtrics surveys. Stakeholders who met with site visitors appreciated the strong relationships they have formed with the department chair and the opportunities they are given to provide feedback on the students and program in general.</p> <p>Each project is monitored and evaluated by a faculty advisor. Faculty advisors use "assessment logs" and one-on-one meetings with students to evaluate and ensure the proper understanding of the competencies mapped to their APEs. Students prepare a capstone report (which connects the APE to the ILE) in which they describe their APE site, conduct a literature review on the relevant public health topic, reflect on their internship experience, and make recommendations to their APE site based on the work they did. The appendix of the capstone report includes the APE products described in their learning agreement form. The program chair assesses all products when they grade the capstone report.</p>		

		<p>Site visitors reviewed five student samples of the APE report from all three concentrations. All included at least two work products of high quality that clearly addressed foundational, interprofessional, and concentration competencies. Examples included the following: white papers on various topics, a vaccine confidence campaign plan and assessment, statistical analysis reports, focus group transcripts, grant applications, policy recommendations, research manuscripts, abstracts, and PowerPoint presentations.</p> <p>The capstone coordinator organizes community and student requests and spends significant time matching students with relevant and interesting sites. Students and stakeholders who met with site visitors praised her efforts and could not express enough appreciation of her work in ensuring a positive experience for both parties. Stakeholders who met with site visitors described how valuable they find their partnership with the department chair and the TCNJ interns they work with. Many sites described APE placements as furthering the work the site is already doing or providing needed expertise to fill holes in the current workforce. The program has made clear and successful efforts to utilize the APE to serve both students and its community.</p>		
--	--	--	--	--

**D6. DRPH APPLIED PRACTICE EXPERIENCE**

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

**D7. MPH INTEGRATIVE LEARNING EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies		<p>All MPH students complete an ILE that demonstrates synthesis of foundational and concentration competencies. This requirement is satisfied by successful completion of PBHG 706, typically after completing PBHG 705 (which satisfies the APE requirement). The ILE project occurs near the end of the program of study after students have completed the five MPH core courses and at least two courses in their concentration. A review of resources provided to site visitors confirmed that students are provided an informative syllabus and a well-written MPH Capstone and Presentation Manual to clearly communicate requirements.</p> <p>As noted in Criterion D5, the student works with site and capstone supervisors to identify relevant competencies. During the ILE, students are required to write the capstone paper, deliver a professional oral or poster presentation at an approved forum, attend capstone seminars and individual meetings, and complete leadership training delivered in CANVAS modules.</p> <p>Students must include the following elements within the paper: abstract; introduction; literature review that includes an epidemiology and health disparities section; description of the host agency that addresses its strategic plan and organizational mission and provides a systems analysis of the site's larger role in the public health workforce; reflection on the practicum experience; policy</p>	Click here to enter text.	
Project occurs at or near end of program of study				
Students produce a high-quality written product				
Faculty reviews student project & validates demonstration & synthesis of specific competencies				

		<p>analysis and recommendation relevant to the practicum experience on both a local and national level; and recommendations to the host agency and to the TCNJ program for future students.</p> <p>The program chair grades this paper based on a scoring rubric. The capstone presentation is graded independently by at least two faculty based upon a specific rubric for that component. During the site visit, the program chair explained that they use an outline prepared by the student at the beginning of the semester which links the synthesis of foundational and concentration competencies to components of the capstone paper. A review of the rubrics provided to the site visit team reflected substantive evidence for validation of at least two foundational and one concentration competency in the capstone report.</p> <p>Site visitors examined five high-quality examples of final capstone papers, with topics including “Improving Vaccine Hesitancy and Health Equity Following the COVID-19 Pandemic,” “COVID-19 &amp; The Response of Local Health Departments,” “HIV Resilience and Health Disparities Present in the U.S.,” “Food Insecurity within Trenton: Trenton Health Team,” and “Effect of Individual and Neighborhood-Level Socioeconomic Factors on Colorectal Cancer Screening Adherence.”</p>		
--	--	--	--	--

**D8. DRPH INTEGRATIVE LEARNING EXPERIENCE**

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

**D9. PUBLIC HEALTH BACHELOR'S DEGREE GENERAL CURRICULUM**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students introduced to all domains:		The program offers two undergraduate degrees as referenced in Template Intro-1: a BS in health communication and a BS in public health social and behavioral science. The BS degree requires seven course units in public health courses, three units in concentration courses, and two capstone units for a total of 14 units. University-wide liberal learning requirements and electives derive the remaining 18 units to meet a 32-unit graduation requirement.	Click here to enter text.	
1. Foundations of scientific knowledge, including biological & life sciences & concepts of health & disease				
2. Foundations of social & behavioral sciences				
3. Basic statistics				
4. Humanities / fine arts		The program uses both public health and liberal learning courses to satisfy this criterion's four domains. The life sciences requirement is met with BIO 171/201: Biology with lab (covering biological and life sciences) and PBH 220: Wellness Promotion Across the LifeSpan (covering concepts of health and disease); the social and behavioral sciences requirement is met with required major courses (PBH 220: Wellness Promotion; PBH 350: Health Education; PBH 376 Health Systems, Administration, and Policy); the math requirement is met with STA 115 or 215: Statistics; and the humanities/fine arts requirement is met through the liberal learning courses with topics including art history, literature, and philosophy.		

**D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		Students take required public health courses across a variety of areas including introduction to public health, epidemiology, public health research methods, wellness promotion and disease prevention, population approaches to world health, health systems and administration, and environmental and occupational health.	Click here to enter text.	
If curriculum intends to prepare students for a specific credential (e.g., CHES), curriculum addresses the areas of instruction required for credential eligibility	N/A	<p>Reviewers validated the coverage of all domains through information provided in the syllabi and additional materials, as presented in the D10 worksheet. Many of the foundational domains are introduced then covered across multiple required courses in the curriculum to reinforce the content. The faculty note that course sequencing allows students to build on foundational knowledge and skills gained leading up to research methods and the capstone internship. By the time students reach these courses, they have a strong foundation of public health theory and policy and can apply what they have learned to practice in these courses.</p> <p>During the site visit, students praised the curriculum for introducing a wide variety of public health topics that are reinforced across the degree. One student felt that the public health curriculum is so relevant to undergraduate studies that they wished a health equity or introduction to public health course was required as part of the general undergraduate education courses.</p>		



D10 Worksheet

Public Health Domains	Yes/CNV
1. History & philosophy of public health as well as its core values, concepts & functions across the globe & in society	Yes
2. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
3. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
4. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
5. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
6. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
7. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
8. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
9. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

**D11. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		Bachelor's students have multiple opportunities to develop competence in public health communication and information literacy. The D11 worksheet summarizes reviewers' findings.	Click here to enter text.	
1. ability to communicate public health information, in both oral & written forms, through a variety of media & to diverse audiences		Students develop skills in oral communication in PBH 376: Health Systems, Administration, and Policy in which they participate in roundtable debates taking on the role of different public health professionals. Written communication is assessed in PBH 350: Health Education in which students prepare a literature review on best		
2. ability to locate, use, evaluate & synthesize public health information				

		<p>practices in changing health behaviors among a specific community of choice.</p> <p>The self-study indicated that communicating with diverse audiences is assessed in PBH 350: Health Education, in which students build a health education tool kit focused on diverse target audiences. Students demonstrate that they can communicate through different forms of media in PBH 240: Intro to Epidemiology through a variety of assignments in a Design Thinking Workshop. For example, students write daily executive summaries, present results using 3D prototypes, and create digital presentations.</p> <p>Information literacy is taught and assessed across many courses in the BS curriculum. Students conduct literature reviews in PBH 220: Wellness Promotion Across the LifeSpan, PBH 401: Research Methods in Public Health, and PBH 350: Health Education. Each literature review assignment in these classes asks the student to choose a public health issue to locate, analyze, evaluate, and in some cases (PBH 350: Health Education) synthesize relevant data and current literature on the topic. In PBH 240: Intro to Epidemiology, students prepare an epidemiologic report for a lay audience using incidence and prevalence data demonstrating their use and synthesis of information.</p>		
--	--	---	--	--

D11 Worksheet

Competency Elements	Yes/CNV
<b>Public Health Communication</b>	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes

Information Literacy	
Locate information	Yes
Use information	Yes
Evaluation information	Yes
Synthesize information	Yes

**D12. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		All BS students complete cumulative and experiential activities with the successful completion of two public health capstone courses. The first unit is the Capstone Internship (PBH 405), and the second unit is the Capstone Paper (PBH 406). The capstone experience is intended for seniors and advanced juniors.	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge & program encourages exposure to local-level professionals & agencies		<p>The capstone internship provides students with practical experience in an approved public health agency. Site visitors reviewed a list of 158 public health internship sites that maintain agreements with the program to support student internships. Students complete a minimum of 120 hours over one semester in research, health education, program implementation and/or evaluation, or other approved activities based on objectives and goals found in the capstone handbook. Students attend an orientation session at least one semester before the capstone begins in which they identify and secure placements and create goals and objectives.</p> <p>During the internship, they must attend at least one local or regional professional health or public health</p>		

		<p>conference; participate in seminars; maintain documentation such as a reflective journal, timesheets, and completion of goals/objectives; and compile a portfolio of tangible items they create. Site supervisor feedback contributes to the final evaluation.</p> <p>Upon completing the internship, students participate in regular capstone seminars, write an integrative senior capstone paper, and present their capstone activities in an approved professional forum (poster or oral). The paper includes a thorough literature review of the public health topic, description of the host agency, highlights and challenges from the internship experience, review of local/national/global policy issues linked to the public health topic, and a conclusion providing recommendations for future interns, TCNJ, and the host agency. The paper addresses the integration of course concepts with the internship experience, as well as a synthesis of activities to achieve their goals and objectives. The appendix includes portfolio items created during the internship.</p> <p>Site visitors reviewed student resources including an informative syllabus for each of the courses, grading rubrics, and manuals for the internship and capstone paper and presentation; these clearly communicate capstone requirements to students.</p> <p>Site visitors examined four high-quality examples of final capstone papers, with topics including “Analysis of Oncology Biomarkers and Precision Medicine to Address Health Disparities in Prostate Cancer,” “Extremity Fractures in Children,” “The Effects of COVID-19 on Infants and Mothers,” and “Addressing Food Insecurity in Trenton During COVID-19.”</p>		
--	--	---	--	--

		Stakeholders who met with site visitors spoke highly of undergraduate interns, describing them as often integral to the functioning of their workplace.		
--	--	---	--	--

**D13. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		<p>Students engage with cross-cutting concepts and experiences throughout the structured public health curriculum, which develops skills in advocacy, health education, social justice and health disparities, epidemiology, health administration and policy, and public health research. Findings are summarized in the D13 worksheet.</p> <p>All concepts are mapped to required public health courses. Reviewers validated exposure to ten of the 12 concepts through review of materials provided ahead of the site visit. The site visit team asked about the independent work and personal work ethic and systems thinking concepts during the visit. Conversation with faculty clarified how students are introduced to these cross-cutting concepts throughout the curriculum. Descriptions of the capstone course clearly satisfy the individual work ethic experience, and PBH 350: Health Promotion and Education introduces students to systems thinking models and theories.</p>	Click here to enter text.	

D13 Worksheet

<b>Cross-cutting Concepts &amp; Experiences</b>	<b>Yes/CNV</b>
1. Advocacy for protection & promotion of the public’s health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

**D14. MPH PROGRAM LENGTH**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
MPH requires at least 42 semester credits or equivalent		<p>All students in the MPH program must complete a minimum of 45 semester credit hours to graduate.</p> <p>The university defines one credit hour as 15 contact hours spent in a classroom and two hours of weekly study over a 15-week semester. All MPH courses are three credit hours.</p>	Click here to enter text.	

**D15. DRPH PROGRAM LENGTH**

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

**D16. BACHELOR'S DEGREE PROGRAM LENGTH**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Required credit hours commensurate with other similar degrees in institution		<p>The BS requires 32 course units to graduate. One course unit is defined as four credit hours; thus, BS students need 128 credit hours to graduate. University standards indicate that a major normally consists of not fewer than eight and not more than 15 full courses sharing the same departmental course prefix and each disciplinary major will have a designated capstone experience. The BS degree, at 14 units, is consistent with these requirements and similar to other undergraduate degrees.</p> <p>Students who enroll at TCNJ with an associate's degree can waive all liberal learning and language requirements. The department chair must review course syllabi and final grades for any courses that may apply to the public health major. The chair must be satisfied that at least 80% of the course material is relevant to physical or mental health to approve a waiver, which is then forwarded to Records and Registration. The public health department recently created specific MOUs with Morris and Raritan Valley Community Colleges, which were made available for site visitors to review.</p>	<p>Click here to enter text.</p>	
Clear, public policies on coursework taken elsewhere, including at community colleges				

**D17. ACADEMIC PUBLIC HEALTH MASTER'S DEGREES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**D18. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**D19. ALL REMAINING DEGREES**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			

**D20. DISTANCE EDUCATION**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team's Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Not Applicable			



**E1. FACULTY ALIGNMENT WITH DEGREES OFFERED**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience		Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and well qualified by the totality of their education and experience.	Click here to enter text.	
Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice)		<p>There are 10 primary instructional faculty (PIF) who hold the academic rank of professor (three), associate professor (four), or assistant professor (three). All possess one or more terminal degrees. Seven PIF are tenured and four are tenure-track. Graduate degrees among the PIF include PhD, MPH, DDS, DrNP, MSN, MS, MPA, and MA. Degree disciplines include public health, dental public health, epidemiology, dentistry, nursing practice, gerontology, physical education curriculum and instruction, communication studies, health communication, environmental health sciences, higher education leadership, political science, comparative politics public administration, medical sociology, health systems and policy, and international health and development.</p> <p>The program is also supported by eight non-primary instructional faculty, all of whom have academic rank of assistant or associate professor. Four of the non-PIF are not otherwise affiliated with TCNJ but teach one class per semester in general, and the remainder are TCNJ faculty with primary responsibilities in other degree programs and a joint appointment with public health. Graduate</p>		

		<p>degrees among non-PIF include PhD, MSN, MPH, EdD, MSW, and MS. Degree disciplines include health communication, family health nursing, maternal and child health, sociology, health policy and management, and food safety.</p> <p>Faculty education and experience is appropriate for both undergraduate and master's degree levels and for the concentrations and courses offered.</p> <p>Students commented during the site visit that faculty were appropriately experienced in their fields of expertise. When asked about the strongest part of the program, several students mentioned the faculty and staff and the breadth of diverse backgrounds and experiences they bring to the curriculum as a highlight.</p>		
--	--	--	--	--

**E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice		The program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Both tenured and tenure-track faculty have local, state, national, or international public health experience, outside of academia. Non-PIF members are well connected to New Jersey or Pennsylvania's public health systems, and the program regularly invites practitioners in a variety of positions to serve as guest lecturers. Recent	<a href="#">Click here to enter text.</a>	
Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels				

<p>Regularly involves practitioners in instruction through variety of methods &amp; types of affiliation</p>		<p>examples of guest lecturers include a regulatory compliance specialist at NYC Health and Hospitals, a vulnerable populations outreach coordinator at a local health department, and a licensed environmental health specialist at the New Jersey department of health.</p> <p>During the site visit, faculty reported they have complete freedom to continue their work in the field and practice and stated that the department chair is extremely supportive of faculty maintaining practice ties. The department chair explained that because the program is housed within the school of nursing, part of the culture and expectation of nursing professors to maintain public practice has translated to the public health department. Faculty noted the importance of maintaining practice outside of academia so they can bring experience back to the classroom. They gave specific examples including working with the Princeton health department as an epidemiology consultant or with non-profit public health organizations working on creating health equity.</p> <p>The Public Health Alumni Chapter runs a mentorship program (further discussed in Criterion A3) that connects alumni currently working in the field with undergraduate and graduate students. Alumni who participate in this chapter are employed in sectors including for-profit and non-profit work, government, and education with employers like Johns Hopkins, the American Foundation for Suicide Prevention, Merck, and local health departments. Students who met with site visitors discussed the presence and effectiveness of this program. The students praised the program as did alumni who currently serve as mentors to students.</p>		
--	--	---	--	--

**E3. FACULTY INSTRUCTIONAL EFFECTIVENESS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Systems in place to document that all faculty are current in areas of instructional responsibility		The program maintains a commitment to measuring and improving instructional effectiveness. Systems are in place to document faculty currency in instructional responsibility and pedagogical methods.	Click here to enter text.	
Systems in place to document that all faculty are current in pedagogical methods		The dean maintains availability of a certain amount of funds per faculty member to support attendance at professional conferences each year and to cover CEUs for CHES-certified faculty and staff to fulfill their continuing education requirements. The college offers a yearly pedagogy-based teaching and learning conference and online learning and pedagogy training, while the school offers diversity and inclusion training to staff and faculty.		
Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction		Faculty also maintain currency in their field by acting as reviewers and editors for peer-reviewed academic journals, such as AHRO Reviews of Nursing, Journal of Interpersonal Violence, International Journal of Environmental Research and Public Health, and Journal of Emergency Management.		
Supports professional development & advancement in instructional effectiveness for all faculty		Strong teaching is a requirement for all faculty and for tenure and promotion. The Reappointment and Promotions Document (RPD) is published on the Academic Affairs website and clearly communicates standards and procedures for review, reappointment, tenure, and promotion for faculty. Teaching is given a formative evaluation in the first two years, and starting with the third year, is evaluated through student and peer		

		<p>review. TCNJ encourages training and certification for online teaching, and all full-time public health faculty have completed the training.</p> <p>New faculty members receive pedagogy training and are encouraged to have at least one mentor.</p> <p>Students complete electronic evaluations at the end of each course with enrollment of 10 or more. Results are reported to the department chair and dean, who note areas that need improvement and create an action plan which is then shared by the chair with the faculty member.</p> <p>Pre-tenure faculty have faculty peer evaluations for at least one class each semester and are encouraged to have all classes evaluated during the first two to three years of teaching. Per SNHS policy, only tenured faculty can complete peer evaluations. Tenured faculty are evaluated annually by other tenured faculty.</p> <p>The program identified three indicators that are meaningful to the program and relate to instructional quality. For faculty currency, the selected indicator is "Annual or other regular reviews of faculty productivity, relation of scholarship instruction." Due to the newness of the department, prior to 2021-22, there were no tenured faculty to complete peer reviews, and the PRC played an active role in evaluation scholarship, service, and teaching. For 2019-20, a summative evaluation was completed for one faculty, while a formative evaluation was completed for the other five faculty. For 2020-21, summative reviews were completed for two faculty who were awarded tenure, and summative reviews were</p>		
--	--	--	--	--

		<p>completed for three faculty with positive recommendations. For 2021-22, summative reviews were completed for one faculty who was promoted to full professor, one who was promoted to associate professor, one who was tenured, and one who was appointed for the sixth year. Two completed formative reviews through the PRC.</p> <p>For faculty instruction technique, the selected indicator is "Student satisfaction with instructional quality." TCNJ defines satisfactory student evaluations as achieving a minimum score of 4.0 on a 5.0 scale. The department overall has achieved an attainment of 4.0 or higher for this indicator every academic year from 2018-19 to present. For instances where individual faculty fall below the 4.0 minimum score for student evaluations, the dean and department chair have worked with them on improvement, and as a result, steady improvement has been documented over the course of their career. Since Fall 2018, full-time public health faculty have collectively and consistently averaged electronic satisfaction scores ranging from 4.3 to 4.6.</p> <p>BS student exit surveys from 2022 further support a high rate of satisfaction with their educational experience at TCNJ, with 100% (n=20) rating the classes taken for their BS degree as either excellent (45%), very good (40%) or good (15%). For the MPH exit interviews (n=9), 100% rated the classes taken for their MPH degree as either excellent (67%), very good (33%) or good (&lt;1%). These surveys will continue to be fielded on an annual basis.</p> <p>For program-level outcomes, the selected indicator is "Courses that employ active learning techniques." The</p>		
--	--	--	--	--

		<p>department defines active learning as instructional activities that involve doing and thinking, focusing on skill development. An assessment of active learning in each of the core classes for both the MPH and BS programs was conducted, with results reflecting attainment by 100% of the core courses. Site visitors reviewed examples of active learning attained in MPH and BS core courses, such as identifying “real world” data sets and completing original analyses in PBHG 540: Intermediate Epidemiology, a visit to Trenton Water Works site for PBHG 504: Environmental and Occupational Health, 30 hours of community service for PBH 220: Wellness Promotion and Disease Prevention, and working in teams to develop a health education program including a needs assessment and tool kit for local community-based organizations in PBH 350: Health Promotion and Education.</p> <p>The program supports professional development and advancement in instructional effectiveness for all faculty. The program encourages faculty to take advantage of college-sponsored training and professional development including workshops offered by the Office of Instructional Design and the Center Excellence in Teaching and Learning. Faculty can request career development funds from the college via grant application or from the SNHS dean. The school covers APHA memberships for faculty and students, as well as NJPHA and SOPHE faculty memberships. Faculty members who met with site visitors reported always being able to access funds to publish research papers as well.</p> <p>Examples of faculty professional development during the past three years include participation in teaching pedagogy training offered by TCNJ, diversity/anti-bias</p>		
--	--	--	--	--

		training offered by SNHS, and discipline-specific workshops on topics such as water quality, lead poisoning, global health and cancer, and mental health first aid. Faculty have attended conferences including APHA, Population Association of America, Gerontological Society of America, NJ Society for Public Health Education, NJ Public Health Association, and others.		
--	--	---	--	--

**E4. FACULTY SCHOLARSHIP**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Policies & practices in place to support faculty involvement in scholarly activities		<p>There are policies and practices in place to support faculty involvement in scholarly activities. TCNJ embraces a teacher-scholar model, with its mission stating that the institution “believes in the transformative power of education to develop critical thinkers, responsible citizens, and lifelong learners and leaders.” This model features experiences where faculty involve students in intensive research opportunities, and outcomes are highly counted in tenure and promotion review.</p> <p>The RPD is published on the Academic Affairs website, clearly communicating standards and procedures for review, reappointment, tenure, and promotion for faculty. In addition, each department creates its own set of disciplinary standards to guide faculty in their tenure and promotion process. Site visitors validated the department’s documented disciplinary standards for scholarship with specific guidelines for public health faculty, who are expected to complete at least three peer-reviewed publications, five professional presentations,</p>	Click here to enter text.	
Faculty are involved in research & scholarly activity, whether funded or unfunded				
Type & extent of faculty research aligns with mission & types of degrees offered				
Faculty integrate their own experiences with scholarly activities into instructional activities				
Students have opportunities for involvement in faculty research & scholarly activities				



		<p>and apply for at least one grant for scholarship to be eligible for tenure under scholarship. Promotion to associate and full professor similarly requires these elements. A full professor is expected to contribute to state, national, or international public health initiatives in addition to completing at least three new peer-reviewed publications and five new presentations and funded projects, preferably involving at least one student.</p> <p>TCNJ provides strong support for faculty research, and this was further validated during site visit interviews. New faculty receive two course reductions over their first three years to support time for scholarly activities. There are internal funding resources available for research, especially projects that involve students. Academic Affairs offers a rich array of resources such as the Mentored Undergraduate Summer Experience (MUSE) program with faculty stipends, student stipends, student housing, and resources for presentations. The SOSA program allows for faculty release from teaching, student stipends, and purchase of resources. SNHS has a competitive fund for pilot or new projects that prioritizes research funding for untenured professors.</p> <p>Faculty research regularly informs instructional efforts. For example, one PIF participated in the Sustainable Jersey project, funded by the Robert Wood Johnson Foundation. Its purpose was to create a “gold standard” that municipalities in NJ would need to accomplish to meet the benchmark for that designation. The program’s undergraduate research methods class collected all county community health needs assessments and community health improvement plans and conducted key</p>		
--	--	--	--	--

		<p>informant interviews with select county and municipal partners. An APHA presentation resulted from this work. Another PIF works in maternal and child health for the Nurture NJ initiative as an unfunded, invited partner charged with advancing the Nurture NJ 2021 Strategic Plan. She integrates this work into the Health Systems and Policy undergraduate (PBH 376) and graduate (PBH 521) classes by including the initiative in student debates. This research has also led to expansion of the program curriculum to improve training for health professionals seeking to be doulas. A doula certification course was created to be taught from a social justice perspective and includes cultural competency and trauma-informed care training.</p> <p>Examples of student opportunities for involvement in faculty research and scholarly activities include two students who worked with a PIF to quantify the amount of Cryptosporidium in cow feces to identify contamination in environmental matrices such as surface water, groundwater, and soil. Another PIF currently has eight undergraduate students as unfunded research assistants for work with community representatives and local health departments on ways to solve real public health problems. Other examples of student-engaged projects include work on decriminalizing substance use, the effects of community on media, health promotion of older adults, and COVID-related research.</p> <p>The program has chosen four indicators to assess faculty research and scholarly activities. The first measure is "Total Research Funding - Intramural (MUSE, SOSA, School Competitive Grants)," with a target of \$15,000 per year. For the first two years of the program (2018-19 and</p>		
--	--	--	--	--

		<p>2019-20), the target was not reached, but for the past two years, the target was met and exceeded, with \$22,255 in 2020-21 and \$20,484 in 2021-22.</p> <p>The second measure is “Total Research Funding—Extramural (All Sources),” with a target of \$30,000 per year. For the first two years of the program, this was not met; however, it was successfully exceeded for the past two years, with \$283,192 in 2020-21 and \$83,500 in 2021-22.</p> <p>The third research measure is “Number of articles published in peer-reviewed journals,” with a target of 10 articles per year. The program met and exceeded that target, with 13 in 2018-19, 15 in 2019-20, 19 in 2020-21, and 22 in 2021-22, demonstrating an increase every year.</p> <p>The fourth research measure is “Presentations at professional meetings,” with a target of 10 presentations per year. The program has well exceeded that target, with 12 in year 1, 27 in year 2, 28 in year 3, and 55 in the most recent year of reporting.</p> <p>During the site visit, students described how faculty are readily accessible for research opportunities. They shared how they present their work at conferences such as APHA, with funding available to help with travel expenses. Students reported that “every [student] at TCNJ will be a part of research at some point or another” and that faculty often seek funding to include students in scholarship. Students appreciated the work of the program administrator to help them figure out costs and how to apply for grants if needed to ensure full coverage for scholarship-related travel. Students and faculty lauded</p>		
--	--	--	--	--

		one PIF for working with over 450 students through scholarship across their 30 years of instruction at TCNJ.		
--	--	--	--	--

**E5. FACULTY EXTRAMURAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines expectations for faculty extramural service		The program defines service expectations in its disciplinary standards as guiding principles for faculty members. These guiding principles align with the university and the SNHS and further define program specific guidelines for faculty service.	Click here to enter text.	
Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means		<p>The program's disciplinary standards specifically value professional service in consideration of tenure, promotion, and reappointment. TCNJ is primarily an undergraduate institution that places high value on the teacher-scholar framework; thus, much of the program's extramural service relates to scholarship and dedication to furthering the profession. For example, one PIF served on a PCORI Advisory Board, and two others work with the New Jersey Division of Civil Rights to improve health equity in the state by addressing COVID health disparities. Other examples include work with various New Jersey departments of health and state-wide projects aimed at addressing disparities in Black maternal and child health outcomes.</p> <p>The program provides numerous examples of faculty extramural service projects involving students. One PIF is highly active on several local and national non-profit</p>		

		<p>boards whose focus areas include eliminating racial health disparities, addiction and other drug use, and public health education and health promotion. As part of their service to these boards, they applied for a grant to fund statewide seminars and webinars on addiction treatment policy. Undergraduate public health students volunteered to register participants and organize the conference.</p> <p>The department chair is well-known in the local community for always being willing to provide service whether it be in organizational capacity building, preparing grant applications, or matching stressed communities with strong student interns or volunteers to fill in professional gaps.</p> <p>Two PIF serve as TCNJ SNHS representatives to the Greater Mercer Public Health Partnership, a consortium of over 150 health and health-related agencies in Mercer County. This group is responsible for conducting the community health needs assessment every three years and students participate in the needs assessment process.</p> <p>Another PIF who provides social epidemiologic data analysis for the Princeton Municipality Department of Health incorporates their service into the undergraduate and graduate epidemiology classes by exposing students to hands-on data analysis activities.</p> <p>Aside from individual faculty incorporating service in the classroom, TCNJ encourages undergraduate courses to have community engaged learning in collaboration with the Center for Community Engagement.</p>		
--	--	---	--	--

		The program has increased its faculty involvement in extramural service since its inception in 2017. As of 2019-20, 100% of the department faculty are involved in extramural activities, which is one of the program's indicators of success. The program regularly meets or exceeds its other indicators, which include the number of faculty-student service collaborations contributing to a community-based service project and the number of community-based service projects.		
--	--	--	--	--

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

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences		The program regularly engages community stakeholders to gain feedback on the curriculum, student outcomes, and overall planning processes.	Click here to enter text.	
Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> <li>• student outcomes</li> <li>• curriculum</li> <li>• overall planning processes</li> <li>• self-study process</li> </ul>		The program uses its community advisory board as a formal structure for constituent input. The committee meets formally twice a year and comprises representatives from the local public health practitioner and employer communities as well as student representatives. The program selects members based on nominations from faculty, students, and community stakeholders.		
Defines methods designed to provide useful information & regularly examines methods		Current members represent local health departments, the NJ YMCA State Alliance, a county council on alcohol and drug addiction, Sustainable Jersey, the American Academy of Pediatrics Oral Health program director, and the director of a county-level public health partnership.		
Regularly reviews findings from constituent feedback				

		<p>The advisory board provides feedback on many topics including program development, curriculum, accreditation, scholarship, marketing and recruitment, community partnerships, and any other topic related to the program’s mission and goals.</p> <p>The advisory board consistently provides feedback on the public health curriculum and CEPH accreditation and the program regularly incorporates member feedback in decision-making and implementing change. For example, feedback from practitioners on the advisory board led to the explicit linkage of CHES competencies to the undergraduate and graduate curriculum, the creation of new courses at both degree levels in health education and public health leadership, and the creation of the MPH/MBA dual degree. The program is also developing a new CHES preparation certificate based on workforce needs expressed by the advisory board. The advisory board has provided feedback on several iterations of the certificate which is currently under review. The certificate will be flexible and allow students to take between three and nine courses at the undergraduate and graduate levels to meet their individual needs for CHES review. The program designed this certificate to appeal to New Jersey Department of Health employees and practitioners based on a growing need for CHES certification in the area.</p> <p>Reviewers validated community advisory board discussions and input through meeting agendas and minutes provided with the self-study and verified with committee members during the site visit. Community advisory board members relayed to the site visit team that the program regularly asks for their input and expertise and felt their suggestions were taken seriously and</p>		
--	--	--	--	--

		<p>implemented quickly. They felt that meetings with the program were substantive and engaging and described discussions about emerging workforce needs, program evaluation, guiding statements, and curricular strengths and weaknesses.</p> <p>The advisory board intentionally includes local public health employers who routinely hire program graduates. Additionally, the program holds focus groups with employers. Feedback from employer focus groups and APE preceptors led to the inclusion of both R and SAS analysis projects in the curriculum for the epidemiology and health analytics concentration.</p> <p>In addition to the Community Advisory Board, the program elicits formal feedback from internship preceptors (for both undergraduate and graduate students) and alumni using surveys, evaluations, and focus groups. The program has an active alumni population and is working on more efficient ways to gather feedback from them.</p>		
--	--	---	--	--

**F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Makes community & professional service opportunities available to all students		Students participate in community and professional service through program- and college-level organizations.	Click here to enter text.	



<p>Opportunities expose students to contexts in which public health work is performed outside of an academic setting &amp;/or the importance of learning &amp; contributing to professional advancement of the field</p>		<p>MPH students are introduced to community and professional service at the beginning of their program, throughout their studies, and even post-graduation. Students are encouraged to join program and department-level organizations (e.g., the Graduate Student Organization, the NJ COVID-19 Service Corps etc.). The program requires all BS and MPH students to attend at least one public health professional conference during their capstone courses. Students are also invited to serve as designated “note-takers” in a service role at department-hosted events and conferences.</p> <p>TCNJ requires community engaged learning (CEL) for all undergraduate students. CEL is an educational strategy that incorporates community-based experiences into courses and co-curricular activities. The department supports CEL through PBH 220: Wellness Promotion Across the Lifespan, which requires 30 hours of community service in local organizations. Additionally, in PBH 099: Introduction to Public Health, community-based organizations and local health departments participate in panels to introduce students to other service opportunities.</p> <p>Department-wide service opportunities are also abundant. The Public Health Mentorship Program (described in Criterion A3) organizes events and promotes professional development opportunities throughout the academic year. The department also hosts public health week, and at least two events during this week promote professional development opportunities for all students.</p> <p>The self-study provides several examples of MPH student involvement in service, facilitated through the curriculum</p>		
--	--	--	--	--

		<p>or faculty connections to community organizations. In AYs 2018 and 2019, students provided conference support for Nurture NJ Maternal and Child Health and the NJ Opioid Conference. Student involvement in these conferences facilitated important networking opportunities leading to APE and capstone site placements.</p> <p>Students who met with site visitors praised the department as “one of the few departments in the college that is really supportive of service.” Students appreciated that the internship coordinator often sends service opportunities to the student and alumni listservs and posts on social media.</p>		
--	--	---	--	--

**F3. ASSESSMENT OF THE COMMUNITY’S PROFESSIONAL DEVELOPMENT NEEDS**

<b>Criterion Elements</b>	<b>Compliance Finding</b>	<b>Team’s Evidence for Compliance Finding</b>	<b>School/Program Response</b>	<b>Council Comments</b>
	Met			
Periodically assesses, formally and/or informally, the professional development needs of individuals in priority community or communities		<p>The program assesses the professional development needs of its priority communities through formal and informal assessments and its community advisory board.</p> <p>The program’s professional community of interest includes local and county health departments and nonprofits centered on addressing social determinants of health. The program also identifies global workforce communities, specifically in India and Brazil.</p> <p>Many employees in local public health departments do not have formal training in public health, especially at the graduate level. For this reason, the program strategically places students in its professional community of interest</p>		

		<p>to leverage its rigorous APE and capstone experiences in addition to adjusting its curricular offerings to fill workforce deficits.</p> <p>The program formally assesses the professional development needs of its priority workforce populations through its Community Advisory Board and preceptor evaluations. Over the past two years, the Community Advisory Board expressed needing training or support in the following areas: data analysis, health communication strategies, business and leadership skills, and data analytics and coding. Preceptor evaluations echoed a need for data analytic training in professional settings.</p> <p>The program also informally assesses community workforce needs through its closeknit relationships with local non-profits and health departments to which its faculty and students provide service. Feedback from these community partners revealed a need for laboratory training, grant writing, research support, and mental health first aid. Two PIF work closely with public health agencies and stakeholders in Brazil and have identified training needs in public health dentistry and nursing focused on an aging population.</p> <p>Stakeholders and preceptors who met with site visitors indicated that the program often elicits feedback on what workforce development the professional and local communities need.</p>		
--	--	--	--	--

**F4. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met with Commentary			
Provides activities that address professional development needs & are based on assessment results described in Criterion F3		<p>The program actively responds to community workforce needs and provides appropriate training and activities to some of its identified priority communities.</p> <p>Examples provided in the self-study focus on the efforts of two PIF in the department to provide professional development for the community. One PIF has secured funding or assisted in the coordination and hosting of conferences and workshops on various topics including addressing the opioid epidemic and Black maternal health disparities. In 2019, this PIF won a grant to address opioid addiction in New Jersey and hosted a conference in collaboration with the Coalition for Addiction Recovery Support. Over 70 participants from outside of the TCNJ academic community attended. In 2021, this PIF worked with an MPH student to plan and host a panel discussion on “Bridging the Gap: Black Maternal Health Disparities.” Approximately 40 participants from the community attended.</p> <p>Another PIF has been working with the Philadelphia Water Department to set up a molecular laboratory in their Bureau of Laboratory Services. They train personnel on molecular analysis techniques including DNA extraction and quantitative polymerase chain reaction. There are approximately five participants involved in this ongoing training.</p>	<p>A certificate in Health and Risk Communication has completed the approval process at TCNJ and will be offered starting AY 23/24. Please see the attached proposal (Attachment B).</p> <p>In addition, three graduate classes have been developed, mapped, approved, and offered (as of Spring 23) that meet CHES competencies. Those classes are Program Planning and Evaluation in Global Health, Health Education, and Public Health Leadership for a Changing World. Those syllabi with CHES competencies mapped are attached as supplemental material (Attachment C). These classes form the backbone of the certificate and allow both students and community members to meet the identified need for CHES certified public health workforce as discussed in the self-study report.</p> <p>Expanding on the efforts as noted in the report to address Black maternal</p>	The Council appreciates the program’s updates on efforts in this area.

		<p>The program is also in the process of creating a graduate-level certificate with a CHES-preparation focus in response to a lack of graduate-level trained public health professionals in New Jersey (further described in Criterion F1).</p> <p>The commentary pertains to the program's intended professional development offering in the form of a CHES-prep certificate that has not yet been implemented. The site visit team noted the significant efforts of the program to provide service to local organizations and health departments and believe the implementation of the planned certificates will greatly add to the program's efforts in providing professional development to the workforce.</p>	<p>health disparities in N.J., TCNJ will offer a class that will train and certify doulas. The state of NJ expanded Medicaid to include reimbursement for doula care. This created a need to increase the doula workforce. By implementing this course we are helping to advance the goals related to increasing the doula workforce for doulas who are culturally competent. The course partners with community based doula organizations for students to gain practice. Based on feedback from the community and evidence based practice research, doula care is linked to improvements in perinatal outcomes, but oftentimes low income and women of color face challenges in accessing doula care. The syllabus for this course is attached (Attachment D).</p>	
--	--	---	---	--

**G1. DIVERSITY & CULTURAL COMPETENCE**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defines appropriate priority population(s)		The department has prioritized diversity and inclusion of priority populations in its guiding statements and uses	Click here to enter text.	

Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals		<p>several strategies to support this focus. Equity, inclusion, and global health comprise three of the four key components of the program’s vision. The vision is also supported by the department’s service and leadership goal, which specifically mentions a diverse student body.</p> <p>The department has identified three priority populations: (1) economically disadvantaged students, (2) international faculty and students, and (3) faculty and students from historically underserved and underrepresented populations in the public health workforce (Black or African American, AAPI, Native American, Hispanic/Latinx, and/or living with a disability as defined by the ADA). The program considered faculty discussions, input from the Community Advisory Board, and faculty review of various data sources, including the makeup of the current public health workforce to identify these priority populations.</p> <p>The program’s policies and practices to promote and maintain diversity and cultural competence are appropriate and clearly align with attention to both faculty and students.</p> <p>TCNJ prioritizes maintaining an inclusive and culturally competent academic environment for faculty, staff, and students by offering training opportunities, workshops, lectures, and dialogue sessions for the entire college community. These opportunities are communicated on TCNJ social media and sent out through email blasts to all. The postings are amplified via reposting in the public health department’s social media and email listservs, as well as announcements by faculty during classes. Examples include a recent campus-wide health-specific cultural competency event with panel speakers and a workshop in</p>		
Learning environment prepares students with broad competencies regarding diversity & cultural competence				
Identifies strategies and actions that create and maintain a culturally competent environment				
Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s)				
Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s)				
Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies				
Perceptions of climate regarding diversity & cultural competence are positive				

		<p>spring 2022 that explored the relationships between COVID-19 epidemic data and racial justice efforts. The site visit team validated additional examples of college-wide initiatives on the campus website, including sessions on support for first generation college students, students living with a disability, and racial and ethnic minority students.</p> <p>Within the college community, the public health department is directly involved in furthering the cultural competency dialogue. Examples include one PIF's work involving public health undergraduate students, in collaboration with the Collegiate Recovery Center at TCNJ in 2019, to host a Racial Justice and Recovery Series focused on differences in policies and practices with the opioid crisis in contrast to the crack epidemic of the 1980s.</p> <p>Another example was departmental participation in the Diversity Narratives Project that features portraits of students, faculty, staff, and alumni who share their stories and voices as part of an effort to develop a more inclusive, equitable campus community; there are plans for this to become a permanent exhibit. Public health faculty were asked to share their work on inclusive excellence and to nominate students with lived experiences that should be highlighted as part of the diversity narratives.</p> <p>At the departmental level, all public health core courses for both undergraduate and graduate levels have social determinants of health woven throughout course content and assessment, reflecting comprehensive coverage of diversity and inclusion throughout the curriculum. Two public health faculty worked with a group of SNHS faculty in fall 2021 and spring 2022 to successfully apply for and</p>		
--	--	---	--	--

		<p>receive internal funding to assess the culture of diversity and inclusion in the school via focus group discussions with faculty, staff, and students. Results will be used to drive future efforts at the school toward improving the culture of diversity, equity, and inclusion. The undergraduate and graduate capstone internship courses enable students to get direct experience with site supervisors who reflect community diversity as they work to address health disparities.</p> <p>The department currently has three goals, each with a series of strategies, for increasing representation and success of the identified priority populations. There are goals and strategies to address both students and faculty.</p> <p>Goal 1: Establish and maintain equitable access to the public health program by providing multiple funding mechanisms through which priority populations can defray the cost of their education. Strategies to achieve this goal include review of scholarship recipient demographics, establishing a formal process for the program to support students who need financial assistance, and identifying new streams of support for students.</p> <p>Goal 2: Recruit and retain a diverse faculty and staff that reflect a representative public health workforce. Strategies to achieve this goal include engaging the college for administrative and legal support for international faculty obtaining visas and ongoing training in diversity, equity, and inclusion.</p> <p>Goal 3: Recruit and graduate a diverse student body that includes priority populations. Strategies to achieve this goal include highlighting diversity and inclusion in program</p>		
--	--	--	--	--



		<p>advertising, identifying at-risk students during monthly faculty meetings, and yearly review of recruitment and retention data.</p> <p>Public health faculty and staff represent diversity that the department hopes to support in the workforce, with 43% identifying as a racial or ethnic minority and 46% being born outside of the U.S. Graduate students also reflect diversity and inclusion that support the department's guiding statements. The first year of MPH admissions in 2018-19 included 66% who identified as a racial or ethnic minority, followed by subsequent years of 56% and 50%. International students were negatively impacted by travel restrictions due to the COVID-19 pandemic, resulting in 5% in 2018-19, followed by 0% and 3% for the next two years. Since 2018-19, undergraduate first-year admissions have included 44%, 45% and 40% students identifying as racial or ethnic minorities. No first-year students were counted as international, reflective of the fact that students counted as international comprise only 0.4% of the TCNJ student body overall.</p> <p>At least 60% of first-year public health students received financial aid for the past three years. The NJ Educational Opportunity Fund (EOF) provides financial assistance and support services to students from educationally and economically disadvantaged backgrounds. The percentage of undergraduate first year public health students who received EOF funds varies greatly for the past three years, from a low of 7% (2020-21) to a high of 35% (2019-20) and reflect the impact of the COVID-19 pandemic. Undergraduate students have many additional sources for academic, mentorship, and financial support, including the Bonners Scholar program, EOF, the dean's emergency</p>		
--	--	---	--	--

		<p>fund, the Tutoring Center, and the Center for Student Success.</p> <p>Likewise, the college, school, and department have support in place to address academic, mentorship and financial help for graduate students. Resources include the Center for Students' Success, the Writing Center, graduate assistant positions to support graduate intermediate epidemiology, biostatistics, and health analytics courses, mentorship support by academic advisors, faculty, progress reports track coordinators, and alumni, and the dean's emergency fund.</p> <p>During the site visit, faculty shared that metrics related to diversity are reviewed at every faculty meeting. In addition, conversations relating to how to best support students happen in every single meeting. Faculty described how there are many first-generation students in the 4+1 program. One PIF member noted that the public health department is the most diverse department in terms of both faculty and student populations in the entire college. Another faculty member shared how students have changed their major to public health based on the way they are treated by the faculty, highlighting inclusiveness.</p> <p>Public health faculty, staff, and students have numerous opportunities to provide feedback on the climate at TCNJ, within SNHS, and in the department. Feedback sources include the TCNJ bias incident reporting form, the Campus Pulse Climate Survey (completed by students, faculty, and staff), and departmental exit survey questions on diversity and cultural competence. All feedback mechanisms are regularly reviewed, reported on, and become part of quality improvement initiatives at all levels.</p>		
--	--	--	--	--

		<p>The exit survey for graduating undergraduate and graduate students for the class of 2022 included questions regarding the department's diversity and cultural competence climate. For the undergraduates, 100% of 20 respondents agreed or strongly agreed that "TCNJ public health faculty treat people from different backgrounds with respect" and "TCNJ public health program staff treat people with different backgrounds with respect."</p> <p>During the site visit, students noted that diversity within the departmental staff is appreciated, with most agreeing that the culture is open and welcome to students. One student commented that the college as a whole was not totally inclusive but recognized that changes are being made. One example of such change is the recent hire of a college-level director of DEI. Another student noted that the undergraduate curriculum is inclusive with diversity among faculty and staff.</p>		
--	--	---	--	--

**H1. ACADEMIC ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have ready access to advisors from the time of enrollment		The program assigns each student an advisor based on the degree level and concentration. Advising resources are adequate to support the program's mission and goals.	Click here to enter text.	
Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study		The program designates one PIF for each academic year to serve as that cohort's undergraduate advisor. For example, students who started in the major in 2022-23		

<p>Qualified individuals monitor student progress &amp; identify and support those who may experience difficulty</p>		<p>will all have the same advisor until they are seniors, and those who start in 2023-24 will have an advisor who is a different PIF from the previous academic year. Three PIF currently rotate as the cohort advisors for undergraduate students. When students reach their senior year, the department chair becomes their advisor. The department chair also advises any transfer students. Students who enroll in the 4+1 program are assigned a specific advisor, outside of the three previously described.</p>		
<p>Orientation, including written guidance, is provided to all entering students</p>		<p>The graduate program director advises all graduate students.</p> <p>The program director orients all faculty to advising at the beginning of each new academic year and mentors new faculty one-on-one to provide them with advising and university resources. Site reviewers validated that advising materials are up-to-date and clear.</p> <p>The program presents survey data on advising satisfaction in the exit survey started in 2021. Presentation of satisfaction data and further information on survey response rates, and other evaluation metrics can be found in Criterion C2.</p> <p>Each incoming undergraduate student attends a general TCNJ orientation in June or July. Each incoming student is given a handbook with all the school's policies and procedures, and expectations. The department administrator pre-enrolls new students in first term classes. The Office of Graduate Studies hosts a general TCNJ orientation for all graduate students. Each MPH student meets one-on-one with the graduate program director to develop their course schedules. Both</p>		

		<p>undergraduate and graduate students attend a specific capstone orientation the semester before they begin that process. The orientation process is individualized and informal but appears to meet the program's needs. The program may benefit from a formalized student handbook and orientation process to welcome new students at both the graduate and undergraduate levels.</p> <p>Students who met with site visitors expressed satisfaction with their advisors and orientation to the program.</p>		
--	--	--	--	--

**H2. CAREER ADVISING**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & can provide career placement advice		<p>Students have access to formal and informal career guidance opportunities within the program and at the university level. The program fosters an open career advising environment with the faculty. Each faculty member uses their public health expertise, experience, and connections to the local community to provide career advising. Concentration track coordinators provide career-advising to graduate students in their respective tracks.</p> <p>The college's Career Center works with the program to host public health events, provide supplemental career advising, and connect students with alumni and employees via the bi-annual career fair. Department faculty meet annually with the Career Center to discuss public health careers, provide resources, and consult about the alumni survey.</p>	<p>Click here to enter text.</p>	
Variety of resources & services are available to current students				
Variety of resources & services are available to alumni				

		<p>The program incorporates career advising into the curriculum for undergraduate students. For example, panels in the undergraduate introduction to public health class focus on career advising with speakers from the community and alumni of the program. At the end of the undergraduate program, a representative from the Career Center speaks to the capstone class about Career Center services, trends in hiring practices, and other topics related to employment after graduation. Graduate students receive career advising from the program director and their concentration track coordinator.</p> <p>The program also hosts career-related events in collaboration with the Public Health Alumni Chapter and other student groups and departments in the university. The Public Health Mentorship program also provides post-graduation guidance to students who are matched with an alum from the program.</p> <p>The college advisement office collects satisfaction data through exit surveys for graduating students. The undergraduate surveys for academic years 2020 and 2021 yielded a collective response rate of 16% (n=13). All 13 students (100%) who responded indicated that they “strongly agree” or “agree” that career advising was beneficial. The response rate for MPH graduates was 24% (n=4) and all students “strongly agreed” that they received good advice for their future career plans.</p> <p>Students who met with site visitors indicated that the faculty are extremely accessible, often making time for students well after work hours. All students and alumni were satisfied with the exceptionality of faculty advising and mentorship.</p>		
--	--	--	--	--

**H3. STUDENT COMPLAINT PROCEDURES**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Defined set of policies & procedures govern formal student complaints & grievances		Student complaint procedures are clearly articulated through documentation on the TCNJ website. The procedures for filing complaints are clearly written on the website, and links to procedures on how to file complaints with the college are also published on this website. The website and policies are highlighted during the orientation process and are also laid out in the student resources documents on the college website.	Based on the feedback from the draft report, in addition to being available on the main TCNJ website and the school specific website as noted in the report, language will be added to all public health course syllabi starting in the Spring 23 semester. The standardized language is the following: "If a student has an issue or complaint that needs to be addressed, like a concern about a grade, the first step is to discuss the issue with the appropriate faculty or staff member. While it is best to do this immediately, TCNJ policy is that this needs to be done within 30 days of the issue. If there is not a successful resolution to the issue the student can then follow the complaint procedure outlined in the TCNJ Student Complaints policy for non-grade related issues- <a href="https://policies.tcnj.edu/?p=168">https://policies.tcnj.edu/?p=168</a> . Any grade appeal process must be initiated only after the final grade has been posted for the relevant course. The student may file a written appeal	The Council appreciates the program's update on publicizing complaint procedures to students. After reviewing the updated materials provided with the program's response, the Council changed the site visit team's finding of met with commentary to a finding of met.
Procedures are clearly articulated & communicated to students				
Depending on the nature & level of each complaint, students are encouraged to voice concerns to unit officials or other appropriate personnel		Students are expected to first seek resolution through informal processes by resolving concerns directly with the faculty or staff most closely associated with the concern. If resolution is not achieved, the student may take the concern to the department chair or the assistant dean of the school who reviews and proposes a resolution. If the student does not accept the resolution as put forward by the assistant dean or chair, the complaint may be appealed to the dean of the school for further review.		
Designated administrators are charged with reviewing & resolving formal complaints				
All complaints are processed & documented		Two formal complaints had been submitted to the department chair's office at the time of the site visit. Both complaints, submitted in spring 2020, reached resolution at the chair level and were related to initial COVID-19 policies. Both were handled to the satisfaction of the student and faculty.		

		<p>During the site visit, the faculty reported that the university-wide orientation is the venue that provides students with the resources that they would need to find the complaint procedures.</p> <p>The commentary relates to student unfamiliarity with the complaint process. Students who met with site visitors did not know where to submit a complaint if needed. Students agreed that they could likely figure out where to start searching for the information, but none knew the procedure or the location of where to find information about the process. The program would benefit from highlighting this information on Canvas or in a student handbook.</p>	<p>with the chair of the department in which the course was offered. For TCNJ's full grade appeal process and timeline please see <a href="https://policies.tcnj.edu/?p=272">https://policies.tcnj.edu/?p=272</a> “.</p>	
--	--	---	--	--

**H4. STUDENT RECRUITMENT & ADMISSIONS**

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			
Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers		The program recruits students in various ways. The self-study lays out six recruitment strategies ranging from alumni events and social media outreach to direct outreach to high schools and community colleges. For the graduate program, outreach is done directly to local and state departments of health and to undergraduate public health majors.	Click here to enter text.	
Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers		Undergraduate applicants can apply for fall or spring admission with deadlines in November and February. The undergraduate program looks at a holistic approach of student applications and applicants must submit relevant transcripts, standardized test scores, and letters of		



		<p>recommendation with their application. Students offered admission tend to come from the top 15% of their class. Transfer applicants must have at least 12 college credits completed and meet all standards set by the academic evaluator.</p> <p>The graduate program conducts rolling admissions and expects a completed bachelor's degree at the time of enrollment with an undergraduate GPA of 3.0 or 2.75 for the 4+1 program. Transcripts, letters of recommendation and relevant work experience all factor into admissions for the MPH program.</p> <p>The program selected several measures to indicate success in enrolling a qualified student body, including percentage of newly matriculating undergraduate first-year students with previous health or public-health experience, percentage of first-year undergraduate and graduate students who are a racial minority, percentage of first-year undergraduate students receiving financial aid, and undergraduate GPA of newly matriculated graduate students. The program meets or exceeds most of its target metrics but has been unsuccessful in recruiting international undergraduate students. The program employs several international PIF and hopes to leverage those connections to promote international enrollment.</p>		
--	--	---	--	--

**H5. PUBLICATION OF EDUCATIONAL OFFERINGS**

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	School/Program Response	Council Comments
	Met			

Catalogs & bulletins used to describe educational offerings are publicly available		The university and program post accurate information in catalogs and bulletins. The academic calendars, admissions policies, grading policies, academic integrity, and degree completion requirements are all available through the TCNJ website. Furthermore, this information is also provided to all students through the student handbook.	<a href="#">Click here to enter text.</a>	
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements				
Advertising, promotional & recruitment materials contain accurate information				

AGENDA

**Wednesday, Sept. 14, 2022**

7:00 pm            **Site Visit Team Executive Session 1**

**Thursday, Sept. 15, 2022**

8:20 am            **Team Setup on Campus**

8:30 am            **Program Evaluation**

Participants	Topics on which participants are prepared to answer team questions
<i>Brenda Seals, PhD, MPH; Prof and Department Chair                      Sylvia Twersky, PhD MPH; Associate. Prof, Graduate Director, and QI committee chair                      Alexis Mraz, PhD; Assistant Prof, Epi Track Coordinator, and QI team                      Carolina Borges, PhD; Prof and QI team                      Mei Zhao, MPH; Program Assistant                      Carole Kenner, PhD, RN, FAAN, FNAP, ANEF, IDFCOINN, School Dean                      Carol Wells, Program Coordinator, School of Nursing and Health Sciences</i>	<i>Guiding statements – process of development and review? (Criterion B1)                      Evaluation processes – how does program collect and use input/data? (Criteria B5 &amp; B6)                      Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (Criteria C2-C5)                      Budget – who develops and makes decisions? (Criterion C1)</i>
<b>Total participants: 7</b>	

9:30 am            **Break**

9:45 am            **Curriculum 1**

Participants	Topics on which participants are prepared to answer team questions
<i>Sylvia Twersky, PhD MPH; Associate. Prof, Graduate Director                      Alexis Mraz, PhD; Assistant Prof and Epi Track Coordinator                      Natasha Patterson, PhD, MPH; Assistant Prof                      Marina de Souza, PhD, RN, CNE, CHPN; Associate Prof and Global Health Track Coordinator                      Carolina Borges, PhD; Associate Prof                      Brenda Seals, PhD, MPH; Prof and Department Chair                      Karen Gordon, EdD, MPH; Adjunct Faculty                      Yachao (Bruce) Li, PhD; Assistant Prof and Health Communication Track Coordinator                      John Pollack -Health Communications</i>	<i>Foundational knowledge (Criterion D1)                      Foundational competencies – didactic coverage and assessment (Criteria D2)                      Concentration competencies – development, didactic coverage, and assessment (Criterion D4)</i>
<b>Total participants: 9</b>	

11:00 am Break

11:15 am Curriculum 2

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<i>Brenda Seals, PhD, MPH; Prof and Department Chair</i> <i>Livia Lazzaro, MPH, MA, CHES; Internship Coordinator</i> <i>Mei Zhao, MPH; Program Assistant</i> <i>Anne Farrell, PhD; Prof and KHS Department Chair</i> <i>Natasha Patterson, PhD, MPH; Assistant Prof</i> <i>Sharon Byrne, DrNP, RN, APN, NP-C, CNE, CGNC; Associate Prof</i> <i>Alexis Mraz, PhD; Assistant Prof and Epi Track Coordinator</i>	<i>Applied practice experiences (Criteria D5)</i>
	<i>Integrative learning experiences (Criteria D7)</i>
	<i>Public health bachelor's degrees (Criteria D9-D13)</i>
<b>Total participants: 7</b>	

12:15 pm Break & Lunch in Executive Session

1:00 pm Instructional Effectiveness

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<i>Brenda Seals, PhD, MPH; Prof and Department Chair</i> <i>Sylvia Twersky, PhD MPH; Associate Prof, Graduate Director</i> <i>Alexis Mraz, PhD; Assistant Prof, Epi Track Coordinator, and QI team</i> <i>Carolina Borges, PhD; Associate Prof and QI team</i> <i>Natasha Patterson, PhD, MPH; Assistant Prof</i> <i>Livia Lazzaro, MPH, MA, CHES; Internship Coordinator</i>	<i>Currency in areas of instruction &amp; pedagogical methods (Criterion E1)</i>
	<i>Scholarship and integration in instruction (Criteria E3 &amp; E4)</i>
	<i>Extramural service and integration in instruction (Criterion E5)</i>
	<i>Integration of practice perspectives (Criterion E2)</i>
	<i>Professional development of community (Criteria F1-F4)</i>
<b>Total participants: 6</b>	

2:00 pm **Break**

3:00 pm **Students**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<i>Ethan Moss - BS in Public Health</i> <i>Brielle Lobollo - BS in Public Health</i> <i>Antigone Antonakakis -BS in Public Health</i> <i>Horacio Hernandez -MPH, Global Health</i> <i>Annie Hastie -MPH, Global Health</i> <i>Tess Mcinerney- MPH, Epi and Health Analytics</i> <i>Talynn Scott - MPH, Epi and Health Analytics</i> <i>Denalerie Johnson-Faniel-MPH, Health Communication</i>	<i>Student engagement in program operations (Criterion A3)</i> <i>Curriculum (competencies, APE, ILE, etc.) (Criteria D1-D13; D17-18)</i> <i>Resources (physical, faculty/staff, IT) (Criteria C2-C5)</i> <i>Involvement in scholarship and service (Criterion F2)</i> <i>Academic and career advising (Criteria H1 &amp; H2)</i> <i>Diversity and cultural competence (Criterion G1)</i> <i>Complaint procedures (Criterion H3)</i>
<b>Total participants: 8</b>	

4:00 pm **Break**

4:15 pm **Stakeholder/ Alumni Feedback & Input**

<b>Participants</b>	<b>Topics on which participants are prepared to answer team questions</b>
<i>Jeffrey Grosser at Princeton DOH</i> <i>Janet Haag at NAMI</i> <i>Carol Nicholas, BA, RN at Greater Mercer Public Health Partnership</i> <i>Lisa Gulla, MPH, MAE, HO, REHS; at NJPHA</i> <i>Lauren Skowronski at Sustainable Jersey</i> <i>Salomine Exambi - BS alum</i> <i>Rae Delacruz - BS alum</i> <i>Maria LaQuaglia - BS &amp; MPH alum</i> <i>Dana Murphy -MPH alum</i> <i>Abigail Parker - BS &amp; MPH alum</i>	<i>Involvement in program evaluation &amp; assessment (Criterion F1)</i> <i>Perceptions of current students &amp; school graduates</i> <i>Perceptions of curricular effectiveness (Criterion B4)</i> <i>Applied practice experiences (Criteria D5)</i> <i>Integration of practice perspectives (Criteria D7)</i> <i>Program delivery of professional development opportunities (Criterion F4)</i>
<b>Total participants: 10</b>	

5:15 pm **Site Visit Team Executive Session 3**

6:00 pm **Adjourn**

**Friday, Sept. 16, 2022**

9:00 am **University Leaders**

Participants	Topics on which participants are prepared to answer team questions
<i>Jeffrey M. Osborn - Provost and vice president for Academic Affairs</i>	<i>Program's position within larger institution (Criterion A1)</i>
<i>Jennifer Palmgren, Assistant Provost</i>	<i>Provision of program-level resources</i>
	<i>Institutional priorities</i>
<b>Total participants: 2</b>	

10:00 am **Site Visit Team Executive Session 4**

12:00 pm **Site Visit Team Working Lunch**

1:00 pm **Exit Briefing**