A SELF-STUDY OF THE PUBLIC HEALTH PROGRAM

NEW MEXICO STATE UNIVERSITY

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ACCREDITATION REVIEW
BY THE COUNCIL ON EDUCATION FOR PUBLIC HEALTH

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ACRONYMS

NMSU	New Mexico State University
AAHE	American Association for Health Education
AFRI	Agriculture and Food Research Initiative
ARP	Administrative Rules and Procedures
ASNMSU	Associated Students of New Mexico State University
ASPPH	Association of Schools and Programs of Public Health
BCH	Bachelor of Community Health
BHC	US-Mexico Border Health Commission
BPH	Bachelor of Public Health
CAASS	Center for Academic Advising and Student Support
CEPH	Council on Education for Public Health
CHE	Community Health Education
CHES	Certified Health Education Specialist
CHSS	College of Health and Social Services
CR	Crimson Research
CTR-IN	Clinical and Translational Research –Infrastructure Network
CV	Curriculum Vitae
DACC	Dona Ana Community College
DWI	Driving While Impaired
EDGE	Education Designed to Generate Excellence in the Public Sector
EEOC	U.S. Equal Employment Opportunity Commission
ESG	Eta Sigma Gamma
F&A	Facilities and Administrative
FE	Field Experience
FHCRC	Fred Hutchinson Cancer Research Center
GCPH	Graduate Certificate in Public Health
GPA	Grade Point Average
GRID	Grants and Research Information Database
HLC	Higher Learning Commission
HMAP	Health Management, Administration and Policy
HPSA	Health Professional Shortage Area
HRSA	Health Resources and Services Administration
ICAN	Ideas for Cooking and Nutrition
ICT	Information and Communication Technologies
IDC	Indirect Cost
IDeA	Institutional Development Award
IOM	Institute of Medicine
IPE	Interprofessional Education
JACHO	Joint Commission on Accreditation of Healthcare Organizations
LTV	Living the Vision
MCHES	Master Certified Health Education Specialist
MMC	Memorial Medical Center
MOU	Memorandum of Understanding
MPH	Master of Public Health

MSW	Master of Social Work
NCHEC	National Commission for Health Education Credentialing
NC-SARA	National Council of State Authorization Reciprocity Agreements
NM	New Mexico
NMDOH	New Mexico Department of Health
NMHED	The New Mexico Higher Education Department
NMPHA	New Mexico Public Health Association
OCIP	Online Course Improvement Program
OIA	Office of Institutional analysis
OIE	Office of Institutional Equity
P & T	Promotion and Tenure
PDNHF	Paso Del Norte Health Foundation
PH	Public Health
PHSO	Public Health Student Organization
QM	Quality Matters
SABPAC	SOPHE/AAHE Baccalaureate Program Approval Committee
SARA	State Authorization Reciprocity Agreements
SoAHEC	Southern Area Health Education Center
SOPHE	Society for Public Health Education
STAR	The Student Academic Requirements
SWIHDR	Southwest Institute for Health Disparities Research
USDA	United State Department of Agriculture
UTEP	University of Texas at El Paso

Preamble

New Mexico State University

New Mexico State University (NMSU), founded in 1888, is a comprehensive Carnegie High Research Activity land-grant university accredited by the Higher Learning Commission (http://www.hlcommission.org; Phone: 800.621.7440). NMSU is a Hispanic-serving Institution with a diverse population of approximately 15,000 students, 69% being minority students, including 51% Hispanic, 3% African American, and 2% Native American students (AY 2016-17). The NMSU system includes five campuses, a satellite learning center in Albuquerque and distance education programs. NMSU also has agricultural extension offices in each New Mexico's 33 counties.

The Department of Public Health Sciences (PHS) administers the College of Health and Social Services' Public Health (PH) programs. The other academic units and institutes within the College are the School of Nursing, the School of Social Work, the Southern Area Health Education Center (SoAHEC), the Crimson Research, and the Southwest Institute for Health Disparities Research.

The Department of Public Health Sciences

Dr. Henry A. Lasch developed and founded the Health Science program, which grew out of the Department of Health, Physical Education, and Recreation. He was responsible for requesting and receiving approval for an undergraduate degree in Health Sciences. Dr. John Savage and Ms. Jo Ann Hill were the first two faculty members hired to help deliver the program. Dr. Savage became the first head of the Department of Health Science, and the department became an integral part of the newly formed College of Health and Social Services. Dr. Jeffrey Brandon became the second Department Head for Health Science (holding that position from 1989 through June 30, 1998). The department sought and received the first Council on Education for Public Health accreditation in 2003 and received reaccreditation in 2011. In 2012, the department changed its name to the Department of Public Health Sciences.

At present, the Department has professional undergraduate and graduate degree programs offering a Bachelor of Public Health (BPH) and a Master of Public Health (MPH). The MPH degree program offers two concentrations: community health education (CHE), and health management, administration, and policy (HMAP). The CHE concentration is designed to meet the National Commission for Health Education Credentialing (NCHEC) entry and advance level 1 competencies for health educators in community settings. At present, the HMAP concentration meets a selected set of NCHEC competencies relevant for this concentration. The department is considering modifying the HMAP competencies to be in line with the Association of Schools and Programs of Public Health (ASPPH) Health Management and Policy competencies.

The Department also offers a one-year graduate certificate in public health (GCPH). The program addresses the needs of working public health professionals seeking formal public health training to enhance their job performance and for students from other disciplines that may be complimentary to public health. The certificate program provides core public health concepts the

students need to enhance their professional knowledge or to pursue a graduate degree in the field.

All of the Department's programs are available on campus and/or online. In 2008, the department admitted the first cohort of online MPH students. In fall 2014, the MPH degree program added HMAP concentration and GCPH program. In March 2016, the department submitted substantive change notice to include the BPH degree program into the Council on Education for Public Health (CEPH) accreditation unit and received approval in May 2016. Prior to the approval, the BPH degree program received accreditation from the joint committee of the Society for Public Health Education (SOPHE) and the American Association for Health Education (AAHE) Baccalaureate Program Approval Committee (SABPAC).

The Department currently has 10 full time faculty and a staff member who serve the students in the on-campus and online public health programs. A well-qualified group of part-time faculty supports the Department to meet its instructional needs.

1. THE PUBLIC HEALTH PROGRAM

1.1. Mission. The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives, and values.

The Department of Public Health Sciences' Public Health Program consists of a Bachelor of Public Health (BPH) and a Master of Public Health (MPH) degree programs and a Graduate Certificate in Public Health (GCPH) non-degree program. The program encompasses administrators, faculty, and staff from the Department of Public Health Sciences.

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

The Department of Public Health Sciences' mission is to provide academic, professional, and service excellence in preparing public health professionals who demonstrate competent leadership, innovation, and technical expertise at local, state, national, and international levels, with a particular emphasis on the U.S./Mexico border, rural, and tribal communities.

b. A statement of values that guides the program.

Our Values: The program, specifically its mission, goals, objectives, and curricular elements, is grounded in a set of core values that reflect the importance of health to the citizens of the southwest border region.

We Believe in

- *Integrity.* An environment of integrity with a commitment to highest ethical standards.
- *Respect.* Respect for one's self, their community, the people they work with, and the profession as a whole.
- *Good health.* Health-related quality of life is essential to human existence.
- *Cultural competence.* New Mexico's proximity to the Mexico border, and with our 23 tribes and Colonias means that public health practice throughout New Mexico has international and multicultural implications.
- *Health equity.* Public health programs can improve health status and reduce health disparities throughout New Mexico.
- *Social justice.* Social justice and health equity translate into public health efforts that promote more inclusive outreach, better access to resources, more thoughtful advocacy and determination to work on difficult and complex health and social issues.

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

The Public Health Program at NMSU provides a learning environment that encourages the development of professional public health values, concepts, and ethical practices. It includes curricular elements that embrace diversity and cutting-edge methodologies for both on-campus and online learning environments.

Education goal:
The primary purpose of the program is to develop competent public health practitioners who can assess client needs, develop theoretically sound programs to meet those needs, facilitate program implementation, and evaluate the successes of those programs. Related to the departmental and program mission statements, the program's instructional goal is to prepare and produce competent professionals who have essential knowledge and skills for public health practice with diverse populations and in varied settings.

Research goal:
A cornerstone of a professional program is the acquisition and dissemination of new knowledge. In that regard, the program strives to develop and conduct ethically sound applied and practice-oriented research activities in community health, involving students whenever possible. The research goal of the program is to conduct ethically and scientifically sound research/demonstration and translational projects to protect, improve, and/or restore the health of diverse populations.

Service goal:
In keeping with the university's mission as a land grant institution, the Public Health Program establishes and strengthens linkages, while maintaining cooperative relationships between the Public Health Program, and organizations and agencies throughout southern, rural, and tribal New Mexico. In that regard, the goal of the program is to engage in service activities benefiting the university, New Mexico and regional communities, and professional associations throughout the southwest, the country, and international venues.

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

Table 1.1.d. Program Goals, Objectives, and Measures

Education Goal: Prepare and produce competent professionals who have essential knowledge and skills for public health practice with diverse populations and in varied settings.	
Objectives	Measures
Develop students' public health knowledge and skills as defined by the NCHEC Roles, Responsibilities and Competencies	Students' GPAs in core curriculum courses every year
	MPH student pass rates on final examinations (non-thesis option)
	Student self-assessment of core competency attainment
	Students' field experience grades of B or better
	Preceptor ratings of students' field experience requirement on NCHEC seven areas of responsibility

Provide superior student learning environment	Frequency of course offerings and class size
	Student engagement in activities related to the profession both through formal courses and student organizations
	Availability of academic advising for MPH and BPH students
	Student evaluations of quality of academic advising on exit surveys
	Graduation rate within maximum allowable time for their degree program
Enroll and graduate an ethnically diverse student population	Proportion of ethnically diverse students enrolled in the online and on-campus programs
	Proportion of ethnically diverse students completing in the online and on-campus programs
Ensure that program maintains quality instruction	Student evaluations of teaching
	Faculty participation in Teaching Academy workshops
	Student ratings of instructional quality in MPH courses
	Graduates' estimates of how well MPH and BPH program prepared them to be a PH professionals
	Department syllabi with objectives tied to NCHEC or related competencies
Research Goal: Conduct ethically and scientifically sound research/demonstration and translational projects to protect, improve, and/or restore the health of diverse populations.	
Objectives	Measures
Contribute to the body of knowledge in public health	Peer-reviewed publications (journal articles and book chapters) by faculty
	Presentations at local/regional/state and national/international level by faculty

	The number of grants and contracts submitted and secured by faculty
Expose and engage students to research including current faculty research agendas	Proportion of MPH students engaged in research
	Proportion of scholarly presentations authored and co-authored by students and faculty at local/regional/state and national/international level.
Service Goal: Engage in service activities benefitting the university, New Mexico and regional communities, and professional associations throughout the southwest, the country, and international venues.	
Objectives	Measures
Ensure faculty participate in community and professional service activities, including membership and leadership in public health organizations	Faculty collaboration with community organizations
	Faculty membership on community boards/state level advisory councils
	Faculty membership in professional organizations
	Faculty leadership within professional organizations
Ensure students participate in student, community and professional activities	Proportion of full time BPH students engaged in service organizations (ASNMSU, PHSO, Eta Sigma Gamma, and others across campus)
	Proportion of full time MPH students attending professional conferences (e.g., NM Public Health Assn. conference)
	Proportion of MPH students receiving departmental or institutional support to attend local, regional, or national professional meetings/conferences

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

The Department developed the program's current mission, values, goals, and objectives as part of the 2003 accreditation review. Department faculty members reviewed these program elements for 2010 review. This Departmental review served as a mechanism to modify mission, values, goals, and objectives through the self-study process. The review served to identify needed changes in the program/curriculum, i.e., new trends in professional practice, community/border health needs, and threats. Since that revision, the Department has added Health Management,

Administration, and Policy concentration to the MPH program, introduced the Graduate Public Health Certificate program, and included BPH degree program in the accreditation unit. Faculty members responsible for Criterion 1 of this self-study document refined the mission, goals, and objectives to accommodate these additions. The group made the updated mission, goals, and objectives available for review by the entire faculty and received approval of the proposed updates. The program also has a standing External Advisory Board comprised of 10-12 diverse health professionals from the Southern/Central New Mexico region. The current mission, values, goals, and objectives reflect the conversations among faculty, suggestions from External Advisory Board, and evolution of programs since the last review. The mission statement provides the framework for the programmatic goals, and the objectives serve as the markers to guide program assessment.

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

The mission, values, goals, and objectives are posted on the department web site (https://publichealth.nmsu.edu/about-us/mission/) and included in the Student Handbooks (See ERF), along with the expected NCHEC competencies. All incoming MPH students receive a hard copy of the MPH Student Handbook when they attend the required new student orientation at the beginning of their fall semester. The GCPH students also receive a copy and attend the same orientation. The BPH students receive an overview of important sections of the BPH student handbook and instruction on how to download entire handbook from the department website. All new External Advisory Board members receive copies of the handbooks as well.

The Department periodically reviews the mission, values, goals, and objectives. Specifically, the mission values, goals and objectives are reviewed as new programs or concentrations are considered. Proposed programmatic changes that are not already clearly aligned with mission and goals (but still deemed valuable and appropriate to the department) result in revisions to the mission, values, goals and objectives. For example, in 2014, the Department added the Health Management, Administration, and Policy (HMAP) concentration to the MPH degree program, initiating revisions to the mission statement, goals, and objectives to reflect the expanded offerings. Furthermore, the Department added the BPH degree program to the accreditation unit for this review cycle, also triggering updates to the mission statement, values, goals, and objectives.

Routine reviews of the mission, values, goals, and objectives occur during the External Advisory Board meetings, and revisions of formal documents including the MPH Student Handbook (updated annually), Departmental P&T Guidelines (updated every three years), and the Department Operating paper (updated as needed). As part of this self-study, the Department convened the External Advisory Board and solicited feedback and suggestions from the members. The program faculty will again revise and update the mission statement, values, goals, and objectives to include their suggestions.

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

This criterion is met. The faculty adopted the program's initial mission, values, and goals in 2003 and revised them to reflect the evolution of program in subsequent years. The program website and student handbooks publicly state the mission, values, and goals.

Strengths
The program has a clearly formulated and publicly stated mission guided by the broad focus of public health with supporting goals, objectives, and values. The program faculty revise these elements continually and in a timely manner to reflect the changes in the program offerings and ensure their relevance.

Weaknesses
The Department Head and faculty need to solicit feedback from community members and alumni more frequently and integrate their suggestions more routinely. The program needs to engage community members and alumni better to help achieve strategic goals, to solicit advice on community needs and trends, and to recruit high quality faculty and undergraduate/graduate students.

Plans
- Hold External Advisory Board meeting more frequently.
- Update printed material in timely manner to reflect updated mission and goals.

1.2. Evaluation. The program shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for using evaluation results in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria defined in this document.

a. Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across all objectives, they need be described only once. If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.

The Department Head, Program Coordinators, and faculty employ multiple assessments and review strategies for monitoring, evaluating, and assessing the program's efforts related to mission, goals, and objectives. The program conducts ongoing evaluation through reviews of student performance, course evaluations, student Field Experiences, information gathered from exit surveys, plus information and feedback solicited from internal and external stakeholders. The self-study process also spurs program evaluation, as reflected in this document. The program assesses its effectiveness using information from both internal and external sources, including:

Pre- and post-competency surveys
The program faculty created a matrix (Competency/Course Verification Matrix) and matched competencies to course content (See Table 2.6.c.1. and 2.6.c.2.). By doing so, they assured that specific courses within the curriculum covered all competencies. Faculty also created an assessment instrument, the Competency Assessment Checklist (See ERF), that they use to assess student competency upon entry into the program. The program faculty assess such competencies again during the semester the students are to graduate, using the same instrument, to evaluate gain in competencies. Beginning with the 2010-2011 academic year, students have responded to the MPH Competency Assessment Checklist as a part of the requirements for degree completion. As part of this accreditation review, the program has extended this practice to the BPH degree program using parallel but level appropriate, Exit and Competency Assessment surveys (See ERF).

Student Performance
Faculty members evaluate student performance in every course throughout the program. Measurable learning objectives related to the NCHEC (2015) competencies guide instruction in all required BPH and MPH courses. NCHEC entry-level competencies primarily guide instruction for the BPH degree program, and both entry and advanced Level NCHEC competencies guide instruction for the MPH degree program. Faculty members include entry-level competencies for MPH degree program as a measure for student performance because some students entering the program do not have public health experience or an undergraduate degree in public health or a related area. Each student is required to complete a field experience, 320 hours for BPH and 160 hours for MPH, to demonstrate learned knowledge and skills.

Agency preceptors evaluate the students and the Field Experience Coordinator verifies their performance. Each non-thesis MPH student must also complete a written comprehensive examination prepared by the student's examination committee. Exam questions cover content from public health core areas, content from the concentration (CHE or HMAP) curriculum, and the student's minor or area of interest. Student's performance on the culminating comprehensive examination is a reflection of the knowledge and skills acquired during the program. A comprehensive examination is not required for the BPH students. Instead, the capstone course instructor evaluates BPH students for the knowledge and skills acquired during the program. See section 2.8.d. for more details regarding the capstone course.

Faculty Performance

College of Health and Social Services (CHSS) policies mandate performance assessments each academic year. Every year, faculty members set goals for teaching, research, and service in the Allocation of Effort form. The Department Head approves the form or suggests amendments in the formative evaluation at the beginning of each evaluation period. In the fall semester of every academic year, each faculty member is required to submit a completed summative self-evaluation. The Department Head provides his or her evaluation after reviewing the approved allocation of effort and the self-evaluation. This evaluation is a measure of the faculty member's accomplishments related to the teaching, research, and service performance. See ERF for the department formative and summative evaluation forms. In addition, senior or tenured members of the departmental promotion and tenure (P & T) committee annually evaluate all tenure track PH core faculty members below the rank of full professor. Using the materials presented in the evaluation dossier, the committee formulates a summary recommendation to the Department Head that includes the committee's evaluation of annual performance and an assessment of progress toward tenure and/or promotion.

Faculty performance - Instruction

The Department Head evaluates all Public Health courses on the quality of instruction, using student course evaluations, at the end of each semester. The Department Head presents the evaluation summaries to the instructor for each instructor's class. Instructors can also access a complete evaluations of each course, via the Canvas interface associated with the course. Faculty instructors and curriculum committee members use the Competency/Course Verification Matrix, presented in Table 2.6.c.1 and 2 below, to assure that each course covers all relevant competencies. Another measure of faculty performance occurs when students evaluate their level of satisfaction with their program, as part of an exit survey process, prior to graduation. The exit survey asks students to comment on the quality of the advisement they received during their program. Furthermore, the program has instituted a system of teaching evaluation that includes peer-review of instruction.

Faculty Performance – Scholarly Productivity

Each academic year, faculty members record their yearly scholarly accomplishments as part of the annual evaluation process. The Department Head reviews these products and provides feedback to faculty during this evaluation process. The Department Head also provides the Dean with an annual summary of the department's scholarly productivity, research activities, and external funding. Faculty members are expected, but are not required, to engage in grant-writing activities.

Faculty Performance – Service
Similar to instruction and scholarly activity, the Department Head evaluates faculty service activities as part of the annual faculty evaluation process. NMSU expects faculty to engage in service activities on behalf of the department, college, and university as opportunities and needs arise. Moreover, faculty members are expected to participate in community outreach activities, and serve the profession in local, regional, or national capacities.

Community Health Needs
Community activities are another form of evaluation, and they help shape curricular elements and projects used to develop student knowledge and skills. The program collects data on community needs from a number of sources. Foremost is the information that comes from faculty-driven community service activities. Another source of data is student field experiences. The field experience supervisors/preceptors in the agency where student does his/her field experience evaluate each student and provide feedback. Finally, the External Advisory Board members [ERF] provide guidance on the community needs and trends.

Preceptor Reports
At the conclusion of the field experience in the professional degree programs (MPH and BPH), the preceptor evaluates the student and the student's performance while completing the field experience for the following:

- the student's leadership potential
- the student's interpersonal skills
- the student's professional demeanor
- the student's oral and written communication skills
- the student's ability to function in a team
- the student's ability to perform competencies obtained in PH program
- the student's overall performance during the internship

The Field Experience Coordinator also meets with the preceptors and the students to solicit qualitative feedback, as needed. The preceptor evaluation reports are contained in the Field experience reports [ERF]. Items from preceptor evaluations and the parallel student evaluation are a part of the outcome indicators presented in Tables 1.1.d.1-1.1.d.3. Examples of completed preceptor assessments are available in the selected student files available in the resource room.

Alumni survey
The Department Head, with the help of the Graduate Program Coordinator and a graduate student, conducted a survey of alumni as part of this self-study. In fall 2016/spring 2017, the PH program surveyed the students who graduated within a 3-year period (2013-2016) to get their perspective on various issues within the program. The graduate student distributed the survey via email and used online survey software. The graduate student followed-up with alumni by a telephone call to obtain employment status (at the minimum) and encourage completing online survey. The survey included questions about their current position; experience and level of satisfaction with the PH program; and quality of various aspects of the PH program. By the conclusion of this effort, the graduate student contacted 41% of the alumni with phone number on the record. Section 2.7 contains detailed survey results.

Employer survey
The Department Head, with the help a graduate student, surveyed employers of recent PH graduates as part of this self-study. One of the questions in the alumni survey asked graduates from 2013-2016 to provide contact information for their supervisors. Only a few graduates (11) provided a contact information of their supervisors. Employers of these graduates completed surveys in spring 2017 with regards to whether the program was accomplishing the goal of producing effective public health practitioners. The survey was distributed by email to employers identified by the graduates and had 55% response rate. Section 2.7 contains detailed survey results.

External Advisory Board
The External Advisory Board met in 2012 and in 2016 to help guide the strategic development of the Program and assist in prioritizing initiatives. In 2016, the External Advisory Board added several new members to account for those lost to attrition (moved away, retired etc.) since the Board had last met. The Board provides advice and counsel to the department regarding the Public Health Programs' mission statements, values, goals, objectives, and structures. In addition, board provides feedback on the value and relevance of the curricular design and policies that dictate the admission of new students to the Program. Finally, the advisory board evaluates the role of the internship as an integral component of the curriculum. ERF contains a list of current members of the External Advisory Board.

The data systems and responsible parties associated with each objective is presented in the following table.

Table 1.2.a. Data Systems and Responsible Parties Associated with Each Objective

Education Goal: Prepare and produce competent professionals who have essential knowledge and skills for public health practice with diverse populations and in varied settings.			
Objectives	Measures	Data source(s)	Responsible Party
Develop students' public health knowledge and skills as defined by the NCHEC Roles, Responsibilities and Competencies	Students' GPAs in core curriculum courses every year	Banner[a], Office of Institutional Analysis	Department Head
	MPH Student pass rates on final examinations (non-thesis option)	Departmental records	Department Head
	Student self-assessment of core competency attainment	Post competencies survey	Department Head, Advisory committees
	Students' field experience grades of B or better	Office of Institutional analysis	Department Head FE coordinator
	Preceptor ratings of students' field experience requirement on NCHEC seven areas of responsibility	Departmental records	Department Head, FE coordinator

Provide superior student learning environment	Frequency of course offerings and class size	Banner	Department Head
	Student engagement in activities related to the profession both through formal courses and student organizations	Faculty syllabi and student group records	Department Head, Student Organization
	Availability of academic advising for MPH and BPH students	Departmental records	Department Head
	Student evaluations of quality of academic advising on exit surveys	Exit surveys	Advisory committees
	Graduation rate within maximum allowable time for their degree program	Office of Institutional Analysis	Department Head
Enroll and graduate an ethnically diverse student population	Proportion of ethnically diverse students enrolled in the online and on-campus programs	Banner	Department Head
	Proportion of ethnically diverse students completing the online and on-campus programs	Banner	Department Head
Ensure that program maintains quality instruction	Student evaluations of teaching	Canvas EvaluationKit	Department Head
	Faculty participation in Teaching Academy workshops	Faculty records	Teaching academy
	Student ratings of instructional quality in MPH courses	Exit survey	Advisory committees
	Graduate estimates of how well MPH and BPH program prepared them to be a PH professionals	Exit survey	Advisory committees
	Department syllabi will have objectives tied to NCHEC or related competencies	Course syllabi	Curriculum committee
Research Goal: Conduct ethically and scientifically sound research/demonstration and translational projects to protect, improve, and/or restore the health of diverse populations.			
Objectives	Measures	Data source(s)	Responsible Party

Contribute to the body of knowledge in public health	Peer-reviewed publications (journal articles and book chapters) by faculty	Digital Measures[b], faculty CVs	Department Head
	Presentations at local/regional/state and national/international level by faculty	Digital Measures, faculty CVs	Department Head
	The number of grants and contracts submitted and secured by faculty	Argis record keeping system; Faculty report	Department Head
Expose and engage students to research including current faculty research agendas	Proportion of MPH students engaged in research	Thesis documents Faculty report	Department Head
	Proportion of scholarly presentations authored and co-authored by students and faculty at local/regional/state and national/international level.	Faculty report	Department Head

Service Goal: Engage in service activities benefitting the university, New Mexico and regional communities, and professional associations throughout the southwest, the country, and international venues.			
Objectives	Measures	Data source(s)	Responsible Party
Ensure faculty participates in community and professional service activities, including membership and leadership in public health organizations	Faculty collaboration with community organizations	Digital Measures, CVs	Department Head
	Faculty membership on community boards/state level advisory councils	Digital Measures, CVs	Department Head
	Faculty membership in professional organizations	Digital Measures, CVs	Department Head
	Faculty leadership within professional organizations	Digital Measures, CVs	Department Head
Ensure students participate in student, community and professional activities	Proportion of full time BPH students engaged in service organizations (ASNMSU, PHSO, Eta Sigma Gamma, and others across campus)	Organization records	Department Head
	Proportion of full time MPH students attending professional conferences (e.g., NM Public Health Assn. conference)	Departmental records	Department Head
	Proportion of MPH students receiving departmental or	Departmental/finan-cial records	Department Head

	institutional support to attend local, regional, or national professional meetings/conferences		

[a] The Banner system consists of Student services, Financial Aid, Finance, Advancement, Human Resources and General Services.
[b] The leading web-based faculty activity reporting solution (https://digitalmeasures.nmsu.edu/).

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

The Department Head is primarily responsible for program evaluation and strategic decisions. The Department Head reviews data from the array of evaluation strategies for each of the three categories, education, research, and service. Depending on the data, the Department Head conveys information at monthly faculty meetings or directs concerns/issues to the internal BPH and MPH Advisory Committees for policy/procedure development. Following review, the committees bring issues to the department curriculum committee or bring them for ratification by faculty to a faculty meeting. Program faculty members modify or develop program components, continually, based on evaluation data. The Field Experience Coordinator notifies preceptors with modifications and enhancements in policies relevant to field experience. The Department Head and Program Coordinators provide updates on outcome assessment on the key measures to the External Advisory Board members in the regular meetings or via emails as needed.

The program faculty evaluate student competencies via performance in courses and field experience accomplishments—as reported by the field experience preceptor and validated by the Field Experience Coordinator. In instances where data relate to faculty performance, the Department Head provides feedback directly to individual faculty members in an effort to encourage improvements in the indicated areas with deficiencies.

Examples of changes that have resulted from program evaluation processes:

- *Added a new concentration and a program:* New degree options were added to the program in 2014, including Health Management, Administration, and Policy concentration in the MPH program and a 15-credit hour (non-degree) Graduate Public Health Certificate program.
- *Renamed an existing program:* The department of Public Health Sciences changed the name of its undergraduate program from Bachelor of Community Health to Bachelor of Public Health in 2014. This change made the degree more attractive to students and aligned the program more closely to CEPH criteria in anticipation of including the BPH degree program in CEPH accreditation unit.
- *Instituted mandatory exit survey:* Lack of data has been a major barrier in the program evaluation and planning in the last accreditation cycle. After the last site visit, the program developed the exit survey to assess strength and the area of improvement based on graduating students' feedback. In order to ensure maximum participation, the program made

the exit survey a mandatory component of requirement for the MPH degree completion. A similar exit survey will become mandatory with the BPH degree in fall 2018.

- *Administered pre-competency survey on regular basis:* MPH students entering the program are required to self-report their level of knowledge of NCHEC competencies. The aim is to obtain a baseline data before taking courses in the program and to measure the progression in the knowledge of those competencies at the time of graduation.
- *Instituted thesis or manuscript option:* The manuscript option, made available since 2012, provides a way for students to conduct quality research and publish their findings before or immediately following their degree completion. It has been the program's experience that students frequently do not publish their Master's theses in peer-reviewed journals. One of the reasons for not following up is a need for restructuring the thesis to transform it into a format that is required for a journal article. The manuscript option removes this extra effort post-graduation and encourages the publication of students' research.
- *Formalized and standardized comprehensive exam process:* The last accreditation review report emphasized the need for greater standardization of comprehensive examination. Accordingly, program faculty have formalized and standardized the comprehensive exam content and process. Now, the exam includes three essay questions: Question 1 from MPH core courses, Question 2 from MPH community health education or HMAP core courses, and Question 3 from student's minor or other courses pertinent to student's work. The written format requirements include APA style and five to seven pages for each question (not including the reference page). The MPH student handbook describes the Comprehensive Exam process. Administration of the exam through the NMSU learning management system (Canvas) also standardizes the exam process across students and improves efficiency of administration and grading.
- *Developed operating paper:* The last accreditation review report noted the absence of a constitution or operating paper and a set of bylaws. In response, the Department Head and faculty have drafted and adopted an operating paper that clearly defines the role and responsibility of the Department Head, Program Coordinators, staff, and various departmental committees. It also specifies the teaching, research, and service expectations from faculty based on their allocation of effort. The program faculty developed and approved the operating paper in 2012 and updated it in 2013.
- *Eliminated MPH 597, 500 (feedback from Exit interview):* One of the frequent comments on exit interviews related to the utility of MPH 597: Graduate Public Health Seminar (1 credit) course. Students suggested removing this graduate seminar course because the information was repetitive. The MPH Advisory Committee examined the course objectives and syllabi, and determined that other courses covered the content of the course. Students also felt that MPH 500: Orientation to Public Health (3 credits) and MPH 570: Foundation of Public Health Education (3 credits) cover essentially the same topics. Based on the students' comments and syllabus review, the MPH advisory committee determined that MPH 570 could cover the content of MPH 500. To provide foundation, the program now offers MPH 570 in the first year as suggested in the exit survey feedback.
- *Taught data analysis using SPSS software:* Students suggested using SAS, SPSS or another statistical application that gives real world use for data analyses. To address this suggestion, the program now includes extensive use of SPSS in undergraduate and graduate biostatistics courses (PHLS 451 and MPH 520). The goal is to provide sufficient exposure to SPSS, so that students can do quick research and be able to use SPSS for their data analysis needs.

- *Reduced BPH degree credits from 128 credits to 120 credits and lowered the required elective from 31 credits to 24 credits:* In 2016, the BPH advisory committee and the program faculty approved a reduction of the required number of credit hours to complete the BPH degree from 128 to 120. Reducing the overall number of required credit hours to 120 allowed full time students to graduate in four years leading to more timely graduation. This revision is occurring campus wide and is consistent with peer institutions. This change meets CEPH requirement.
- *Reduced MPH degree from 48 credits to 42 credits by dropping 6 credits of elective courses.* In 2016, the MPH advisory committee and the program faculty approved a reduction of the required number of credit hours to complete the MPH degree from 48 to 42. Reducing the overall number of required credit hours to 42 allows full time students to graduate in more timely fashion. Online and part-time MPH students may now graduate in less than 3 years. Students may choose to take more electives, to enhance their knowledge in the area of their interest or complete a graduate minor. This reduced requirement is consistent with peer institutions and meets CEPH requirement.
- *Relocated Departmental administrative office suite*: Enhancing the proximity of the Department office to faculty offices allows the program to better serve students and faculty by providing centralized location of these functions.

c. Data regarding the program's performance on each measurable objective described in Criterion 1.1.d must be provided for each of the last three years. To the extent that these data duplicate those required under other criteria (e.g.; 1.6, 2.7, 3.1, 3.2, 3.3, 4.1, 4.3, or 4.4), the program should parenthetically identify the criteria where the data also appear. See CEPH Outcome Measures Template.

Table 1.2.c provides performance measures for each of the program goals and objectives. Program administration and the faculty involved in this self-study developed targets for each goal in the process of review of outcome measures.

Table 1.2.c. Education Outcome Measures, Targets, and Program Performance Data

Education Goal: Prepare and produce competent professionals who have essential knowledge and skills for public health practice with diverse populations and in varied settings.					
Objectives	Measures	Target	2014-15	2015-16	2016-17
Develop students' public health knowledge and skills as defined by the NCHEC Roles, Responsibilities and Competencies	Students' GPAs in core curriculum courses every year (PH core courses for MPH; and PH and CHE core courses for BPH) (2.7.b)	≥ 3.0 for 80% of graduating MPH Students	90.9%	81.8%	94.1%
		≥ 3.0 for 40% of BPH graduating Students	33.3%	46.3%	38.9%
	MPH Student pass rates on comprehensive examinations (non-thesis option) (2.7.b)	100% pass rate on comps	100%	100%	100%

	Student self-assessment of core competency attainment ** (2.7.b)	≥80% of MPH students will report average (3) or advance (4) attainment across 90% of the competencies assessed	98%†	97.5%	98%
	Students' field experience grades of B or better (2.7.b)	≥90% of MPH and BPH students with a B or better grade	MPH 100% BPH 97.2%	MPH 100% BPH 93%	MPH 93.3% BPH 87%
	Preceptor ratings of students' field experience requirement on NCHEC seven areas of responsibility ‡	≥80% of the students will receive "somewhat (4)" or "strongly (5)" agree rating from preceptor on demonstration of skills in at least five of the seven NCHEC areas of responsibility	MPH 80% BPH 100%	MPH 83% BPH 95%	MPH 85% BPH 100%
Provide superior student learning environment	Frequency of course offerings and class size	Offer 100% of all courses required for on-time graduation (MPH on-campus 2 years; MPH online 3 years; BPH within 2 years of declaring major)	100%	100%	100%
		≥90% of MPH courses will have 30 or fewer students	100%	89%	100%
		≥80% of BPH courses (non-VWW) will have 35 or fewer students	NA	79%	100%
	Student engagement in activities related to the profession through formal courses and/or student organizations	100% of students participate in activities related to the profession during their academic experience	100%	100%	100%
	Availability of academic advising for MPH and BPH students	100% of MPH students consult with faculty advisor at least once/semester	100%	100%	100%

		100% of BPH students have access to a professional academic advisor	100%	100%	100%
	Student evaluations of quality of academic advising on exit surveys	≥ 80% of MPH students will rate their academic advising experience as "good (3)", "very good (4)" or "excellent (5)"	100%	83.3%	100%
	Graduation rate within maximum allowable time for their degree program	≥70% of MPH students will graduate within the maximum allowable time for their degree program*	76%	73%	72%
Enroll and graduate an ethnically diverse student population	Proportion of ethnically diverse students enrolled in the online and on-campus programs (1.8.e)	≥50% in MPH degree programs	48%	58%	57%
		≥50% in BPH degree programs	83%	82%	83%
	Proportion of ethnically diverse students completing the online and on-campus programs	≥50% in MPH degree programs	48%	42%	53%
		≥50% in BPH degree programs	75%	80%	85%
Ensure program maintains quality instruction	Student evaluations of teaching	100% of core faculty will fall no lower than a mean of 3 (neutral) on student evaluations	100%	100%	100%
	Faculty participation in Teaching Academy workshops	≥80% core faculty participating in at least one Teaching Academy workshop annually	80%	81%	81%
	Student ratings of instructional quality in MPH courses	≥ 70% will rate "above average (4)" or "excellent (5)" on student exit surveys	84.4%	73.3%	76.2%
	Graduate estimates of how well MPH program prepared them to be a PH professionals	≥ 70% will rate "above average (4)" or "excellent (5)" on student exit surveys	90.6%	73.3%	76.1%
	Department syllabi will have objectives tied to NCHEC or related competencies	100% of core faculty syllabi will have objectives related to NCHEC or related competencies	54%	90%	¥100%

Research Goal: Conduct ethically and scientifically sound research/demonstration and translational projects to protect, improve, and/or restore the health of diverse populations.					
Objectives	Measures	Target	2014-15	2015-16	2016-17
Contribute to the body of knowledge in public health	Peer-reviewed publications (journal articles and book chapters) by faculty (3.1.d)	>80% of core faculty members will have a peer-reviewed publication each year	55%	73%	82%
	Presentations at local/regional/state and national/international level by faculty (3.1.d)	>90% of core faculty members will have a presentation each year	92%	82%	92%
	The number of grants and contracts submitted and secured by faculty (3.1.d)	≥ 8 Ongoing/funded	8	10	15
		≥ 5 Submitted/not funded/pending	4	5	4
Expose and engage students to research including current faculty research agendas	Proportion of MPH students engaged in research	≥20% of full time MPH students will be engaged in research	28%	37%	23%
	Proportion of scholarly presentations authored and co-authored by students and faculty at local/regional/state and national/international level.	≥20% of full time MPH students will co-author presentations at local/regional/state and national/international conferences	31%	23%	40%
Service Goal: Engage in service activities benefitting the university, New Mexico and regional communities, and professional associations throughout the southwest, the country and international venues.					
Objectives	Measures	Target	2014-15	2015-16	2016-17
Ensure faculty participates in community and professional service activities, including membership and leadership in public health organizations	Faculty collaboration with community organizations	≥50%	54%	54%	54%
	Faculty membership on community boards/ state level advisory councils (3.2.d)	≥50%	63%	63%	72%
	Faculty membership in professional organizations	100%	100%	100%	100%
	Faculty leadership within professional organizations (3.2.d)	≥30%	63%	55%	63%

Ensure students participate in student, community and professional activities	Proportion of full time BPH students engaged in service organizations (ASNMSU, PHSO, Eta Sigma Gamma, and others across campus)	≥25%	NA	30%	36%
	Proportion of full time MPH students attending professional conferences (e.g., NM Public Health Assn. conference)	≥20%	22%	40%	20%
	Proportion of MPH students receiving departmental or institutional support to attend local, regional, or national professional meetings/conferences	≥20% of full time MPH students will receive financial support	~22%	44%	20%

†% of the competencies assessed

** Four point rating scale: 1= No knowledge, 2= Limited knowledge, 3= Average knowledge, 5= Advance knowledge,

‡ Five point rating scale: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree and 5=strongly agree. The program defined this measure for 5 of 7 NCHEC responsibilities because many preceptors score neutral (3), if the student did not have the opportunity to practice skills in certain areas.

~ Estimate from recollection, no actual data available

*These are the percentage of students who have reached 7 years mark since they enrolled for the first time. BPH data for this from prior years are unreliable in early years of Banner.

¥ Except for the MPH 540 syllabus

d. Description of the manner in which the self-study document was developed, including effective opportunities for input by important program constituents, including institutional officers, administrative staff, faculty, students, alumni and representatives of the public health community.

The entire program faculty contributed to the self-study to facilitate a more transparent process. Involving faculty in the process also provided the committee members an opportunity to invest in program activities. The Undergraduate and Graduate Certificate Program Coordinator served as self-study coordinator in fall 2015, submitted a substantive change form, and received an approval to include the BPH program in the accreditation unit. In fall 2016, the Department Head assumed the self-study coordinating responsibility when he assumed the position. In the August 2016 faculty meeting, the Department Head assigned groups of faculty to specific criteria according to each faculty member's level of expertise/experience with the assigned area. Following a discussion, he provided faculty with their self-study writing assignments.

The Department Head requested the data needed for the report, from the program faculty, program coordinators, departmental committee chairs, the National Commission for Health Education Credentialing, Inc. (NCHEC), and the NMSU Office of Institutional Analysis. Additional data were extracted from the various systems established for the survey data

collection. The Department Head presented the self-study process to the External Advisory Committee in their spring 2017 meeting and solicited comments on mission, goals, and objectives from them, in person, and via email. The Committee consists of members from state health department, county health and human services, local non-profit agencies, academic institutions, and one local hospital. It also includes alumni of the program. Department staff were involved in the self-study process as well. Two graduate students in the program, assisted with creating electronic surveys, contacting alumni by phone, and distributing emails with a link to the survey. The Department Head summarized the data collected from these surveys. Another graduate student and a work-study student, compiled data from course syllabi and paper forms submitted by the students related to their field experience.

During the semester, faculty members met frequently to discuss the self-study, present written material for their assigned sections, and to provide additional assistance. Faculty reviewed and modified drafts of different sections, as needed. The Department Head created a shared folder to facilitate sharing of completed drafts and further commenting among faculty. At each faculty meeting, each writing group provided updates on their progress. By the end of May 2017, the Department Head had received drafts of assigned sections from all writing groups. Each section was integrated into a single self-study document, including appendices, and distributed to the entire faculty for their review, edits and feedback. Comments from the faculty were due and received by July 10, 2017. The Department Head revised and incorporated the majority of feedback into the second draft of the document. On August 6th, the second draft was distributed to the faculty along with an explanation for the suggestions that were not included in the revision. Faculty were given until August 21st to provide any further comments and edits. The Department Head then revised the second draft, incorporating the majority of the suggestions received from the faculty, and submitted the third draft to the Associate Dean and the Dean of the College of Health and Social Services for their review and approval on August 23rd. The entire faculty were included in the email sent to the Deans. The Department Head submitted the same document to the Executive Director of Accreditation at the New Mexico State University.

In the August 2017 faculty meeting, the Department Head indicated that the discussion on the latest self-study draft would be included among the next faculty meeting agenda and a reminder was sent a week prior to the meeting. The Department Head allocated the first half of the faculty meeting in September for discussion of the third draft of the self-study. In the meeting, faculty members were given an opportunity to share their comments or concerns regarding the content of the self-study document. No further comments were received from the faculty who were present at the meeting. The Department Head informed faculty during the meeting that the self-study due date was November 2, 2017 and that the document was awaiting final approval from the Dean of the College and the Executive Director of Accreditation. The Department Head received approval from the Dean's office on September 26, 2017 and from the office of the Executive Director of Accreditation with minor comments on October 5, 2017.

Institutional officers, other than the Executive Director of Accreditation, outside of the College were not directly involved in the self-study process, but they were aware of the accreditation review. One of the two graduate students, who assisted with the survey, was given the draft prepared for the preliminary review. The program received comments from CEPH review team in mid-December. Three faculty meetings were held in February 2018 to revise the document

and address the comments. This document was finalized after a meeting with the Executive Director of Accreditation of the university.

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

This criterion is met. The program has a strong commitment to an ongoing evaluation process.

Strengths

The Department head, following consultation with the program faculty, has established a permanent data collection system. This system is based on the objectives and measures reported above. Included in this system are self-assessments of competency attainment, feedback from recent graduates regarding their perceived strengths and weaknesses of the program, and suggestions for further improvement. Internal advisory committees have met regularly to analyze and summarize feedback from graduating students. Each course has a Canvas page that includes a questionnaire for student evaluation and preceptors evaluate students regularly. The Department Head and departmental committees compile and store the data from these collection systems separately. Analysis of data from these sources has contributed to a number of improvements in the program as listed in section 1.2.b. Furthermore, as part of this self-study, the program has developed and administered alumni survey and employer survey, which the program plans to administer in a regular basis in the future.

Weaknesses

Completing the self-study process forced the program faculty to acknowledge programmatic weaknesses and realize that it will take some time to revise/develop the infrastructure necessary to make the evaluation process more efficient. Until AY 2017-18, faculty were using relevant NCHEC competencies for the HMAP concentration and the questionnaire in exit survey evaluated student learning using the full list of NCHEC competencies. The program faculty now realize that some of these competencies may not be applicable to the students on this concentration. The program faculty will revise the competencies appropriate for HMAP concentration, and will develop evaluation tools around those competencies for HMAP students.

The program lacks a robust system devoted to the collection of up-to-date information from graduates of the program. Because students provide contact information at admission, such information is out-of-date, particularly for the BPH graduates.

Obtaining employer information from alumni continues to be a difficult task. A question in the alumni survey asked alumni to provide their employment information including a supervisor contact information. However, majority of responding alumni choose to skip this question.

Due to state-level budgetary constraints, swift action on some of the issues pertaining to program personnel has also been a challenge. Despite these challenges, the program has been successful in implementing most of the components necessary for continual evaluation of the program and assessment of opportunities for improvement.

Finally, the program needs to convene the External Advisory Board more frequently.

Plans

- The program will work on building a stronger collaboration with the NMSU Alumni Association office and University Advancement Services office to enhance BPH and MPH alumni databases. The program will also work on centralizing its dispersed data collection components. As the University's financial situation improves, the program will request IT support to integrate data from various surveys, including the exit, alumni, and employer surveys. Such an integrated system will allow efficient reporting and tracking of performance on the above listed measures.
- The program will monitor undergraduate students' progress in coursework and field experience, meet with struggling students, and continue providing Teaching Assistant tutoring support for the courses (e.g. Biostatistics) that are known to be challenging for non-traditional students.
- The program will continue to encourage faculty to update their data, in a timely manner, in the Digital Measures software, to keep the most up-to-date information on faculty engagement in research, professional, and community services.
- The program plans to establish and maintain records of students receiving support for attending professional conferences.
- The program plans to hold an External Advisory Board meeting at least once per academic year.

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

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

Established in 1888, New Mexico State University is the state's land grant institution. The university's 1062 faculty and 2519 staff serve approximately 15,000 students, 51.55% of whom are Hispanic. New Mexico State University is accredited by the Higher Learning Commission (http://www.hlcommission.org; Phone: 800.621.7440). The university last re-affirmed its accreditation in 2008, and will be seeking reaffirmation of reaccreditation in Fall 2017. The U.S. Department of Education classifies NMSU as both a Hispanic-serving and Minority-serving institution. It is also a member of the Hispanic Association of Colleges and Universities. New Mexico State University sits on a 900-acre campus and enrolls students from 49 states and 89 foreign countries. NMSU is a NASA Space Grant College and is home to the very first Honors College in New Mexico. NMSU serves a multi-cultural population of students and community members across the state at five campuses, a satellite-learning center in Albuquerque, cooperative extension offices located in each of New Mexico's 33 counties, and 12 agriculture research and science centers. Its distance education programs give students maximum flexibility.

Many individual NMSU programs respond to professional organizations and state agencies, recognized by the US Department of Education and/or the Council for Higher Education Accreditation. The accreditation page of the university website contains summary information pertaining to the accreditation status of programs at NMSU (https://accreditation.nmsu.edu/specialized-accreditation/). The webpage has accreditation details for 53 different programs including the programs offered by the DACC. The details on the webpage include review/approval agency name, degree type included in the review, the due date of an annual report, the date of the next comprehensive site visit, and a copy of letter of Accreditation/Licensure/Approval Standing. The list of programs and their accrediting bodies is contained in the ERF.

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

Please see the two organizational charts that follow below. The Public Health Sciences Department Head reports directly to the Dean of the College of Health and Social Services. The Dean of the College, in turn, reports to the Executive Vice President and Provost.

Figure 1.3.b.1. Organizational Structure of New Mexico State University

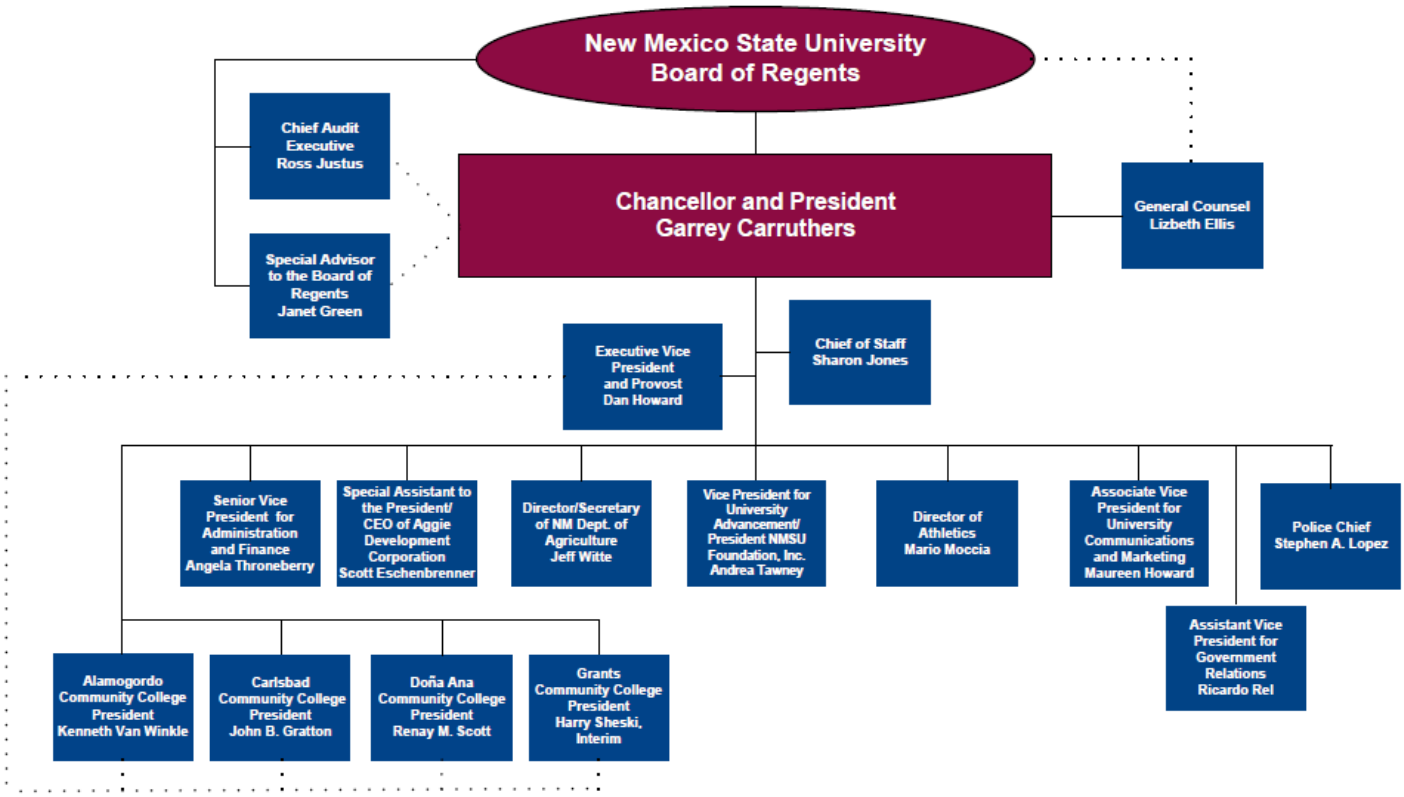


Figure 1.3.b.2. Organizational Chart: Executive Vice President and Provost

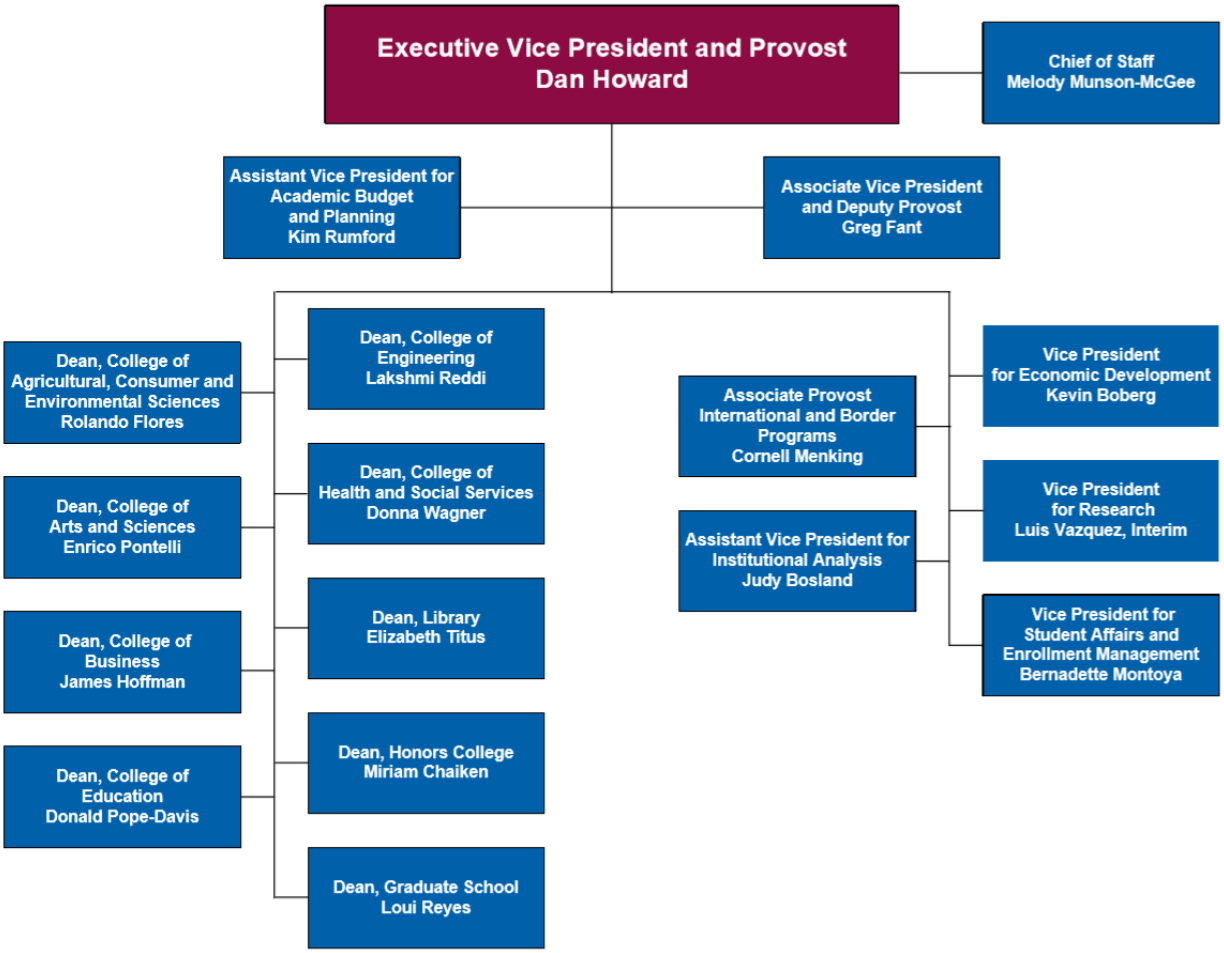
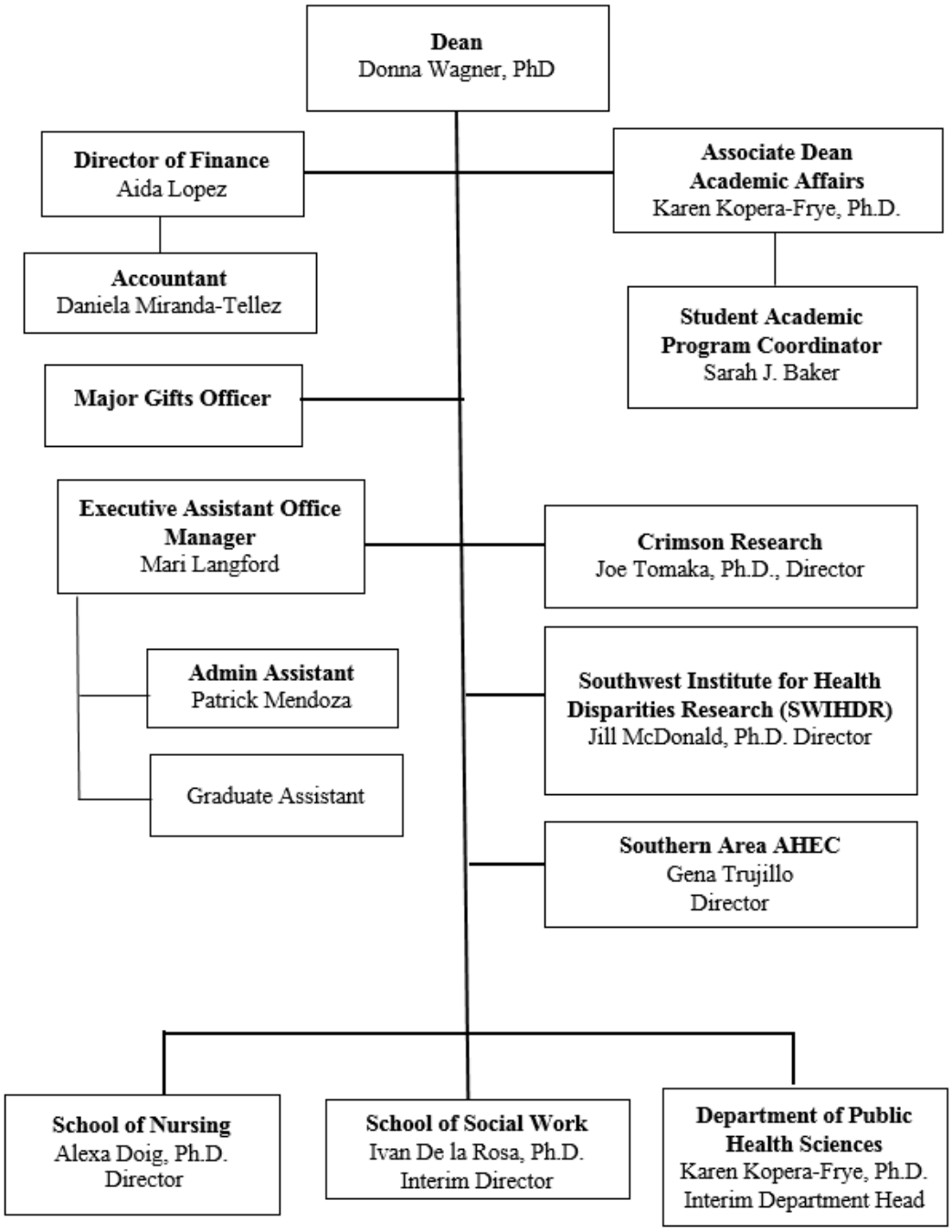


Figure 1.3.b.3. Organizational Chart for the College of Health and Social Services



c. Description of the program's involvement and role in the following:

Budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees, and support for fund-raising

The Department of Public Health Sciences operates within a single budget system that funds its graduate and undergraduate educational programs. Faculty and administrative salaries (approx. $1.2M in FY 17), and general operating funds (approx. $32K in FY 17) come from state allocations (Instruction and General or I&G). NMSU and the State of NM operate on a fiscal year that starts July 1 and the Department typically receives carry-forward unspent operating funds from FY to FY.

Additional operating funds come from three sources: Dean's level instructional support, enrollment management funds, and returned facilities and administrative costs (F&A). The Dean's level support includes funds from vacant faculty lines, grant supported salary savings, and distance education fees. The program can use such funds to support the hiring of adjunct instructors to cover graduate and undergraduate PHS courses that the teaching loads of regular faculty cannot cover. Central Administration provides enrollment management financial support and the program can use such funds to hire adjunct instructors to teach undergraduate PHS courses that are either part of the university core curriculum or approved "viewing the wider world" general electives.

The Department Head requests Dean's level and enrollment management support, each fall, during the creation of the master instructional schedule for the following year. The Dean's office reviews these requests and combines them with requests from the other College units as part of an overall request to the Vice President for Business and Finance. NMSU's administration takes the budget requests to the state legislature in Santa Fe for review and negotiations.

The third source of operating funds comes from indirect cost recovery from sponsored projects including grants and contracts. The University returns 45% of the indirect costs to each College. The College of Health and Social Services typically returns 12.5% of this amount to the originating department. Such funds typically support research related activities.

Finally, the college has a development officer who is responsible for generating external gifts for the college and/or its units. She works with alumni, foundations, and private donors.

Personnel recruitment, selection and advancement, including faculty and staff

The Department Head negotiates for faculty positions and one-time expenditures with the Dean of the College and the Dean forwards the requests to the Provost for prioritization. The Provost consults with the Academic Affairs Budget Advisory Committee in the prioritization process. The Department conducts recruitment for faculty and Department Head positions according to the policies and procedures set forth in the NMSU Administrative Rules and Procedures, specifically Chapter 5 – Faculty Policies. See https://arp.nmsu.edu/ or ERF. NMSU policies and procedures also guide faculty advancement in rank and tenure and the program carries out such procedures in accordance with departmental procedures. https://health.nmsu.edu/wp-content/uploads/2015/09/PT-Policy-PHS-Nov-2013.pdf or ERF.

Academic standards and policies, including establishment and oversight of curricula

The Department has two committees responsible for establishing and monitoring academic standards and policies plus overseeing the curricula. Each committee has at least three regular faculty members and student representation. The BPH Advisory Committee establishes and monitors standards related to undergraduate curriculum, whereas the MPH Advisory Committee does the same for the graduate curriculum. Both committees refer actions to the full faculty and Department Head for approval. Committees typically meet monthly during the academic year and in the summer, as necessary.

PHS Curriculum Committee initiates curricular changes, and program policies. PH faculty members modify and/or ratify these changes and policies, and refer to the Department Head for approval. If the Department Head approves, the PHS curriculum committee forwards changes to the College Curriculum Committee who then forwards them to the University Curriculum Committee for final approval. The College Curriculum Committee sends the approved major changes, such as name changes, and program additions or deletions, and course change forms to the NMSU Associate Dean's Council for approval and posting to the university master course file. See Chapter 6, section 6.35 of the Administrative Rules and Procedures of NMSU [ERF].

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

Not applicable.

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

Not applicable.

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

This criterion is met. The program is an integral part of the New Mexico State University, accredited by the Higher Learning Commission (http://www.hlcommission.org; Phone: 800.621.7440). NMSU received reaccreditation renewal in 2008 and it will undergo review again in 2018.

Strengths

The NMSU Department of Public Health Sciences' Public Health Program is a part of a strong and stable institution accredited by the Higher Learning commission. Moreover, NMSU's mission as a land grant institution—specifically, to serve the citizens of the state—is highly consistent with mission and values of public health.

NMSU's classification as a Minority- and Hispanic-serving institution is also a strength as the program is in a position to enhance the diversity of the public health workforce. The BPH and MPH degree programs and GCPH program are located within an organized and recognized department within the College of Health and Social Services. The Department of Public Health

Sciences administers the program and has equal standing with the other units in the college. The Department's committee structure to oversee the relevant degree programs is also a strength, especially as it involves faculty in departmental and curricular decision-making. Finally, the department sits within the university's hierarchy, as a primary unit of the College of Health and Social Services. The Department plays an active role in budgetary, personnel, and curricular decision-making.

Weaknesses
Budget shortfalls at the state level has created some level of uncertainty regarding the organizational structure of the institution. NMSU is exploring ways to improve efficiency and reduce costs, better positioning the university to sustain itself during these resource-limited times, and in the long term. As part of this effort, the Team 6, a committee consisting of faculty and administrator at various levels, is working with the leadership of each college to examine, evaluate, and when appropriate transform the administrative policies, as well as the composition and organizational structure of the colleges. Impact, if any, of this effort on the College of Health and Social Services is unclear at the time of this writing.

Plans
The Department plans to continue to work with College and University administrators to deliver quality instruction and training in public health.

1.4. Organization and Administration. The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program's public health mission. The organizational structure shall effectively support the work of the program's constituents.

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

Please see Figure 1.3.b.1 Organizational Structure of New Mexico State University, Figure 1.3.b.2 Organizational Chart for Executive Vice President and Provost, Figure 1.3.b.3 Organizational Chart for the College of Health and Social Services, and Figure 1.4 Organizational Chart for the Department of Public Health Sciences.

The Department Head is the administrative and executive officer of the Department and its spokesperson to the University administration, the University community, and to external society. The Department Head serves as Chair of the Faculty Committee and ex-officio of the Departmental Committee. Some additional responsibilities of the Department Head are defined below. Complete information on such roles can be found in the NMSU Administrative Rules and Procedures, the Department Promotion and Tenure Guide, and the Department Operating Paper [ERF].

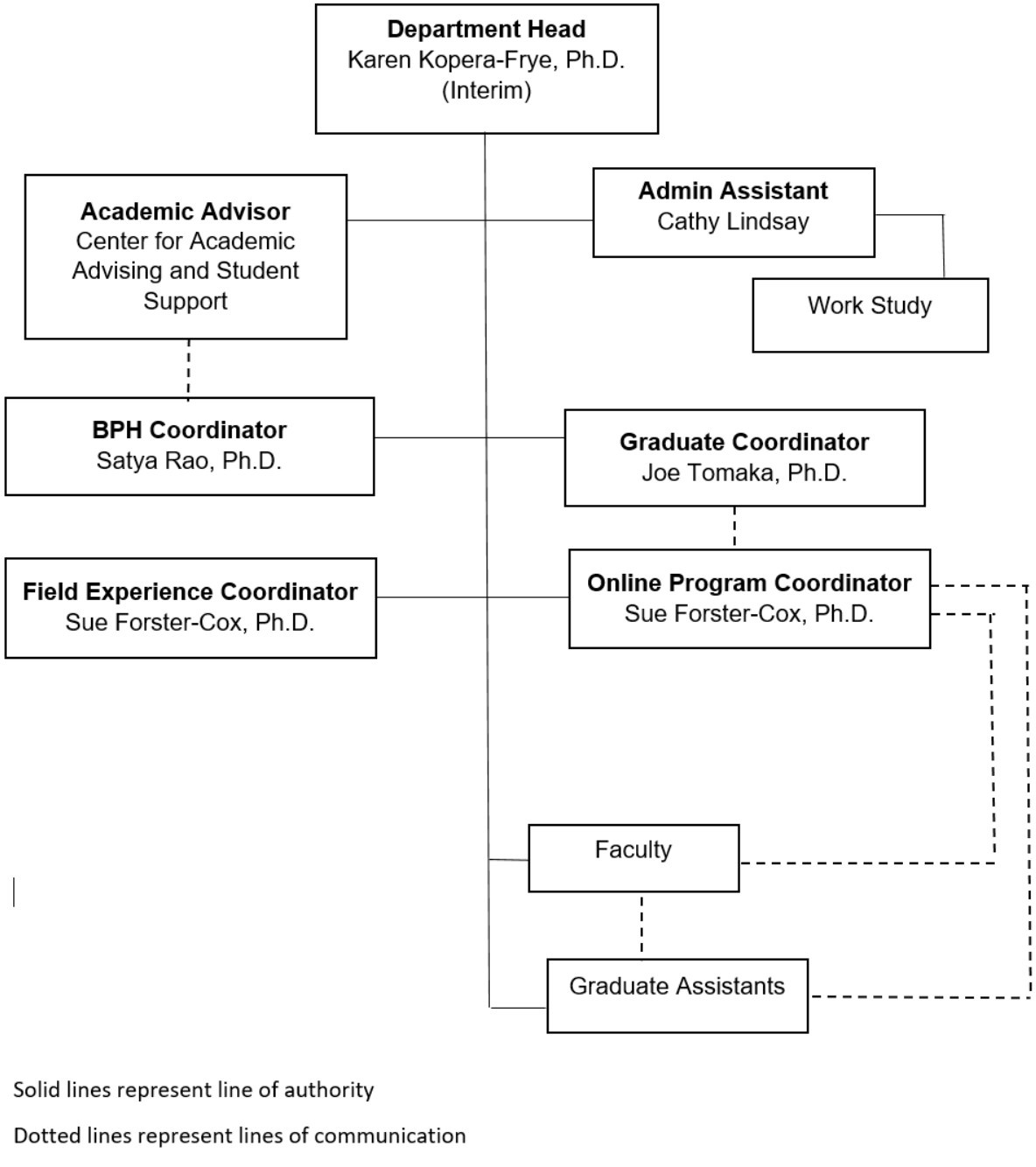
General Administrative Duties

- The Department Head serves as the Administrator of the Department and its staff, establishing priorities for the purchase of equipment, commodities, contractual services, and space in accordance with agreed upon policies and goals.
- The Department Head is responsible for implementing all relevant University, College, and Departmental policies and disseminating information on changes to faculty as appropriate.
- At the beginning of each academic year, the Head or his/her designee convenes meetings of all standing committees for the purpose of selecting a chair and discussing agenda for the coming year.
- The Department Head evaluates all non-tenured faculty in tenure-track appointments annually and inform them in writing of their professional performance. Annual pre-tenure performance evaluation letters is a part of Faculty members' promotion and/or tenure dossiers.

Duties Regarding Graduate and Undergraduate Programs

- The Department Head oversees coordinating teaching, research, and other assignments for all full-time and part-time and Graduate Students.
- The Department Head appoints all coordinators of various programs after an open search and consulting individually with the members of the faculty.
- The Department Head consults with appropriate coordinators before making a decision that pertains to that particular program.

Figure 1.4. Organizational Chart for the Department of Public Health Sciences



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

The Department offers a joint degree between Public Health Sciences and Social Work. Incoming students can choose to seek joint degrees (MPH and MSW). Dr. Sue Forster-Cox is the department's liaison to the MPH/MSW joint degree program. The Department also offers the PHLS 380: Women Health Issues course cross-listed with a course in the department of Gender and Sexuality Studies.

The College of Health and Social Services has the Inter-professional Education (IPE) Advisory Committee, formed in the summer of 2017. The committee consists of two faculty members from each departments in the college. The group will begin meeting frequently starting in fall 2017. The committee's goal is to facilitate IPE among faculty using a solid and organized foundation. The committee will be working on a plan that includes educating faculty and students through didactic curriculum, service (community or campus), and/or clinical education.

The department faculty members regularly cooperate with each other and with other faculty in the college and university on issues that reinforce the unit's commitment to the interdisciplinary research, teaching, and service. The department faculty members coauthor articles together with other faculty in the university and share instructional materials. The department faculty members organize and participate in service learning projects where faculty and students from different departments contribute. Graduate students from other disciplines across campus enroll in GCPH program, thereby increasing the inter-disciplinary dialogue on public health topics and interventions. Additional interdisciplinary coordination, cooperation, and collaboration occurs through the activities of the Crimson Research, the Southwest Institute for Health Disparities Research, and the NMSU-FHCRC partnership for the Advancement of Cancer Research. Their activities promote interdisciplinary research opportunities for faculty and students and interdisciplinary Community-Academic partnerships in research and outreach within the New Mexico and Border communities.

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

This criterion is met. The organizational setting of the program is conducive to teaching and learning, research and service.

Strengths
The Department has an organizational structure that serves its Public Health Program well. The organizational setting supports interdisciplinary communication, cooperation, and collaboration that contribute to achieving the program's public health mission. Several formal and informal interdisciplinary collaborations currently exist between units within and across the College of Health and Social Services.

Weaknesses
None noted

1.5. Governance. The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in conduct of program evaluation procedures, policy-setting and decision-making.

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

The standing committees within the department are the Promotion and Tenure Committee, Curriculum Committee, MPH Advisory Committee, BPH Advisory Committee, and the Outcomes Assessment Committee. The Department Search Committee is an ad hoc committee.

Please see table that follows:

Table 1.5.a. Standing and Ad Hoc Committees

COMMITTEE	PURPOSE	CURRENT MEMBERSHIP
Promotion and Tenure Committee (Meets as needed)	Provide written feedback to each tenure track faculty member on annual progress towards P&T. Provide written assessment on each tenured associate professor's annual evaluation and progress toward promotion. Review all P&T dossiers	Satya Rao Jill McDonald Joe Tomaka Sue Forster-Cox Chuck Kozel Cindy Kratzke Rebecca Palacios Susan Wilson
Curriculum Committee (Meets monthly when there is business pending)	Review and act on curriculum proposals. Attend to other curriculum related matters and policy	Joe Tomaka Sue Forster-Cox Ernesto Moralez Student, TBA
MPH Advisory Committee (Meets monthly when there is business pending)	Discuss and refer matters related to the MPH program	Jill McDonald Rebecca Palacios Ernesto Moralez Student
BPH Advisory Committee (Meets monthly when there is business pending)	Discuss and refer matters related to the BPH program	Chuck Kozel Cindy Kratzke Susan Wilson Student
Outcomes Assessment Committee (Meets as needed)	Coordinate preparation of the department's annual outcomes assessment report	Chuck Kozel (Anup Amatya)
Department Search Committee (Meets as needed)	Develop vacancy announcements as needed, generate list of outlets for vacancy announcements, attend Human Resources search committee training, participate in application review and recommend finalists for interview	Committee #1 Jill McDonald Joe Tomaka Rebecca Palacios Satya Rao

		Committee #2 Chuck Kozel Ernesto Moralez Sue Forster-Cox Susan Wilson

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

The program's governance structure relies heavily on faculty participation. The faculty as a committee makes most of the department's administrative decisions. Monthly faculty meetings provide a platform for the faculty to discuss related programmatic issues. The Faculty approves policies that govern the program. The Department Head is responsible for the final approval of all policy statements.

At the start of the academic year, faculty members and the Department Head work collaboratively with faculty members to form departmental committees. Occasionally, the Department Head makes administrative decisions, particularly, in the matters related to day-to-day operations not directly related to primary faculty or program curriculum, e.g., main office equipment purchases, adjunct faculty compensation, leave approval for staff, etc.

General program policy development

One or more of the faculty members, following discussion with the committee of the whole, develop policy for the program. Process for policy development begins with faculty members identifying the problem or issue that necessitates the development of a policy and presenting it at a faculty meeting. Following discussion, one of a number of outcomes is possible:

- A policy statement is drafted, reviewed and commented on by faculty, after which the policy goes into effect;
- A policy statement is drafted, reviewed and discussed by faculty but not ratified;
- The issue is handled in a manner that does require policy, e.g., it may be operationalized as part of an advising function;
- The issue is tabled for further discussion or assigned to an ad hoc group to write a policy statement that can be brought to the next meeting.

All policies receive ratification at department meetings or via a specific e-mail ballot if conditions require it. Once finalized, the Department Head or the respective Program Coordinator includes the policies in the department P & T document, operating paper, and/or the student handbook.

Policy regarding a minority reports in P&T evaluation is a recent example of a policy developed in this manner. A faculty member presented the need for a clear policy on whether the P&T committee could provide minority report(s), in addition to the majority report, in situations where the faculty do not agree unanimously. The faculty discussed the issue in a full faculty meeting. Based on the discussion at the meeting, the Department Head drafted the policy, distributed the draft for discussion and comments, and brought the final draft to the next full faculty meeting for voting where the faculty approved it with additional comments. The

Department Head created the final version incorporating all the agreed upon amendments. The policy is now a part of the Departmental P & T document [ERF].

Planning

The program planning is an ongoing process. The committee of the whole faculty discuss planning and programmatic issue during monthly faculty meetings. The planning process during the 2014 to 2017 period has focused on the program improvement and replacement of vacated faculty lines. The program has hired a new junior tenure-track faculty member to teach in CHE concentration and established a priority, specifically for faculty with specialization in Environmental Health and HMAP. The program has the Dean's support to replace vacant faculty lines and has approvals to move forward with the search. Course offerings for the MPH degree programs are set in a sequence published in the program handbooks and posted on the website. The Department Head and administrative assistant, with the input from Program Coordinators and faculty teaching the courses, prepare the master course schedule each semester.

Budget and resource allocation

The Department of Health Science operates with a single budget system, i.e., the department does not maintain one budget for the undergraduate program and another for the MPH program. The Department Head manages all financial matters associated with the PH degree programs. In each fall semester, the department and college begin the budget planning process for the following fiscal year, which begins July 1. The PHS Department Head consults faculty and staff to establish anticipated teaching assignments, determines needs for additional teaching personnel in the department, and estimates other program needs such as travel support, computer upgrades, office equipment, etc. The Department Head then creates a prioritized instructional budget detailing expected expenses and submits a request to the Dean.

Student recruitment, admission, and award of degrees

The Department of Public Health Sciences uses both formal and informal networks and outreach efforts to recruit prospective students. Recruitment for the BPH program includes efforts of the Academic Advisor, Department Head, Department faculty, other college staff, and the office of University Communications and Marketing Services (UCOMM). These units undertake recruiting efforts throughout the year and in a variety of settings and events. The Center for Academic Advising and Student Support (CAASS) will be involved in undergraduate recruitment by providing guidance to the students to identify degree programs that align with their areas of interest.

Bachelors of Public Health

Faculty and the Undergraduate Program Coordinator participate in community education programs, as requested, where they present information about the educational options available to students. The Department Head presents BPH degree program and career in public health to hundreds of new freshmen students at Aggie Welcome Orientation. The CHSS Student Ambassadors, including several representatives from PHS, also participate in the Aggie Welcome Orientation. They participate by staffing a table and answering questions to students who may be interested in CHSS programs. The ambassador students provide the student

perspective on their college experience and their academic programs. Aggie Welcome Orientations occur several times throughout the year.

In addition to active recruitment efforts listed here, each year hundreds of students seek additional information about the program through the NMSU Admissions Office. A electronic entitled, "list of new students interested in your department", is sent to the Associate Dean's office who then forwards it to the Department Head. The Department is prompt in responding to such requests by sending links to key Department, College and University sites.

Other important recruitment resources for the BPH degree program are the community colleges located throughout the state. Specifically, the College of Health and Social Services and each of its departments/schools have articulation agreements with several community colleges, providing for a seamless transition to the BPH degree Program. Locally, Dona Ana Community College (DACC) has a well-established Associate of Public Health degree program. An articulation agreement is in place between DACC and the Department to assure a smooth transition between those students completing their Associate of Public Health and the ability to segue, seamlessly, into the BPH. This agreement, initially established in 2004-2005, received review and updating in October 2010 (see ERF).

Currently, an affiliation agreement to promote student transfers from Central New Mexico Community College (CNM), to NMSU's PHS, is actively underway. The affiliation agreement is based on the successful DACC agreement, in place for 13 years. It is eagerly anticipated that this will provide yet another strong pipeline of diverse and passionate students, into our BPH program, from central NM. CNM, based in Albuquerque, is the largest community college system in New Mexico. It has an enrollment of over 30,000 students, with over 4,000 students graduating annually. Students earn a wide variety of AA degrees, from different Schools, with a primary one being their School of Health, Wellness & Public Safety.

While we do not have a formal standing admissions committee, the Undergraduate Program Co-coordinator, in consultation with academic advisors located in the CAASS, oversees the student admission process for the BPH program. The Academic Advisors administer the Conventions of Written English assessment and the Math assessment. The Undergraduate Program Coordinator reviews the applications submitted to the Department of Public Health Sciences, and notifies students of a conditional/final acceptance decision via NMSU email. Students are not included in the admission process due to the Family Educational Rights and Privacy Act (FERPA) regulations. However, they are involved in recruitment endeavors.

Master of Public Health

Similarly, the program uses a number of mechanisms to recruit MPH and GCPH students. Although faculty are not assigned to recruitment as part of their formal workload agreements, all faculty, are active recruiters as they engage in their research and service responsibilities. In these roles, all faculty interface with potential students, throughout the year, including in various professional meetings and conferences (e.g., NMPHA, APHA, etc.). The Program Coordinators are constantly responding to respective program inquiries and following up with partial/incomplete applicants on the online application system. When the budget allows, the Department of Public Health Sciences provides funds for recruitment tables in professional meetings and conferences. The Department Head, faculty, and/or staff attend to the table with program promotional material. The Department sponsors regional meetings where the organizers

highlight the supporting institutions. Sponsorship offers an opportunity to increase the Department's profile among a diverse group of students interested in public health programs. MPH online Program Coordinator is heavily involved in recruiting for the online program. See section 2.12.b. for more on her role in recruitment of online MPH students.

The UCOMM promotes undergraduate and graduate degree programs through digital ad campaigns. This type of campaign serves as an important complementary element that, along with departmental efforts, could help boost applications over time. From mid-September through mid-December 2015, UCOMM ran a digital ad campaign for three graduate programs, including MPH. With the help of MPH faculty and staff, UCOMM developed a landing page about the program. That landing page highlighted the MPH program, with the goal of getting potential students to submit their information via a form on the landing page so that MPH personnel could follow up. By the end of the campaign, the ads had garnered nearly 850,000 views (impressions), which led to about 150 people submitting the landing page form (conversions).

The program faculty has agreed on the mechanism for the admission of MPH applicants. MPH applications are due February 15 for on campus applicants and March 15 for online applicants. The faculty reviews applications for fall admissions only. There is no single admissions committee, however all faculty participate in admissions by serving on individual ad hoc committees organized for each applicant by the Graduate Coordinator. Each committee forwards their recommendation to Online Coordinator and the Graduate Coordinator, who make final decisions on admission. All faculty reviewers use the same scoring rubric for their assessments (See ERF).

The Student Coordinator in the CHSS is responsible for certifying all BPH degrees requirements are met for all students who file a degree application. The certification occurs through the DARS degree audit system and is finalized in the Banner student information system. MPH degrees are certified by the Degree Certification Specialist in the Graduate School, either through DARS, or manually. Upon certification, the degree is conferred, the transcript is updated to indicate the degree earned, and diplomas are printed and mailed to the graduates.

Faculty recruitment, retention, promotion, and tenure

The department and university governance structure covers all three of these areas. Faculty recruitment involves administrative coordination with upper administration on campus. Once a faculty vacancy exists, or if the need for an additional position presents itself, the academic Department Head requests permission to open a faculty line and begin the search process. With these approvals, the Department Head initiates the formation of a search committee according to the process flow outline on https://hr.nmsu.edu/wp-content/uploads/2013/04/E_I_Search_Committee_Process_Flow.pdf [ERF] and names a committee chair. The process flow encourages each faculty member on the committee to review the NMSU Search Committee Advisory Guidelines available at https://hr.nmsu.edu/toolkits/reg-faculty/. Human Resources Services requires search committee members to participate in the *Human Resources Search Committee Orientation* to assure that they conduct a faculty search that is ethical and implemented according to University and Equal Employment Opportunity Commission (EEOC) guidelines.

Faculty retention is governed by policies outlined in the NMSU Policy Manual, and the department promotion and tenure policy manual revised and approved, effective May 2017 https://publichealth.nmsu.edu/wp-content/uploads/sites/2/2017/09/PT-2017-KKF-approved.pdf [ERF].

The P & T committee and Department Head annually review all tenure-track faculty members below the rank of Full Professor with tenure, as part of the annual evaluation process. Faculty members receive evaluation on their teaching, scholarly productivity, and service, as well as a cumulative assessment on all three areas from the Department Head and the Chair of the P & T committee.

In addition, the P & T committee evaluates tenure track faculty at the end of their third year and gives a complete assessment of progress toward tenure as a recommendation to the Department Head who writes a separate review. The Department Head has a conference with the faculty member regarding the progress towards tenure and promotion.

Academic standards and policies

Departmental standards and policies, stated in the respective program handbooks, apply to all students pursuing any degree program, certificate program, minor, or course offered by the Department of Public Health Sciences. This departmental policy is in addition to all relevant and related policies at New Mexico State University, including:
NMSU Discipline Related Policies and Procedures located online at https://arp.nmsu.edu/
NMSU Student Code of Conduct located online at https://studenthandbook.nmsu.edu/ NMSU Student Judicial Affairs located online at https://deanofstudents.nmsu.edu/student-judicial-services/

The Department Head reviews any potential violations of departmental policy. The review may involve an assessment and recommendation for action by others (e.g., a faculty review panel, a student review panel, etc.), at the discretion of the Department Head. Sanctions will depend on the severity of the violation, and can range from a written warning, to dismissal from the class, program, department, or university.

The BPH degree program adheres to the policies and procedures required by NMSU student academic code of conduct established by the office of Dean of Students (https://studenthandbook.nmsu.edu/student-code-of-conduct/academic-misconduct/). Each student is responsible for becoming familiar with the Department of Public Health Sciences Student Code of Conduct outlined in the BPH student handbook. The Student Code of Conduct addresses the department's expectations of students in five areas: discrimination, harassment, professional conduct, academic integrity, and acceptable use of electronic communication.
If a student is unsure about the application or interpretation of the Student Code of Conduct, it is her or his responsibility to seek clarification from department administrators.

The MPH degree and GCPH programs abide by policies and procedures established by the NMSU Graduate School. The NMSU Graduate School has developed Academic standards and policies and has made them public through the NMSU website (http://gradschool.nmsu.edu/) and through hard copy upon request. The graduate school catalog provides policies and procedures regarding required forms and deadlines, the practice of academic integrity and ethics, thesis

preparation and deadlines, and other policies and procedures related to degree completion. The program does not have any policies that override the Graduate School, but it does have latitude to develop its own policies and procedures as it implements activities required by the graduate school. For example, the graduate school requires a comprehensive examination for graduate degree programs, but the program faculty develop the format and expected standards for the examination.

Research and service expectations and policies

Faculty members are required to participate in university-related and other external service activities. During the course of the formative evaluation, the faculty member completes the Allocation of Effort form listing the objectives and activities for teaching, research, and service [ERF]. Faculty members discuss such plans with the Department Head and seeks approval or modification as appropriate. Administration expects, but does not require, faculty engagement in community and professional service.

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

The policies and procedures that govern Department Head, faculty, and student rights and responsibilities include the Regents Policy Manual (RPM), the Administrative Rules and Procedures of NMSU (ARP), and the Academic Catalog. The RPM and ARP can be found at https://manual.nmsu.edu/policies-and-procedures/ and the Academic Catalog can be found at https://catalogs.nmsu.edu/nmsu/. In keeping with the general policies of NMSU, the program faculty have adopted departmental operating paper. The operating paper allows for faculty participation in establishing procedures for the department's internal affairs. The document can be found at https://publichealth.nmsu.edu/welcome/important-documents/ (also in ERF) and reviewed upon a request of a faculty. Departmental P & T document can be found at https://publichealth.nmsu.edu/wp-content/uploads/sites/2/2017/09/PT-2017-KKF-approved.pdf.

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

Table 1.5.d. Current Core Faculty Membership on University Committees

Faculty Name	Committee Membership and Leadership
Amatya, Anup	Faculty Senate, 2014-2017 Faculty Affairs Committee, 2014-2017 The Committee for the Assessment of Student Learning in General Education, 2017-Present Faculty Advisor for NMSU Nepalese Student Association, 2011-present
Forster-Cox, Sue	Teaching Academy Advisory Board, 2015-present Academic Advisors Council, 2011-present Faculty Advisor, Returned Peace Corps Volunteers Student Organization, 2009-present
Kozel, Charles	Preparing Future Faculty Advisory Board, 2011-2017 University Teaching Council, elected July 2012-current

Faculty Name	Committee Membership and Leadership
Kratzke, Cynthia	Gen Ed. Course Certification Committee, 2013-2016 College of Health and Social Services, IPE committee, 2017 – Present Faculty Advisor for NMSU Student Association – Voice Against Cancer
McDonald, Jill	Vice President for Research Search Committee Member, 03/2017-present NMSU-FHCRC U54 Cooperative Agreement Internal Advisory Committee, 04/2014-present College of Health and Social Services Executive Council, 08/2013-present
Moralez, Ernesto	NMSU Diversity Council, 2015-2017 College of Health and Social Services Dean's Advisory Council, 2014-2017 College of Health and Social Services Student Appeal Committee, 2016-17
Palacios, Rebecca	University Research Council 2015-Present Institutional Review Board 2016-Present Team 6 Representative from CHSS, 2017 Faculty Senate, 2017-Present
Rao, Satya	NMSU Athletic Council, 2016-Present Institutional Review Board, 2016-Present
Tomaka, Joe	Graduate Council, 2017-Present
Wilson, Susan	College of Health and Social Services Curriculum Committee 2014-2017

e. Description of student roles in governance, including any formal student organizations, and student roles in evaluation of program functioning.

Students in the program have a voice in governance of the program. Students are encouraged to voice opinions, comments, and concerns through their respective academic advisors. They comment on the quality of instruction through student evaluations of instruction. The Department Head has an open door policy and welcome the opportunity to speak with students. The program has student representation on a number of department committees (see Table 1.5.a. above). Faculty members of the committee encourage student members to voice opinions and make suggestions on policy matters under consideration. Student members do not have formal voting privileges; however, they may request to add their concerns to the meeting agenda.

The program has a formal student organization, the Public Health Student Organization (PHSO), facilitated by the Faculty Advisor (Dr. Chuck Kozel). The group is open to all undergraduate and graduate students in the program. This group plans and carries out a number of public health education events on campus and in the community each year, especially during public health week. Dr. Kozel brings student comments and concerns that derive from the PHSO to faculty meetings for discussion, when needed.

f. Assessment of the extent to which this criterion is met.

This criterion is met. The program has a structure that enables an effective governance process. The program has five standing committees, of which BPH advisory, MPH advisory, and curriculum committees include student member(s). The P & T committee and Outcome Assessment committee consist of only the faculty members.

Strengths

The program administration and faculty have clearly defined rights and responsibilities concerning program governance and academic policies. Students, have participatory roles in

conduct of program evaluation procedures, policy-setting, and decision-making through membership in departmental committees.

Weaknesses

The program administration and faculty could do more to involve undergraduate and online graduate students in the program development/governance. Although, they have a voice through course evaluations and exit surveys, they have not been a part of broader program governance and academic policies. The program also lacks detailed definitions of role and responsibility of each standing committee.

Plans

- Encourage BPH student participation in BPH advisory committee. Provide options for distance participation in committee meetings. Develop better descriptions of the roles and responsibilities of each standing committee.

- Encourage and provide support to PH students to renew the charter of the Beta Omega chapter of the national student organization, Eta Sigma Gamma (ESG), which had contributed service activities on campus in the past years. ESG is a health science honorary society open to undergraduate and graduate students.

1.6. Fiscal Resources. The program shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

a. Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities. This description should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other policies that impact the fiscal resources available to the program.

The University has three primary sources of revenue: State Appropriations (approximately 33%), Government Grants and Contracts (approximately 28%), and Tuition and Fees (approximately 20%). The remaining approximately 19% revenue comes from the other sources (e.g.; endowments, gifts). Approximately 39% of the total budget is allocated to Instruction and General (I&G). NMSU operates on a balanced budget, and Investor Service bond ratings of the University are strong.

NMSU annual budget cycle begins in November and coincides with the NMHED submission of the higher education funding recommendation to the state legislature. The budgeting process starts with developing campus budget guidelines that identify sources and uses; priorities are identified through a collaborative and iterative process that begins with upper administration and expands to include the university budget office, deans and the broader campus community. Feedback from all participants is used to further vet institutional priorities, which are then provided to the University Budget Committee and the administration for consideration. The Board of Regents (BOR) has final authority to approve budget guidelines, which are used to create the operating budget. Each NMSU-system campus goes through independent processes that merge when the Chancellor presents budgets to the BOR for approval, prior to submission to state authorities. NMHED has 1 month to review and submit budgets to the NM Department of Finance and Administration (DFA). The DFA has one month to review and send approvals to institutions by July 1, the beginning of the fiscal year.

NMSU's internal financial monitoring process includes a monthly review of budget exhibit fund balances and a comparison of current budget to actuals for revenue, expense and transfers on an aggregated basis for each established budget reporting unit. If needed, individual units may be placed under fiscal watch for close monitoring, which includes periodic meetings between unit administrators, the Senior Vice President for Administration and Finance, and budget office staff to discuss budget status and other fiscal issues.

Budget requests for the Department are made by the Department Head to the Dean's office; the process is described in criterion 1.5.b. *budget and resource allocation* section. The Dean's office reviews this request and combines it with requests from the other College units as part of an overall request to the Executive Vice President and Provost. Typically, allocations are based on past allocations, with requests for new funding considered in consideration of college and institutional priorities.

The process of resource allocation by the university includes review by the University Budget Committee, whose members include two elected faculty representatives from the Faculty Senate and one elected staff representative from the Employee Council. The Director of Government

Affairs is a nonvoting member of the committee and is the liaison between NMSU and the New Mexico State Legislature. The committee is advisory to the Chancellor, and participates in annual budget hearings and recommends general funding priorities for consideration by the Chancellor. It may also make recommendations pertaining to the budget process. A parallel process is used for capital equipment and renovation budgeting.

The Department of Health Science has a regular faculty and staff budget and receives an operating budget from the Dean's Office, College of Health and Social Services. The faculty salary funds come from state appropriations to the University's Instructional and General (I & G) funds, and from other salary sources such as grants and special projects. Part-time faculty are also used for teaching, with funding provided by the Enrollment Management and Registrar's office, from salary savings, or through grant-related funds for the principal investigator's teaching buy-out. A separate budget category covers the Department's administrative staff and Department Head. Another budget category represents operating funds for the Department. These funds cover student personnel, equipment, staff travel, supplies, phone, postage, and services. Finally, the Department has a separate budget source called Indirect Cost Recovery generated from Departmental grants and contracts. The university uses a formula to allocate the Indirect Cost (IDC/F&A) back to the colleges. First, Central Administration retains 1.5% of the total IDC from each grant/contract. Of the remaining 98.5%, the VPR's office retains 55% (~54% of total IDC) to support its functions (e.g., staffing, new faculty start-up expenses, etc.) and 45% (~44% of total IDC) returns to the college that is home to the project. Colleges set their own policies for use of IDC, with most splitting it among various sources (see ERF). In the CHSS, current policy is for the Dean's office to retain 50% of the IDC funds returned to the college (~22% of the total IDC). The College distributes the remaining 50% among the Department that houses the project (12.5% of returned; ~6% of the total), the College Business Office (12.5% of returned; ~6% of the total), and the PI as a development account (25% of returned; ~11% of the total IDC).

Table 1.6.b presents the categories for the Department's financial allocations and expenditures. The information presented applies to the entire department of Public Health Sciences as it is not possible to attribute the specific dollar amounts to the undergraduate and graduate degree programs. The MPH and BPH degree programs benefit from some external dollars received from private gifts. One endowment is the Benfer Fund that supports faculty development. The program generally uses these dollars to support faculty travel to professional conferences.

b. A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, which is longer. If the program does not have a separate budget, it must present an estimate of available funds and expenditures by major category and explain the basis of the estimate. This information must be presented in table format as appropriate to the program. See CEPH Data Template 1.6.1.

As noted above, Table 1.6.b contains the sources of funds and expenditures for major budget categories. Please note that there are two categories for income. The first are those that determined by state and campus formulas and which do not carry forward. The second are those comprised of grants/contracts, indirect cost recovery, and salary savings from grant projects, and which carry forward. Embedded in the latter category are unfilled faculty lines. Thus if one tries

to balance the figures, they will not zero out. This explains why the department appears to have money left over at the end of the fiscal year.

Table 1.6.b. Sources of Funds and Expenditures by Major Category, 2013 to 2017

	Year1-2013	Year 2-2014	Year 3-2015	Year 4-2016	Year 5-2017
Source of Funds					
State Appropriation	2,080,587	1,642,672	2,017,877	1,690,639	1,316,494
Grants/Contracts	718,124	881,238	1,083,991	479,661	533,974
Indirect Cost Recovery	3,672	21,150	53,494	10,467	35,578
Endowment	153,170	150,215	141,097	154,647	146,452
Gifts	3,734		18,023		
Total	2,955,553	2,695,275	3,314,482	2,335,415	2,032,498
Expenditures					
Faculty Salaries & Benefits	1,590,967	1,219,169	1,179,890	1,326,543	1,269,677
Staff Salaries & Benefits	336,269	284,229	89,251	90,595	235,421
Operations	47,301	43,236	35,347	42,284	32,668
Travel	7,406	5,310	7,857		16,571
Student Support	98,644	90,728	122,527	111,154	106,412
Grant/Contract Exp.	718,124	881,238	1,083,991	375,200	514,585
Total	2,115,986	2,523,911	2,518,863	1,945,776	2,174,334

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

Not applicable.

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

Table 1.6.d. Outcome Measures for Assessing the Adequacy of Fiscal Resources

Outcome Measure	Target	2014-2015	2015-2016	2016-2017
NMSU funding support for graduate assistants	≥ baseline of $97,570	$97,570	$114,291	$106,024
Sponsored project support for graduate assistants	Annually ≥$40,000 (5 students, 10 hr/week)	$77,038	$35,717	$41,707
Expenditures/FTE Student*	Increase annually from baseline $12,635	$12,635	$11,781	$13,528
Annual IDC generation	Increase annually from baseline $10,250	$21,150	$53,494	$10,467
Increase extramural funding/FTE faculty	Increase 10% annually	22%	23%	-55%#
Extramural funding as percent total budget***	Increase 5% annually from baseline 30%	33%	34%	21%#

* Measure = (Faculty Salaries and Benefits, Staff Salaries and Benefits, Operations, Travel, Student Support)/Student FTE

*** Measure= (Grants, Contracts and IDC)/Total I&G

A large grant ended a year prior.

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

This criterion is met. The program has adequate financial resources to operate its educational programs and achieve its research and service goals.

Strengths

The Department of Public Health Sciences' Public Health Program has historically had the financial resources to support the online and on-campus programs. Its yearly operating budget (with carry forward), and returned overhead funds to support department activities are additional strengths. The program also has sufficient participation in the budgeting process and sufficient autonomy over budgetary matters.

Weaknesses

The recent state-wide budget situation (2015-2017) and budget cuts have begun to limit instructional support from the Dean's office and enrollment management sources. Such budget cuts limited the program's ability to hire adjunct instructors and recruit a faculty member with specialization in environmental health for past few years. However, the program has recently received approval to begin recruitment for environmental health faculty and the goal is to fill this position by fall 2018.

Plans
The program plans to continue working with College and University administrators to offset or deflect the impact of recent budget cuts.

The program will continue seeking partnership with local agencies such as NM Public Health Department to collaborate on funded large projects at the community level, and negotiate a level of cost sharing that is acceptable to the College so that partnership is sustainable.

1.7. Faculty and Other Resources. The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

a. A concise statement or chart defining the number (headcount) of primary faculty employed by the program for each of the last three years, organized by concentration. See CEPH Data Template 1.7.1.

Table 1.7.a. Headcount of Primary Faculty by Concentration

Concentration	2015-16	2016-17	2017-18
Community Health Education	7	8	8
Health Management, Administration, and Policy	3	3	2*

*Dr. Gladstone vacated his position late in the summer of 2017. A faculty search is underway to fill this position.

b. A table delineating the number of faculty, students and SFRs, organized by concentration, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format (see CEPH Data Template 1.7.2) and include at least the following information: a) headcount of primary faculty, b) FTE conversion of faculty based on % time devoted to public health instruction, research and service, c) headcount of other faculty involved in the program (adjunct, part-time, secondary appointments, etc.), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of primary faculty plus other (non-primary) faculty, f) total FTE of primary and other (non-primary) faculty, g) headcount of students by department or program area, h) FTE conversion of students, based on definition of full-time as nine or more credits per semester, i) student FTE divided by primary faculty FTE and j) student FTE divided by total faculty FTE, including other faculty. All programs must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the program intends to include the contributions of other faculty in its FTE calculations.

Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the program should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in Criteria 4.1.a. (Template 4.1.1) and 4.1.b (Template 4.2.2).

Table 1.7.b. table shows the number of faculty, students and SFRs, organized by concentration, for each of the last three academic years (2015-16, 2016-17, and 2017-18).

Table 1.7.b. Faculty, Students and Student/Faculty Ratios by Department or Specialty Area										
	HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
2017-2018 Community Health Education										
MPH only	8	6.25	4	.625	12	6.87	57	44.3	7.08	6.44
Total (MPH+BPH)	10	8.75	19	4.37	30	15.06	136	106	12.11	7.04
2016-2017 Community Health Education										
MPH only	8	6.98	5	1.25	13	8.23	54	43.7	6.26	5.30
Total (MPH+BPH)	11	9.22	15	4.6	26	13.82	130	105.1	11.39	7.6
2015-2016 Community Health Education										
MPH only	7	5.68	6	1.62	13	7.31	48	34.6	6.09	4.73
Total (MPH+BPH)	10	8.13	21	6.37	31	14.5	138	108.8	13.38	7.50
2017-2018 Health Management, Administration, and Policy										
MPH	2†	.875	2	.25	4	1.125	23	11.3	12.9	10.04
2016-2017 Health Management, Administration, and Policy										
MPH	3	1.75	1	.25	4	2.0	22	11	6.28	5.5
2015-2016 Health Management, Administration, and Policy										
MPH	3	1.375	2	.375	5	1.75	21	13	9.45	7.42

- Faculty FTE account for all aspects of a faculty member's contributions to the public health program: teaching, public health research and service, advising and serving on program committees and administration of academic programs.
- For HMAP, the above figures include only faculty who taught courses required for HMAP concentration.
- † A faculty member in HMAP concentration resigned in August 2017. The faculty had taught only 1 course required for the concentration. The aim is to fill this position by fall 2018.

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

The program has additional personnel who support the program. Dr. Anup Amatya serves as core faculty in addition to serving as the Department Head. He supports the program by teaching MPH 520, Biostatistical Application in Public Health and PHLS 451: Biometrics and Health Research. An administrative assistant and Academic Advisors at CAASS also support the program. Until fall 2017, the PHS Academic Advisor advised both the pre-BPH and BPH students. She also conducted the application process for admittance to the BPH and MPH programs. While faculty advisors advised MPH students, the Academic Advisor conducted the full application process which includes distributing and tracking all the information from Hobsons (online graduate application site) and creating electronic (and later paper) student files to be reviewed by the graduate faculty. This also includes following up with applicants for any missing documents or incomplete information. Going forward, these duties will fall primarily on the Graduate Coordinator with assistance from the Department Head, Program Coordinators, and part-time staff. The Administrative Assistant performs administrative support duties common to academic teaching departments, such as reception services, scheduling appointments, meetings, and travel, filing, researching files and records, and preparing hiring contracts, reports, and other documents as requested.

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

Faculty members deliver all on-campus courses in the classrooms of the College of Health and Social Services building on the NMSU campus. Constructed in 2003, the building has three floors, each floor contains faculty offices, conference rooms, and administrative suites for Nursing (1st floor), Social Work (2nd floor), and Public Health Sciences (3rd floor). Program faculty offices are on the third floor. The program has two 45-seat classrooms and two 10-seat seminar/meeting rooms. The college administrative offices are also on the 3rd floor.

All core and full-time college faculty have offices on the third floor. Each faculty member has his/her own office, complete with a computer station, work counter, printer, phone line, filing cabinet, bookshelves, and guest seating area. All faculty offices have windows. All graduate assistants have offices on the third floor. They are all shared space, with two – three computer workstations and one telephone line.

The Public Health Sciences Department office is located on the third floor. There is a reception area, computer workstations, a conference room, a student worker station, and offices for the Department Head, department Administrative Assistant, and the department Academic Advisor. The office contains a supply storage room. There is also a conference area with document storage and large screen monitor. The office has a high-speed copier/scanner, and a color printer.

The university completed construction of a two-story addition to the Health and Social Services building in August 2010. This addition contains a 125-seat auditorium on the first floor, and a reception area, three staff work areas, four faculty/project offices, one conference room, one seminar room and four graduate assistant workstations. The second floor space has been designated space for Crimson Research and the Southwest Institute for Health Disparities Research.

The third floor of Health and Social Services building includes a designated student lounge that contains a small meeting area, lounge chairs, and storage space, and two offices that are currently unoccupied.

The building is fitted with wireless internet connectivity throughout. Each classroom is equipped with a computer set up, projector and motorized projection screen, a document viewer, DVD player, laser pointer/Power Point advance remote, and two 20-foot white boards.

The NMSU Albuquerque Center is located at the Central New Mexico Community College – Montoya Campus in Northeast Albuquerque. The Albuquerque Center is an 11,000 square foot facility with computer and distance education resources. The Albuquerque Center serves a non-traditional student population that is unlikely or unable to relocate to the Las Cruces main campus. The Center's peak hours are after 5:00 pm on weekdays, when most classes begin. A strong focus of the Center is its support for the working professionals as they seek to attain degrees. The School of Social Work has a cohort of students at the Albuquerque Center. The facility supports online and face-to-face education through the following resources:

- Two conference rooms that each accommodate 15 people
- Four classrooms for up to 30 people
- Two computer labs ranging from 18-30 computer workstations
- Classroom technology: professor workstations, ITV video conferencing, Mediasite, a Smart Board, and portable projectors and TV/DVD carts
- Wireless networking throughout the building
- Security cameras located throughout the facility
- The Albuquerque Center offers services, including undergraduate admissions, financial aid, University Communication, technical support, and the Center administrative staff.
- The facility houses the NM Education Designed to Generate Excellence in the Public Sector (EDGE) program and Ideas for Cooking and Nutrition (ICAN). New Mexico EDGE is an umbrella organization operated through NM Cooperative Extension Service under which the County College (founded with NM Association of Counties), the NM Certified Public Manager® Program, and other continuing education certification programs are administered. ICAN provides free, fun, hands-on nutrition education, and reaches limited-resource audiences in New Mexico.

As the NMSU Albuquerque Center is located in the central portion of the state, this site enhances outreach activities for students and organizations in the central and northern parts of NM. The Albuquerque-based MPH faculty member covers all parts of New Mexico in recruitment and representation of the program. The Online MPH program has one office and access to all of the resources of the Albuquerque Center, including facilities, computer labs, and staff support.

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

The program does not have any laboratory space per se. Dr. Palacios has a funded project where she uses a converted office where her graduate assistant collects and processes data. The second floor of the HSS Annex also serves as research/laboratory space.

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

As explained above all offices have computer workstations. Each graduate assistant has his/her own dedicated computer station. As new computers are purchased for administrative and faculty workstations, older computers are moved in descending priority to staff workstations, GA offices, or student worker locations. All office staff and student workers have computer workstations. NMSU Information and Communication Technologies (ICT) technicians service all computers.

Students have access to all the resources they need for the program. The NMSU library has an e-journal database and an interlibrary loan network. The department is interconnected with its own list serve.

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

The NMSU Zuhl and Branson Libraries have all the resources necessary to support the online and face-face programs. Students have access to hard copy journals and published works. These libraries also have access to electronic journals, and interlibrary loan requests. Students have access to the interlibrary loan office from 8 AM to 5 PM each day the library is open. Online students have access to interlibrary loan via internet access. ERF contains a detailed description of NMSU Library collections related to public health and information regarding Library facilities and access mechanisms.

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

Not applicable

i. Identification of measurable objectives through which the program assesses the adequacy of its resources, along with data regarding the program's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.

Table 1.7.i. Measurable Objectives related to Adequacy of Resources from 2014-2017

Indicator	Target	2014-15	2015-16	2016-17
Student to Primary faculty FTE ratio	1:10 for MPH 1:30 for BPH	1:5.1 1:9.4	1:5.2 1:10.3	1:5.3 1:11
Administrative staff are timely and responsive	≥ 90% of faculty agree	100%	100%	†70%
Faculty have equipped offices	100% of faculty offices	100%	100%	100%
Faculty computing technology adequate	≥ 90% of faculty agree	100%	100%	100%
Accessibility of public health related journal articles and books from the libraries	Journal articles and books will be available upon request	MET	MET	MET

†New administrative assistant is learning the job

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

This criterion is met. The program has adequate financial resources to fulfil its mission. Two faculty searches are underway to fill the gaps left over by a previously unfilled position and a recently vacated position.

Strengths
The Department has the resources to deliver a sound program in a quality physical environment. Program classroom and office spaces are good and recently expanded. All administrative, faculty, graduate assistant, and staff computing resources are good, supported by qualified personnel and periodically updated. Current financial resources are adequate to support the needs of the program, but further cuts could be detrimental. Instructors deliver online courses using the Canvas learning management system, which is user friendly and can be accessed from anywhere using different mobile devices.

Weaknesses
State-level budget cuts in recent years has begun to limit the program's ability to fill new college faculty lines. These new positions are required if the program is to expand course offerings.

Recent transfer of the Academic Advisor to CAASS has created a staff shortage to support administrative functions of the program. This shortage has added extra workload on Program Coordinators, who are already teaching full load or overseeing multiple research projects.

Plans
- The program will continue to work with College and University administrators to receive approval for more faculty lines. Specifically, the program will request a waiver to the hiring moratorium for faculty positions funded from salary saving funds. The program will also explore possible collaborations with other departments in the university to share faculty FTE to facilitate a new hire.
- The Department Head will continue to encourage administrative assistant to attend training sessions.
- The program will continue to seek approval for hiring additional staff member to reduce workload from Program Coordinators.

1.8. Diversity. The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.

NMSU main campus is uniquely situated in a tri-state area on the border of southern New Mexico, Texas, and Chihuahua, Mexico. The state, county and city in which we are located are all minority-majority populations. NMSU campuses are designated Hispanic Serving Institutions. In essence, the very nature of our geographic locations and student populations speak to the human and cultural diversity of the world in which our students live and work. Moreover, the program recognizes that human and cultural diversity will continue to be an important aspect of an increasingly global society.

Diversity is a long-held value at NMSU. NMSU's Vision 2020 Goal #2 is "Diversity and Internationalization: Provide a diverse academic environment supportive of a global society." One of NMSU's institutional values is Diversity and Inclusion. NMSU's Vision for the Baccalaureate Experience identifies diversity as a necessary outcome for a college education, describing diversity as engagement in new and diverse thinking and experiences, including relationships with people who have different backgrounds, life experiences, cultures, beliefs and/or values. Likewise, V (Viewing the Wider World, of which Public Health participates in) courses are intended to broaden students' cultural experiences, and must address at least one of the following:

- An international experience or examination of international issues
- Examination and analysis of multicultural issues
- Investigation of interdisciplinary approaches to the subject matter
- Analysis of ethical issues

The mission exemplifies NMSU's commitment to the public good, and to serve the state's population through education, research, and extension education. NMSU's presence across the state through agricultural extension offices in every one of New Mexico's 33 counties and through service centers in some of the state's most rural areas, including the tribal lands of our Native American constituency, demonstrate clarity about the relationship of our mission and the diversity of society. Our student demographic reflects our minority-majority state population, and includes a sizable proportion of economically challenged and first-generation students. NMSU has received national recognition by the Brookings Institute for the access and social mobility it provides to students, as well as for its high quality research.

Public Health Sciences department is very active in fostering educational, research, and field opportunities for its students to become culturally competent. Cultural diversity is so predominant in our classes, research, and institutes that we often do not think of having a separate Diversity Plan. Our focus is on Border Health, Border Breakfasts, community networking, Crimson Research, and the Southwest Institute for Health Disparities Research. Since we have a culture of diversity, it is the very dimension underlying our University, College, and Department academics, we have not continuously focused on a separate diversity plan from the University's Vision 2020. As we are currently engaged in strategic planning for the University, we intend to be more mindful and consider additional targeted focus on continuing our excellent trend in recruitment of diverse faculty and students.

a. A written plan and/or policies demonstrating systematic incorporation of diversity within the program. Required elements include the following:

Although the program is committed to diversity, the program does not have a written plan and/or policy concerning diversity per se. Instead, the program relies on the institutional diversity policy and plans outlined in the NMSU policy manual, guidelines set forth by office of institutional equity, and diversity goal established in the *Vision 2020* strategic planning (see ERF) initiated in 2009, updated in 2013 and adopted in 2015. These policies and guidelines align well with the program's commitment to diversity and inclusion. The program's success in this effort is evident in the racial/ethnic, gender and socio-economic composition of the current faculty, staff and students shown in Table 1.8.e. NMSU is a Hispanic Serving Institution and the Department has consistently met NMSU's diversity targets. As described later, the program has utilized various hiring exceptions and programs to maintain and promote diversity within the department.

i. A description of the program's under-representative populations, including a rationale for the designation

U.S. Department of Education classifies NMSU as a Hispanic-serving institution and NMSU is a member of the Hispanic Association of Colleges and Universities. NMSU student population on the Las Cruces campus is 51 percent Hispanic; other minorities that make up the student body include Native American, Asians, and African-Americans. NMSU *Vision 2020* defines the terms "diversity" and "underrepresented" to encompass differences of background and experience among individuals and groups.

The program's under represented population includes minority populations, including Hispanic Americans, Native Americans, African Americans, and certain segments of the nation's Asian/Pacific Islander population, as they are not present in significant numbers within the public health workforce. According to Association of Schools and Programs of Public Health (ASPPH) survey published in 2015, Hispanic and Native American combined represent only 5.2% of the nation's graduate level public health workforce. Other minority groups, including 12% Asian, 10.9% black and 13.2% unknown represent 40% of the graduate public health workforce. These data closely mirrored the annual data collected by ASPPH on graduate population for 2013 [ERF].

The program supports diversity through both its students and its faculty and staff. The program strives to enroll and graduate a diverse student body reflecting the state, border region, and the international community in which the graduates will serve. The program seeks to instill cultural awareness and competence within its students by promoting a diverse perspective through teaching, research, and community service.

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

The Department of Public Health Sciences' Public Health program develops competent public health education practitioners who can assess client needs, develop theoretically sound programs to meet those needs, facilitate program implementation, and evaluate the successes of those

programs. NMSU policies and the *Vision 2020* strategic plan guide the program's diversity and cultural competency goals.

NMSU recognizes and respects differences of race, ethnicity, national origin, tribal nationhood, language, color, identities, and expressions of gender and sexuality, age, veteran status, disabilities, socioeconomic status, political, spiritual, and philosophical faith or affiliation. Diversity is one of the four goals set forth in the *Vision 2020* with the belief that diversity contributes directly to the quality of learning for all who participate in university education. Specifically, the stated goal in the *Vision 2020* is to be a model for student, faculty, and staff diversity at all levels. The plan has established the following five objectives to promote diversity in NMSU and its colleges and programs:

1) Provide an academic environment supportive of a diverse student, faculty, and staff population
2) Shape student diversity at all academic stages through recruitment, retention efforts, and support services
3) Implement recruitment and retention efforts to diversify the faculty and staff
4) Reflect a commitment to New Mexico and border region diversity through programs and curriculum
5) Foster cross-cultural awareness and communication among diverse constituents

Employee diversity and student diversity are two key performance indicators to evaluate the success of the university and its programs in achieving these diversity objectives. Table 1.8.b provides the program's outcome data on these two indicators.

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

The program supports and subscribes to the policies and procedures on nondiscrimination, student conduct, and academic integrity of the NMSU. The University and the program support a climate free of harassment and discrimination. Per NMSU guidelines, if a Department Head receives a complaint of alleged discrimination or sexual harassment, or observes or becomes aware of conduct that may constitute discrimination or sexual harassment, he/she must immediately contact the Office of Institutional Equity. NMSU Policy statement on discrimination and affirmative action states:

NMSU is dedicated to providing equal opportunities in areas of employment and academics without regard to age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, serious medical condition, sex, sexual orientation, spousal affiliation or protected veteran status as outlined in federal and state anti-discrimination statutes. As a federal contractor, NMSU's affirmative action program also supports this effort. Further, NMSU is committed to providing a place of work and learning free of discrimination and harassment on the basis of a person's age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, serious medical condition, sex, protected veteran status, sexual orientation, or spousal affiliation. Where a violation of policy is found to have occurred, NMSU will act to stop the conduct, to prevent its recurrence, to remedy its effects, and to discipline

those responsible in accordance with the NMSU Policy Manual and/or NMSU Student Code of Conduct (see sections 1.20 and 3.25 [ERF]).

NMSU is committed to providing a safe and harassment free environment for its students, employees and visitors, and equal employment opportunities in all areas of occupation. It is also committed to protecting the assets of the University, students, employees, and individuals connected with the University. A key component in achieving these commitments is ensuring that employees understand their responsibilities related to applicable State and Federal codes, laws, and regulations. All the employees including PHS faculty, staff, and student employees must complete seven modules of compliance training every year.

In keeping with the *Vision 2020* goal on diversity [ERF], NMSU has established Diversity Council to maintain an organization of faculty and staff for providing communication between the faculty, staff, and the administration. The Council facilitates communication among the several parts of the faculty and staff in support of an inclusive university environment that embraces the diversity of students, employees and the community. One of the program faculty members sits on the Diversity Council, chaired by the Associate Provost. Its subcommittees are advisory bodies and exercise the following functions:

- Makes recommendations to the Chancellor and the Executive Vice President/Provost on policies and issues such as the recruitment and retention of minority students and faculty.
- Participates in university processes which have an impact on diversity.
- Serves as a catalyst for systemic inclusion of diversity in all its forms.
- Examines diversity issues and generates proposed solutions for consideration and adoption by the appropriate administrative bodies.

Diversity is the result of the cumulative recruitments to a department as well as the relative success of the department in retaining and advancing faculty. A Department Head leads the faculty in development of a diverse faculty. The program currently includes diverse faculty in terms of gender and race/ethnicity. The program administration encourages faculty, staff, and students to attend training on Title IX held routinely by the college. All the syllabi of classes offered by the program are also required to include NMSU policy against discrimination and Title IX notice to students.

iv. Policies supporting a climate for working and learning within a diverse setting

NMSU policy 3.25 [ERF] is the main policy supporting a climate for working and learning within a diverse setting. NMSU is dedicated to provide equal employment opportunities in all areas of occupation without regard to age, ancestry, color, mental or physical disability, gender, serious medical condition, national origin, race, religion, sexual orientation, gender identity, spousal affiliation, or veteran status, according to state and federal laws. This dedication extends to recruiting and hiring, promotion, and other personnel actions such as compensation, benefits, transfers, layoffs, terminations, training, education, and tuition assistance, social and recreational programs. NMSU's comprehensive affirmative action program supports this effort.

The Office of Institutional Equity publishes NMSU's Affirmative Action Plan each year. The University collects data annually from the period of January 1 thru December 31. NMSU assesses the percentage of females and minorities in its workforce by job groups as well as the

percentage of females and minorities with requisite skills available in the recruitment area. NMSU uses the latter assessment to establish a benchmark against which it can compare the demographic composition of the NMSU's workforce in order to identify accomplishments, problem areas and placement goals. This serves as a management tool to ensure equal opportunity and thereby diverse work setting.

From students to faculty and administration, the Department of Public Health Sciences reflects the minority majority demographics of the state of New Mexico, and the growing demographics in the rest of the country. Students interact with peers and faculty from diverse ethnic backgrounds and enjoy opportunities to learn different cultural prospective on issues relevant to the courses that they take and of their interest. The university offers a multitude of support services to all students; interested minorities may also take advantage of the American Indian, Black, and Chicano Programs. Currently seven international student organizations on campus are active and chartered. These organizations are important sources of support, especially for the international students.

v. *Policies and plans for developing, reviewing, and maintaining curricula and other opportunities including service learning that addresses and builds competency in diversity and cultural considerations*

Diversity contributes directly to the quality of learning for all who participate in university education. In addition to the NMSU community, reflecting diversity within the composition of the students, faculty, and staff, full engagement of the university community across social and cultural differences is crucial. Equally essential is the integration of lessons from a variety of cultural perspectives into the development of student knowledge, skills, and character.

Although the program does not have specific policies and plans for developing, reviewing, and maintaining curricula, such development, revision and maintenance occurs as the needs arise. Faculty discuss the needs in the faculty meetings and Department Head assigns the task of policy recommendation or revision to program's internal advisory committee. Faculty discuss the committee's recommendations in the full faculty meeting and votes for approval. Upon approval, the Department Head ratifies the policy.

The program currently has a robust curriculum that builds competency in diversity and cultural considerations. As part of the curriculum, some students complete their field work in tribal communities, some go to foreign countries as a part of Master's International program/ Peace Corps program (operating paper pgs. 14-16 [ERF]), and some work in local government and non-profit organizations where they gain cultural competencies by participating in community projects. The program curriculum also requires students to take at least one cultural foundation course, where they learn health issues and disparities facing different communities, their cultural norm pertaining to health issues, and access to health services and major public health issues in the domestic underserved areas and in foreign countries. The capstone course (PHLS 499) in BPH degree program integrates diversity and cultural competency in service learning.

vi. *Policies and plans for recruiting, developing, promoting, retaining a diverse faculty*

The Administrative Rules and Procedures of NMSU [ERF] outlines the procedures which apply to all programs at NMSU and the commitment to providing equal opportunities for employment

regardless of age, sex, race, disability, religion, or national origin. If an underutilization exists (i.e. the number of female/minorities employed by NMSU in a category is less than the availability in the market), the personnel office will issue a memorandum requesting that hiring units undertake special efforts towards meeting the University's Affirmative Action goals. Under conditions of underutilization, a department may consider: extending the deadline date to allow for more public notice; advertising in state/national newspapers or journals where qualified minorities or females are likely to view the announcement; actively recruiting qualified females or minorities via informal or formal networks; wording the position announcement as generally as possible to encourage recently-degreed females and minorities to apply; or, advertising the position at a lower level (or rank) to attract a larger pool of qualified women and minorities to meet Affirmative Action goals.

The program understands the importance of attracting minority applicants to the department. In that regard, it makes every attempt to recruit minority faculty to the university. Rather than simply sending out vacancy announcements and advertising in professional publications, the program uses professional networks and personal communication to encourage candidates to apply. Current faculty members are a relatively diverse group, especially regarding gender, minority employees, and age. All searches go forward with the intention of further increasing diversity, while still attracting talented, experienced professionals.

NMSU policy 5.90.3.4 [ERF] on allocation of effort states, in order to ensure equitable treatment, every faculty member will complete an allocation of effort statement as part of the annual evaluation process. When determining the allocation of effort, decisions must be made without regard to race, national origin, gender, gender identity, age, disability, political beliefs, religion, marital status, sexual orientation, special friendships, or animus towards candidates. Further, for the allocation of effort statement to be accurate and useful, administrators at all levels must understand and take an active role in avoiding institutional factors that could produce an undue burden on untenured faculty members and those from underrepresented groups in the allocation of effort process. The College of Health and Social Services and PHS department comply with this policy when negotiating allocation of effort every academic year.

vii. Policies and plans to recruit, develop, promote and retain a diverse staff.

NMSU Policy statement on discrimination and affirmative action also applies to staff positions. When underrepresented applicants are not available to fill a position, the department may establish a trainee position. Department Head (in cooperation with the Office of Human Resource Services) may develop a job development program that will provide an opportunity for the underrepresented individual to become qualified for a position. Normally, the salary schedule for the trainee will not be less than 80 percent of the minimum non-probationary salary for the position and will provide for periodic incremental increases. Another mechanism through which department may create pathway for promotion is by encouraging staff to participate in Apprenticeship Training. Apprentices who have satisfactorily completed the training may be promoted to the first available position for which they are qualified, without competitive advertising, with prior approval by the Office of Human Resource Services.
New Mexico State University recognizes the most important and valuable asset any organization has is its employees. In appreciation for the dedication and accomplishments of staff members, the Employee Recognition Program rewards and recognizes those who demonstrate the professionalism and behaviors consistent with the mission of NMSU and to celebrate

achievements that have an exceptional impact on the organization. The Employee Council 'A' Mountain Staff Award provides the university family with a forum for spotlighting the good works of NMSU staff members who serve as an inspiration to others. The award recognizes regular employees who epitomize integrity, dedication, skill, endurance, resilience, determination and passion. In addition to adhering to NMSU policies supportive of diversity, the Department of Public Health Sciences makes its effort to retain diverse staff by recognizing and nominating them for these various awards.

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

NMSU admits students from widely varied backgrounds. Those who graduate from NMSU are uniformly well-educated and strongly motivated. NMSU graduated its first African American student in 1937 – several decades before many other American universities did – and continues to provide quality education to students from underserved populations. Through programs such as the Minority Access to Research Careers, the Minority Biomedical Research Support Program, and the Alliance for Minority Participation, the University has been successful in attracting talented minority students into historically underrepresented fields.

The International and Border Programs Office oversees the Office of Education Abroad whose purpose is to increase international educational opportunities for NMSU students. It offers exchanges to over 40 countries. Each of the underrepresented minority ethnic groups has an office on campus to support and guide ethnic minority students. These include Chicano Programs, the American Indian Program, and the Black Program. Additionally, NMSU has established a Gay and Lesbian Sexual and Gender Diversity Resource Center in the Garcia Hall.

The faculty within the program in the Department of Public Health Sciences at NMSU strongly support recommendations from the 2002 Institute of Medicine report *The Future of Public Health in the 21st Century* and the 2003 IOM report *Unequal Treatment: Confronting racial and ethnic disparities in health care*. This includes recruiting, educating, and graduating members of underserved, minority and ethnically diverse populations. The program adheres to the belief that drawing students from local communities will better ensure that they return to these underserved areas as public health professionals after graduation. The program seeks to have the ethnic and racial profile of its graduates approximate the ethnic and racial breakdown of state and local communities.

The city of Las Cruces, where NMSU is located, attracts a diverse population. The program attracts local students, students from across the country, as well as international students. The Public Health program's application, admissions, and degree granting requirements, policies, and procedures are consistent with those of NMSU. It is the policy of NMSU to be in full compliance with all federal and state non-discrimination and equal opportunity laws and regulations. Additionally, the university will not discriminate against any person based on age, color, race, sex, national origin, or disability. To maintain and integrate similar policies and procedures in its applications, admissions, and degree-granting requirements, the department communicates with the NMSU Office of Institutional Equity, the minority programs on campus, and with students. Further, the entire full-time faculty plays a crucial role in the admitting of students by serving on the ad-hoc admissions committee and serving as mentors to the undergraduate, graduate and other interested students. Recruitment efforts of the Department encourage minority students to apply to the program. Most Native American populations within the state are located in the

northern and northwestern areas of New Mexico. This is one reason the Department of Public Health Sciences developed the MPH program in an online format. The MPH degree program strives to maintain a proportion of Native American students at least equal or exceed the state's proportion of Native American of 4% baccalaureate graduates.

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

The program evaluates the composition of its faculty, staff and students periodically. When need arose and opportunity existed, the administration in consultation with faculty has utilized alternate appointment procedures for faculty to hire from underrepresented group. The program has recruited a tenure track faculty through the Minority Doctoral Loan-For-Service program [ERF] enacted by the NMHED to increase diversity in academic disciplines in which ethnic minorities or women are underrepresented in New Mexico colleges and universities. Last two faculty hired into the ranks of assistant professor in the program are the examples of utilization of such mechanisms to increase faculty diversity. Because of these efforts, the program has highly diverse faculty and staff. As a Hispanic and minority serving institution, it also has large proportion of students from historically underrepresented groups in the public health work force.

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

NMSU is a Hispanic-serving Institution. At the undergraduate level, there are almost an equal number of Hispanic students and White/Other. Including Black, Native American, and Asian American students in the count results in more minority students on campus than White non-Hispanic students. Although the number of international undergraduate students is small, international students comprise 17% of the graduate student enrollment. Many of NMSU's international graduate students are teaching assistants in first-year courses. Females comprise 54% of the student population. This percentage is reflected in the freshman class. There are no available statistics addressing religious affiliations on campus. There are, however, nineteen religious-focused chartered student organizations on campus. Fourteen additional chartered student organizations have a cultural focus, including the Sexual and Gender Diversity Resource Center and the Stonewall Coalition. Moreover, eight of the 46 professional student organizations have a minority affiliation and two focus on women.

NMSU represent a diverse perspective for social class/economic status. Over 44% of undergraduate students are low income, 38% are first generation college students, and 32% come from rural counties in New Mexico. Ethnic diversity is also visible in the demographics of the faculty and staff. NMSU has a high percentage of minority faculty members, in comparison with its peer institutions. A review conducted for NASA indicated that NMSU is meeting national standards for gender equity among faculty and staff, and has policies in place that promote equity. All chartered student organizations must have a faculty/staff advisor, which, theoretically, enhances student-faculty interactions at these levels.

The BPH and MPH degree programs require students to take one cultural foundation course. These courses include Health Disparities: Determinants and Interventions, Hispanic Health Issues, Cross-Cultural Aspects of Health, International Health Problems, International Health

Practicum, Rural Health Issues, Coping with Loss and Grief: A Cross-Cultural Perspective, and U.S.-Mexico Border Health Issues. These courses investigate wide range of topics such as impact of aging of the populations, increased racial and ethnic diversity, and technological developments; cultural differences that aid or hinder communication with Hispanic clients and the application of cross-cultural communication skills; health practices from a variety of cultural perspectives; differences in domestic health programs and problems and those in other parts of the world; a cross-cultural perspective to death, loss and grief; and the impact of living conditions and health issues of communities along the U.S.-Mexico border and of the strategies and initiatives to address these issues. These courses are designed to provide culturally diverse prospective on factors that influence the health, wellbeing and access to health services for a specific group, and consequently, a population as a whole. In addition to one required course, students interested in further enhancing cultural competencies may choose these courses as electives. GCPH students may also choose one of these courses to fulfil one elective course requirement.

Primary faculty of the program consists of 45% white, 18% Hispanic, 18% Native American (until Summer 2017), and 18% Asian ethnicity. One of the two staff (until Summer 2017) is from Hispanic and the second one is from White ethnic group. The ethnic composition of students in BPH program and each concentration of MPH program is shown in the table below.

Table 1.8.b. Student Head Count by Ethnicity in Fall Semesters

Class	Concentration	Ethnicity	Fall 2015	Fall 2016	Fall 2017
			Head-count	Head-count	Head-count
BPH	Bachelor of Public Health	Black or African American	1	1	
		Hispanic	70	56	58
		White	16	13	13
		Other	3	3	8
MPH	Community Health Education	Black or African American	3	4	
		Hispanic	14	14	21
		White	24	25	26
		Other	7	12	10
	Health Management, Administration, and Policy	Black or African American	2	0	
		Hispanic	6	8	6
		White	8	8	12
		Other	6	6	5

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

In September 2005, the NMSU Board of Regents adopted a plan developed by a faculty, staff, and student task force charged with redrafting the NMSU Strategic Plan to provide a clearer, simpler and more user-friendly set of objectives and measures for institutional achievement. This plan was called *Living the Vision: A Performance Plan for Excellence* (LTV). It clearly defined five performance goals including to have high quality, diverse faculty, staff and student body at

all academic levels. These five goals have been widely communicated across the NMSU System and they serve as guides for planning and budgeting decisions. The university assesses these goals annually, shares results with governance groups, and makes the results publicly available on the NMSU web site.

With the change in the university administration in 2013, LTV evolved into *Vision 2020*. During spring 2015, Chancellor Garrey Carruthers and Provost Dan Howard conducted *Vision 2020* Strategic Planning Forums with each college, community college, and administrative division. Feedback from all sectors enhanced the *Vision 2020* plan and it is now inclusive of the system's four community colleges. NMSU engaged the Board of Regents in dialogue during the annual summer strategic planning session. New Mexico State University's Board of Regents adopted the most recent version of the *Vision 2020* Strategic Plan on July 21, 2015. Throughout these changes in administration and evolution of strategic planning promoting diversity remained one of the goals of NMSU, which is currently goal 2: Diversity and Internationalization – Provide a diverse academic environment supportive of a global society.
At present, the program follows the NMSU policy on non-discrimination and harassment, guidelines set forth by Office of Institutional Equity (OIE), and plans delineated in the *Vision 2020* strategic plan. The program does not have departmental written diversity plan or policy. Nonetheless, the department has actively participated in programs that support hiring minorities. PHS's effort to recruit diverse faculty is evidenced by hiring of faculty from an underrepresent minority group through alternative appointment procedures for faculty and professional staff. The program uses this mechanism to achieve its under-representation recruitment goal. One of the situations that allows hiring, through alternative appointment procedures, is when an individual being considered is a member of a group which is historically underrepresented (as verified by OIE) in the faculty or staff job and another more qualified member of an under-represented group is unlikely to apply. Whenever the program uses an alternative appointment procedure to fill a faculty or staff position, the program must submit an Alternative Appointment Request Form. By signing the form, the Department Head and Dean certify that the condition of the appointment meets one of the criteria required for this procedure. The hiring Department Head and Dean must present a reasonable justification for waiving the standard search process. Administration considers each request individually on its own merits, and it does not grant waivers as a matter of routine. When such need arises, the Department Head consults with the Dean and the entire faculty to devise a justification.

Participation in Minority Doctoral Loan-For-Service: NMHED enacted the Minority Doctoral Loan-For-Service program in 1978 to increase the number of ethnic minorities and women available to teach engineering, physical or life sciences, mathematics, and other academic disciplines in which ethnic minorities or women are demonstrably underrepresented in New Mexico colleges and universities. As a condition of each loan, the student declares his/her intent to secure a faculty position at a New Mexico public university to teach their field of study. To be eligible the candidate must have a commitment from the sponsoring institution that a tenure-track faculty position will be available in the individual's discipline when they complete their doctoral degree and are ready to return to the institution as faculty. The Department of Public Health Sciences has participated in this program and has successfully recruited a former student to the ranks of its faculty.

As a result of these efforts, current faculty, staff and student composition of PHS aligns well with the goal 2 of the *Vision 2020*.

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

Vision 2020 and its predecessor LTV calls for quantitative evidence that it has met its goals and objectives. Accrediting agencies, including the Higher Learning Commission and other agencies at the college and program level, also require performance measures. *Vision 2020*'s five major goals have measurable performance outcomes that are comparable with NMSU's peer institutions. These goals and performance outcomes were developed with the input from all units of the university including representatives from CHSS. The consistent peer comparisons over time that are part of the *Vision 2020* process represent an important improvement in institutional planning and self-assessment strategies.

At the program level, the program lacks a diversity plan or policy. As part of this self-study, the program will have adopted key performance indicators of diversity from *Vision 2020* plan, which will allow the program to monitor diversity of faculty, staff, and students going forward. The program will formulate a formal plan and policies that align with the *Vision 2020*, Goal 2. The Department Head or the designated departmental committee will oversee the routine revision of policy to ensure its effectiveness and alignment with the university policies.

As stated above, the program has implemented measures to address faculty diversity even without a formal plan or policy. As shown in table above, the program has a diverse faculty, composed of 55% from underrepresented minority groups, and diverse staff. The program's student body is also significantly diverse with approximately 50% minority students in MPH and 70% in BPH programs.

The Department currently has a faculty member serving as a College representative on the University-wide Diversity Council and has had continuous representation on this Council since 2010. The NMSU Diversity Council is made up of faculty representatives from each of the colleges and special programs to serve students, staff and faculty. This ensures that the university is promoting an inclusive campus allowing all individuals to be treated with respect and humility and that all events, new hires, and programs are appropriately represented to reflect campus culture.

e. Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the program must include four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity reporting will be handled on a case-by-case basis. Measurable objectives must align with the program's definition of under-represented populations in Criterion 1.8.a.

Table 1.8.e. Diversity Outcomes for the Department

				2014-15	2015-16	2016-17
	Method of Collection	Data Source	Target	Actual	Actual	Actual
Faculty, N				11	10	11
% of primary faculty who are racially diverse*	Self-report	Human Resources	≥50%	54%	54%	54%
% of primary faculty who are women	Self-report	Human Resources	≥50%	46%	50%	50%
Staff, N				2	2	2
% of staff who are racially diverse	Self-report	Human Resources	≥50%	100%	100%	50%
MPH Students, N				63	69	76
% of enrolled students who are racially diverse*	Self-report/ Admissions	Banner	≥50%	48%	58%	57%
% of enrolled students who are women	Self-report/ Admissions	Banner	≥50%	76%	69%	72%
% of students who are disadvantaged**	Self-report	Admissions, Financial Aid	≥40%	38%	42%	41%
BPH Students, N				83	90	78
% of enrolled students who are racially diverse*	Self-report/ Admissions	Banner	≥50%	83%	82%	83%
% of enrolled students who are women	Self-report/ Admissions	Banner	≥50%	84%	82%	79%
% of students who are disadvantaged**	Self-report	Admissions, Financial Aid	≥60%	69%	66%	66%

*racial diverse = non-white; **disadvantaged = socioeconomically disadvantaged (income < 200% of federal poverty level);

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

This criterion is met with commentary. The program's commitment to diversity is evident among its faculty, staff and students. At present, written policies and plans are not in place, the program follows diversity policies established at the institutional level.

Strengths

The program met its student diversity goals for Hispanic ethnicity. The program also has diverse faculty and staff. It follows institutional policies that promote diversity by providing a safe and harassment free environment for its students, employees and visitors, and equal employment opportunities irrespective of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, serious medical condition, sex, sexual orientation, spousal affiliation or protected veteran status. The program has shown its commitment to faculty

diversity by hiring multiple faculty from underrepresented group through alternative appointment process and other programs.

Weaknesses
The program met its student diversity goals for Hispanic ethnicity, but still needs to improve its recruitment of students of Native American, Black, and Asian/Pacific Islander ethnicity, particularly in MPH program. Although, NMSU policies provide strong protection against discrimination and harassment, the program needs to develop its own policies and plans in keeping with institutional policy and more specific to the needs of the program.

Plans
Extend/revamp/enhance recruiting efforts to northern part of the state where most of the Native American population lives. Reach out to Southern NM – into Luna, Grants, and Hidalgo Counties; reach out to students in Asian medical schools who are eager to get a Certificate or an MPH online; and reach out to other minority students through participation in national conferences and through online marketing. Develop a diversity policy and plan consistent with NMSU policy and plan, yet tailored to meet the objectives of the program.

2. INSTRUCTIONAL PROGRAMS

2.1. Degree Offerings. The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master's degree. The program may offer a generalist MPH degree and/or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, if consistent with its mission and resources.

a. An instructional matrix presenting all of the program's degree programs and areas of specialization, including bachelor's, master's and doctoral degrees, as appropriate. If multiple areas of specialization are available, these should be included. The matrix should distinguish between professional and academic degrees for all graduate degrees offered and should identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix. See CEPH Data Template 2.1.1.

Table 2.1.1. Instructional Matrix – Degrees & Specializations

	Academic	Professional
Bachelor's Degrees		
Specialization/Concentration/Focus Area	Degree	
Community Health Education	BPH (Professional)	
Master's Degrees		
Specialization/Concentration/Focus Area		Degree
Community Health Education		MPH‡
Health Management, Administration, and Policy		MPH†
Joint Degrees		
With School of Social work		MPH/MSW⁂

†Online only; ‡Online and on campus; ⁂ Hybrid

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

The site team will receive the New Mexico State University Academic Catalogs as hard copy. It is also available online at: http://catalog.nmsu.edu/

The BPH Program information is located in the catalog at: https://catalogs.nmsu.edu/nmsu/health-social-services/public-health-sciences/public-health-bachelor-public-health/

The MPH Program specifically is located in the catalog at: https://catalogs.nmsu.edu/nmsu/health-social-services/public-health-sciences/public-health-master-public-health/

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

This criterion is met. The program currently offers two MPH concentrations and dual MPH/MSW degree. The program of study for the two concentrations requires the completion of minimum of 42 credit hours of coursework.

Strengths
The program offers the Master of Public Health degree, dual master's degree in MPH and MSW, and Bachelor of Public Health degree that are consistent with its stated mission. The program currently offers two MPH concentrations and one BPH concentration. Several hard copy and electronic sources, distributed to numerous outlets, provide consistent descriptions of the program. The program has developed its curricula according to professional standards.

Weaknesses
None noted

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

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

According to section 6.26 - Class Schedules and Catalogs, from the Administrative Rules and Procedures of NMSU [ERF], Ratified October 21, 2015 (https://dept-wp.nmsu.edu/generalcounsel/files/2017/09/23-Ed-ARP-09.27.17-ac.pdf) the minimum class meeting time is 750 minutes per credit hour per semester, thus a three credits course must meet 2250 contact minutes.

b. Information about the minimum degree requirements for all professional public health master's degree curricula shown in the instructional matrix. If the program or university uses a unit of academic credit or an academic term different from the standard semester or quarter, this difference should be explained and an equivalency presented in a table or narrative.

The MPH in Community Health Education and the MPH in Health Management, Administration, and Policy at NMSU meet the required 42-semester credit hour minimum length. The curriculum is the same for online and on-campus students.

I. Public Health Core Courses (15 credits)

MPH 510	Community and Psychosocial Aspects of Public Health	3 cr.
MPH 520	Biostatistical Applications in Public Health	3 cr.
MPH 530	Epidemiological Approaches to Disease Control and Prevention	3 cr.
MPH 540	Health Services System: Administration and Organization	3 cr.
MPH 550	Environmental Public Health Issues	3 cr.

II. Specializations/ Emphasis/Concentration (18 credits)

Community Health Education Core Courses (18 credits)

MPH 570	Foundations of Public Health Education	3 cr.
MPH 572	Techniques of Health Communication/Education	3 cr.
MPH 573	Community Organization in Public Health	3 cr.
MPH 574	Health Program Planning	3 cr.
MPH 578	Evaluative Approaches in Public Health	3 cr.
MPH 579	Research and Resources in Community Health	3 cr.

Health Management, Administration, and Policy Core Courses (18 credits)

MPH 541	Principles of Health Program Management	3 cr.
MPH 545	Health Services Organization and Delivery	3 cr.
MPH 546	Public Health Finance and Budget Management	3 cr.
MPH 547	Public Health Law and Ethics	3 cr.
MPH 558	Public Health Policy Analysis	3 cr.
MPH 578	Evaluative Approaches in Public Health	3 cr.

III. Cultural Foundation Course (3 credits)

Select one course from the cultural foundation series numbered MPH 560-MPH 569

IV. Additional Requirements (3 credits)

MPH 596	Field Experience	1-4 cr.[1]

[1]Although this course allows variable credit hours, three hours are required to graduate.

V. Thesis Option (6 credits) (only for those in the Community Health Education concentration)

MPH 599	Master's Thesis	1-6 cr. [2]

[2]Although this course allows variable credit hours, students typically take the course twice, frequently three hours across consecutive semesters.

VI. Non-thesis Option (3 credits) (available for those in the Community Health Education emphasis and the Health Management, Administration & Policy concentration)

A.	Elective	3 cr.
B.	Successful completion of comprehensive examination	

The thesis option requires 45 credit hours, while the non-thesis option requires 42 credit hours. Final examination for the non-thesis option includes a written comprehensive exam pertaining to the student's graduate course work. Final examination for the thesis option consists of an oral defense of the thesis and related course work. Section 2.5 contains additional detail on the comprehensive examination.

All MPH students must comply with the Student Code of Conduct for the Department of Public Health Sciences.

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

The program has awarded no MPH degrees for less than 42 semester credit hours, or equivalent, over any of the past three years in either of its concentrations.

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

This criterion is met. The program of study for both concentrations requires the completion of 42 credit hours.

Strengths

All students complete a program that is at least 42 semester hours in length (ranging from 42 semester hours (Non-thesis) or 45 hours (Thesis). Some students, who choose to earn a graduate minor exceed this credit total.

Weaknesses

None noted

2.3. Public Health Core Knowledge. All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

a. Identification of the means by which the program assures that all graduate professional public health degree students have fundamental competence in the areas of knowledge basic to public health. If this means is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each. See CEPH Data Template 2.3.1.

The program offers the Master of Public Health degree with a concentration in either Community Health Education or Health Management, Administration, and Policy. The program also offers a Graduate Public Health Certificate. Both MPH concentrations include instruction in the five core areas of knowledge basic to public health. The program requires students in on-campus and online formats to take five core courses in biostatistics, epidemiology, environmental health, health services administration, and social and behavioral sciences and are described below (see Table 2.3.1). These five courses constitute the 15 credit hours that all students in the MPH program are required to complete as part of the public health core curriculum.

Table 2.3.1. Required MPH Courses Addressing Public Health Core Knowledge Areas

Core Knowledge Area	Course Number & Title	Credits
Social & Behavioral Sciences	MPH 510 Community and Psychosocial Aspects of Public Health	3 cr.
Biostatistics	MPH 520 Biostatistical Applications in Public Health	3 cr.
Epidemiology	MPH 530 Epidemiological Approaches to Disease Control and Prevention	3 cr.
Health Services Administration	MPH 540 Health Services System: Administration and Organization	3 cr.
Environmental Health Sciences	MPH 550 Environmental Public Health Issues	3 cr.

Further information on concentration specific courses are provided in criterion 2.2.b.

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

This criterion is met. The program curricula include five public health core courses. To complete the program, students must demonstrate a broad understanding of public health core knowledge and skills. They do this by successfully completing the courses in the curriculum.

Strengths

All Master of Public Health (MPH) students must successfully complete courses in the five core areas of public health knowledge with a grade of B or better. These include Community and Psychosocial Aspects of Public Health (MPH 510), Biostatistical Applications in Public Health (MPH 520), Epidemiological Approaches to Disease Control and Prevention (MPH 530), Health

Services System: Administration and Organization (MPH 540) and Environmental Public Health Issues (MPH 550). The program does not grant waivers for these courses.

The MPH degree program provides students with the opportunities to learn and demonstrate an understanding of the public health core knowledge in a variety of ways including structured content-based coursework, individual and group projects, writing and research assignments, formal and informal oral presentations, mentored field projects, and practicum experiences. The required core coursework in the MPH degree program assures that every graduating student has a broad understanding of the public health core knowledge. Additionally, the students learn skills to address public health problems, be culturally competent to work with diverse populations, and possess the analytic skills to conduct data analysis and interpretations.

Weaknesses

A weakness of the MPH degree program is its coverage of MPH 550 Environmental Health Sciences by adjunct faculty. Due to university budget deficits, the program was unable to obtain the funding resources needed to hire a permanent faculty with expertise in Environmental Health Sciences. A faculty search is underway to resolve this situation.

Plans

Early in FY 18, the NMSU administration approved the Department of Public Health Sciences to conduct a job search to fill Environmental Health faculty position and the second position recently vacated by Dr. Gladstone who taught in the HMAP concentration. The goal is to fill these positions by Fall 2018.

2.4. Practical Skills. All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

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

Program Policies and Procedures

The field experience is a required and integral part of the MPH degree program and all MPH students must complete MPH 596, Field Experience. A field experience provides students with opportunities to apply concepts learned in the classroom to real-world problems and solutions. The program places students according to students' career goals and location preferences. The program expects students to take field experience only after completing their second semester of coursework as a full-time MPH student or in their third year, if a part time student.

The program has prepared the Field Experience Manual [ERF] which is available to students online at https://publichealth.nmsu.edu/wp-content/uploads/sites/2/2017/09/NMSU-PHS-FE-Manual-Sept-2017.pdf. The manual provides comprehensive documentation to guide students, preceptors, and faculty in the identification of sites, development of goals and objectives, ethics of working in public health, evaluation mechanisms, etc. Students taking the CHE concentration are strongly urged to seek out sites with mentors who have an MPH and/or who possess Certified Health Education Specialist (CHES)/ Master Certified Health Education Specialist (MCHES) credentials. Since New Mexico is a rural state, the program cannot always identify preceptors with such qualifications. In such cases, individuals with similar degrees, and/or many years of experience in the field are acceptable. In some cases, the student is required to obtain two preceptors, to assure provision of adequate supervision. As many students wish to return to their home communities upon graduation, the program encourages them to complete field experience in their home communities.
In many cases, MPH students have full-time, professional positions. This is especially true among the online students. Field experience becomes a challenge for these students in that they are unable to leave their jobs to undertake a field experience placement for a full semester. In these cases, the Field Experience Coordinator assists students with a modification of their current place of employment whereby the student is able to complete a special assignment or project, often with another office at the worksite or assuming new or enhanced responsibilities, that allows the student to demonstrate his/her CHE or HMAP skills. An example would be someone who is a program manager, developing a new policy for a clinic, and then developing an educational component to educate staff on the new policy.

Selection of Sites

Many areas of New Mexico are Health Professional Shortage Areas (HPSAs). In fact, 32 of the 33 counties are HPSAs, thereby making it difficult for many MPH students to find a preceptor who has both MPH and CHES/MCHES certification. New Mexico is the fifth largest state by land mass, but has only four cities with populations of 50,000 or more, and only 17.2 persons per square mile, making it one of the most rural states in the nation.

For many NM communities, to have an MPH student provide public health support/services, while completing his/her field experience, is a unique and valuable opportunity to have some

services provided in a situation where normally, no or limited services would be available to community members.

The selection of a site can include the fact that the PHS has an affiliation agreement with the site, or has worked with the site previously, before affiliation agreements were required by NMSU. If it is a potential new site, the mission of the agency is key to assess if they have a public health or human service focus. Telephone calls or email exchanges then occur to explain the affiliation agreement and the process that NMSU undertakes when completing this process.

For online students who reside in states where NMSU does not have established sites, discussions occur with the student as to potential sites to research. If there are MPH alumni in the state, the Field Experience Coordinator reaches out to them for their recommendation of sites, potential preceptors, or programs for the student to investigate.

One of the more popular and common sites that precepts the program's students is the NM Department of Health, Public Health Division which precepts ~ 25% of all students, graduate and undergraduate. The NMSU Campus Health Center precepts ~ 12% of all students. A listing of past field experience sites is found on the Department Home Page [https://publichealth.nmsu.edu/wp-content/uploads/sites/2/2017/10/FE-Agencies.pdf].

Methods for Approving Preceptors

It is the student's responsibility to seek out and identify a field experience site and have it approved by the Field Experience Coordinator. A discussion takes place, between each student and the Field Experience Coordinator, at least one semester before the student wishes to complete the class. At that time, the Coordinator and/or student identifies potential sites and preceptors, based on the student's interests, where they live, etc. The Field Experience Coordinator shares contact information of potential preceptors with the student, as available for the student's location. Typically, the Field Experience Coordinator discusses 2-3 or more sites and shares contact information, to allow the student an opportunity to review the agency/program's website, set up a time to talk with the potential preceptor, learn of upcoming projects, and how the student may be woven into the agency's work, based on their skill sets, interests, language abilities, etc.

There are many programs/agencies with which the Department of Public Health Sciences has worked with for years, and many preceptors who are very familiar with the program, the students' abilities, developing skill sets, etc. Many alumni serve as preceptors once they graduate and are working in the field. When developing an affiliation agreement with a new agency/program, it is preferable if there is a MPH degreed person who may serve as the preceptor. If a person does not have an MPH degree, preferably an advanced degree in Social Work, Nursing, Public Administration, or a similar field can substitute. If the potential preceptor does not have an advanced degree, but a bachelor's degree, and less than 5 years in his/her position, it is requested that a second person, from within the agency/program, that has an advanced degree serve as a co-preceptor. The objective is to have in place, a person or team, who can effectively precept the student and guide him/her as they practice and strengthen their developing public health skills at the field experience site.

Opportunities for orientation and support for preceptors

To date, there is no formal orientation or support for preceptors. The Field Experience Coordinator can and will readily speak with preceptors, and potential preceptors, to guide them in the oversight and support of students before students begin their experience and during the semester. During the required sites visits, whether they are face to face, by phone or electronic means, e.g., Zoom or Skype, information is shared between the Field Experience Coordinator and the preceptor about the program, student requirements, etc.

Affiliation Agreements

Effective 2014, the College of Health and Social Services is required to have an established affiliation agreement (see ERF) in place with the program/organization before a student can begin his/her field experience. This is an ever-evolving list of sites. This requirement is not in effect for any sites on the NMSU campus or with program associated with NMSU, e.g., Extension offices. Traditionally agreements span 3-5 year periods. The program typically uses a template for the affiliation agreement, developed by the NMSU Office of General Council, for many of the sites. In some situations, organizations will prefer to use their own affiliation agreement at which time the NMSU Office of General Council will review the other party's agreement. Any negotiations of language will occur between the NMSU Office of General Council and the agency's representatives. Presently, the Field Experience Coordinator starts the process between the agency and NMSU Public Health Sciences department. Once the affiliation agreement is signed off, by the agency, it is forwarded to the Department Head, then to the CHSS Dean's Office and finally to the Provost's office for final signatures. Once all signatures are complete, the agency will receive a scanned copy of the executed document.

Students are able to utilize new sites, once approved by the Field Experience Coordinator, if they provide adequate advance time to establish the affiliation agreement between NMSU and the new program/organization. This process can take two or more months but with recent updating of the process, in early 2017, the program anticipates that the time to process a new affiliation agreement will shorten to a month or less.

Approaches for faculty supervision of students

Faculty supervise students at their field site in various ways, depending on the location of the student and the nature of the placement. The field experience course, MPH 596, utilizes Canvas technology for communication between students and the Field Experience Coordinator. The Field Experience Coordinator sees many of the students in and around the department, and the state, and is able to obtain progress reports in that way. In addition, the Field Experience Coordinator has lived and worked in NM for over 25 years and has coordinated this program since 2005 for the BPH and 2007 for the MPH students. Thus, she knows many of the preceptors and often there is interaction, during the semester, at public health activities occurring around the city, region, and state.

The field experience midterm report provides input from both student and preceptor. The Field Experience Coordinator makes a site visit once per semester, for those students completing their experience within NM, eastern AZ, or west TX, as travel funds and time permit. The Department is supportive of paying mileage, as funds are available, for her to travel through the state for these visits. If a site visit is not possible, it is the student's responsibility to set up a conference call, Skype, or Zoom session, between the preceptor,

Field Experience Coordinator, and student. When students complete their field experience out of country, to date, email and Skype has been the most regular and consistent form of communication.

During site visits, the preceptor, student, and Field Experience Coordinator exchange a great deal of information about the program/organization, the work being accomplished by the program as well as the accomplishments of the student. During the conversations, the Field Experience Coordinator learns about needs for future students, preferred skills of the students, e.g., bilingual, new projects that may be coming up, and the number of students they may utilize in future semester. In addition, it is common for a program or preceptor to send an email to the Field Experience Coordinator indicating the specific type of student they are seeking for a particular project. The Field Experience Coordinator will send that information through the student list serve, allowing students to learn of opportunities and reach-out to potential preceptors to assess if that might be an ideal opportunity for them to practice some of their developing public health skills. A student submits a mid-term report when approximately half of his or her contact hours are completed. The preceptor is requested to submit a concurrent report. As noted above, if the site is within reasonable driving distance from the main campus or the NMSU Albuquerque Center, the Field Experience Coordinator prefers to make a face-to-face site visit.

Means of Evaluating Student Performance

All MPH students in the field experience course are to log at least 160 hours for this 3-credit course. In cooperation with the preceptor and the Field Experience Coordinator, students develop a set of goals and objectives that they must achieve during the semester. The majority of student goals are to reflect CHES responsibilities for the CHE concentration students. If the students have the HMAP concentration, their objectives will align with the Core Competencies corresponding to that concentration.

All students develop and submit a voice over Power Point or Prezi presentation, through Dropbox, providing an overview of their site, accomplishments and experiences. This process and procedure is the same for the on campus and online students.

At the semester's end, all students, submit field experience notebooks with required information and daily logs, examples of educational pieces they created, projects undertaken, evaluations from the preceptor and the students, etc.

At the conclusion of the field experience semester, the student submits a notebook containing specific, required information, including a daily log. A student's daily log should reflect his/her movement towards the completion of his/her established goals and objectives during the field placement. The preceptor and the student complete evaluations, using evaluation forms designed specifically for this course.

Sometimes, external forces (e.g., funding, IRB delay, public health emergencies) require a shift in the priorities of the agency thereby impacting the goals/objectives. In these cases, students are to report this in their midterm report and through their entries with their daily logs, indicating why the original goals/objectives could not be met and describe work plan changes.

In addition, MPH students and preceptors complete the Field Experience Evaluation Form at the end of the semester. This form contains evaluations of separate competencies for CHE and HMAP concentrations. The CHE concentration uses the 2015 NCHEC seven areas of responsibilities. These same areas of responsibility were initially used to evaluate the HMAP field experience in the 2014-2015 academic year. However, in the pilot implementation, preceptors supervising HMAP students reported difficulties in mapping the student goals/objectives onto these areas of responsibility; at that time, the number of HMAP students and the available preceptors with supervisory experience with MPH students was relatively small (<5). The program faculty determined that the ASPPH degree-specific health management and policy competencies were aligned with the NCHEC competencies for the MPH HMAP program as listed in Table 2.6.c.1. This mapping ensured that the program prepared MPH students with the required knowledge and skills for the concentration-specific competencies. Subsequently, the program opted to pilot ASPPH health management and policy competencies to evaluate student performance in this concentration (Spring 2017). We are currently assessing preceptors' review and evaluation of these new ASPPH competencies.

Means of evaluating practice placement sites

Evaluation of preceptors and sites occur through the site visit, feedback from the students, and interactions with preceptors. When it is found that the preceptor or site are not providing adequate supervision, meaningful work, or meeting the students' needs, conversations occur between the parties to assess if the situation may change or if it is possible not to use the site for further placements until a change may occur. At times, there is a change in personnel and the new personnel do not wish or are not able to precept students. At other times, funding streams change as do workloads and there may be inadequate, meaningful work for students to complete. While this occurs rarely, when it does, the Field Experience Coordinator, along with the student, discuss a possible second site to complete the student's field experience. The student then reaches out to the potential second site, and proceeds to meet with the possible preceptor, discuss projects, etc.

Means of evaluation preceptor qualifications

Preceptors, ideally, have an MPH or other advanced degree in the public health field or five year demonstrated experience in public health research, planning, or administration. CHES or MCHES certification is preferred. As noted above, if a person does not have an MPH, the Field Experience Coordinator prefers to seek a preceptor with an advanced degree in Social Work, Nursing, Public Administration, or a similar field is acceptable. If the potential preceptor does not have an advanced degree, but a bachelor's degree, Field Experience Coordinator asks the amount of time the person has been in their position. If the potential preceptor has less than 5 years in his/her position and has a bachelor's degree, it is requested that a second person, from within the agency/program, that has an advanced degree serve as a co-preceptor. The Department seeks out alumni from the MPH or dual MPH/MSW programs to serve as preceptors when the opportunities arise.

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

The agencies and preceptors for the past two years are presented in the table below. A historical roster of all preceptors and agencies can be found at:

https://health.nmsu.edu/publichealth/wp-content/uploads/sites/2/2015/10/Field-Experience-Placements-update-10-1-15.pdf

Table 2.4.b. NMSU PHS field experience agencies and preceptors
HMAP sites/placements are denoted with a *

Agency	Preceptor
Association of State and Territorial Health Officials, Arlington, VA	Megan Miller, MSW - Senior Director, Health Transformation
* Ben Archer Health Center - Truth or Consequences, NM	Leroy Baca, DDS - Dentist
Centers for American Indian and Alaska Native Health, Univ. of CO, Anschutz Medical Campus, Aurora, CO	Irene Blair, PhD, Professor
Children's Healthcare of Atlanta- Child Wellness Dep't, Atlanta, GA	Wendy Palmer, MS, RDN, LD, CHES – Registered Dietician
* Dona Ana Community College, Respiratory Therapy Program, Las Cruces, NM	Virginia Durant, MA, RRT - Program Director
Dona Ana County Health and Human Services, Las Cruces, NM	Jamie Michael, BS - Health and Human Services Director
* Fred Hutchinson Cancer Research Center, Seattle, WA	Shirley A. A. Beresford, PhD - Professor of Epidemiology
Fred Hutchinson Cancer Research Center, Seattle, WA	Amanda I. Phipps, PhD - Assistant Professor of Epidemiology
Global Crossroads, Irving, TX	Franklin Akpokli, BA, BS – Project Coordinator
* La Clinica de Familia, Las Cruces, NM	Karen Hall, BS - Corporate Compliance Officer
* La Clinica de Familia – Las Cruces, NM	Susie Hinckley, RN, CDE - Diabetes Program Coordinator
* Las Cruces Fire Department, Las Cruces, NM	DC Smith, Captain
Navajo Area, Indian Health Service – Gallup, NM	Captain Wayne Hall, MPH, REHS – District Sanitarian
NM Alliance for School Based Health Care, Albuquerque, NM	Kim Starke, MPH - Program Manager for Constituent Services
NMDOH, Chronic Disease Prevention and Control Bureau, Albuquerque, NM	Bambi Bevill, MPH, CHES – Heart Disease and Stroke Coordinator
NMDOH, Infectious Disease Bureau, Albuquerque, NM	Dominick Zurlo, MA, PhD (ABD) - Hepatitis and Harm Reduction Program Manager
* NMDOH, Infectious Disease Epidemiology Bureau, Epidemiology & Response Division, Santa Fe, NM	D. Fermin Arguello, MD, MPH – Supervising Medical Epidemiologist
NMDOH, Office of Border Health – Las Cruces, NM	Kathrine Perez-Lockett, MPH - Border Infectious Disease Surveillance (BIDS) Officer

* NMDOH, Southwest Preparedness Office, Las Cruces, NM	Dave Daniels, MPH – Regional Preparedness Specialist
NMDOH – Women, Infant and Children's Program, Albuquerque, NM	Jeanne Gallegos, MS – Program Manager
NMSU, Aggies Winning Choices, Las Cruces, NM	Satya Rao, PhD, MCHES – Professor, Principal Investigator
NMSU, Environmental Health and Safety Department, Las Cruces, NM	David Shearer, MS, PhD (ABD) - Assistant Director
NMSU, Southwest Institute for Health Disparities Research – Las Cruces, NM	Jill McDonald, PhD - Director
NMSU Wellness, Violence and Alcohol Education (WAVE)	Meg Long, MPH – Prevention Program Specialist
Prevention Institute - Oakland, CA	Sana Chehimi, MPH - Director
* Sandia National Labs, Albuquerque, NM	Renee Holland, MS, RN – Healthcare Manager
Santa Fe County, Community Services Dep't – Santa Fe, NM	Kyra Ochoa, MPH - Program Manager
* Santa Fe County, Community Services Dep't – Santa Fe, NM	Patricia Boles, JD – Health Division Director
United Prevention (UP!) Coalition, Las Cruces, NM	Marisol Diaz, MA – Program Director
* University of New Mexico, Emerging Infections Program – Albuquerque, NM	Sarah Lathrop, DVM, PhD – Professor of Pathology
University of New Mexico (UNM) School of Medicine, Dep't of Internal Medicine, Nephrology – Albuquerque, NM	Mark Unruh, MD - Chair of Internal Medicine

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

During the past three years, only one student has received a waiver for field experience. She was a dual MPH/MSW student and a part of the Peace Corps Master's International program. She completed two years of academic preparation at NMSU, then served for two years in Peace Corps as a Health Extension - Youth Development Coordinator in Costa Rica (2015-2017), and subsequently returned for her final academic year in fall 2017. While in country, she completed a community diagnosis as it pertained to youth program needs, addressed bullying issues, prevented violence among students, enhanced communication skills between high school students and parents, and prevented drug use efforts. These represent a small sample of her activities. Since the Peace Corps is phasing out the Masters' International Program by 2019, this situation is unlikely to repeat.

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

None.

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

This criterion is met. To complete the program, students must demonstrate skills and integration of public health knowledge. They accomplish this by successfully completing a field experience that is relevant to the students' areas of interest or concentration under the suprvision of a qualified preceptor.

Strengths
There are various sites, such as the NM Department of Health and the NMSU Campus Health Center, as examples, that are strong supporters of NMSU, the Public Health Science Department, and its students. They readily and eagerly accept students, semester after semester, and weave them into their many and varied programs, and responsibilities. This is demonstrated in that ~25% of all graduate and undergrad PHS placements occur at NMDOH (primarily in Las Cruces, Albuquerque, and Santa Fe). Presently, 12% of the students in the program complete their field experience with the NMSU Campus Health Center. Subsequently, the NMDOH employs a great many of the program's alumni, due in large part to many of them having completed their field experience at NMDOH—a place where their employer knows and appreciates their skills and competences.

Weaknesses
It can be a challenge to work with students, primarily in the online program, to help them identify and select a potential site for their field experience. The student is often unaware of the range of organizations and programs that may exist in his/her community that may serve as feasible/potential sites. Establishing new sites, affiliation agreements, and placing students (who faculty know only virtually) can be a challenge. To date, most of the sites and placements have proven to be satisfactory.

Some students, particularly those in the online program, live and work in small, rural, border, or tribal communities. They are learning, through the program, key skills that their communities need. Yet, the prospect of obtaining a rich and meaningful field experience, at an organization or program, near where they live/work, and work under the guidance of a solid preceptor, can take a great deal of research, talking to different people, and negotiating opportunities for the students. It can take much advanced planning on the part of student and Field Experience Coordinator, reaching out to alumni and other professional contacts for preceptor and agency recommendations. As NM is small, with only 2.2 million, many of us in public health know and have worked with each other over the years. The program relies on those contacts, alumni, and professional relationships and associations to assist in learning of potential sites and preceptors with whom students may work.

Plans
Maintain strong, professional relationships, across NM, which allows the program's students to have a wide range of sites to consider for their field experiences. Remain connected with alumni, which is extremely beneficial to maintain a range of diverse sites and preceptors upon which the program can rely.

2.5. Culminating Experience. All graduate professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

a. Identification of the culminating experience required for each professional public health degree program. If this is common across the program's professional degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

In addition to field experience, MPH students choose one of two other mechanisms available to present a culminating experience, depending on whether the student chooses to follow the thesis option or decides on the non-thesis option. The majority (greater than 90%) of MPH students select the non-thesis option.

Non-thesis Option

Students pursuing the non-thesis option must complete a written comprehensive examination. The student must form an examination committee with two members from the MPH faculty and one member who serves as the graduate dean's representative, to assure rigor and due process. The comprehensive examination is a 3-day, 72-hour written examination that the Graduate Coordinator administers in the fall and spring semesters through Canvas [ERF]. The committee may require an oral examination if a student is not completely successful in the written examination.

The written examination consists of questions provided by the MPH graduate committee members. The questions in this written examination cover content from public health core areas, health education or health management, administration and policy curriculum, and either the student's minor or the student's area of interest. If the student does not have a minor, typically, the chair discusses with the student his/her area of focus or interest that he/she has pursued during their course of study, for example; physical activity, nutrition and kids, a specific chronic disease, etc.

Every student gets three questions and each is to respond in 5-7 pages [double-spaced, APA format] with a separate reference sheet for each question. Every student has the same 72-hour time frame (typically over a weekend) to write their responses unless they have an approved testing modification obtained through the Student Accessibility office. Examples of written examination questions and student responses will be available in the Resource Files available during the CEPH Site Visit.

Given the varied subject matter, there is no standard scoring rubric for grading comprehensive exam questions. (Individual faculty may establish such a rubric for the specific questions he/she asks.) Committee members use their professional expertise/opinion in independently making the decision as to how well a student has responded to a given question. If the written examination is unsatisfactory, as agreed upon by the student's comprehensive exam committee, the student moves to the oral examination.

During the oral portion of the examination, the committee members ask students to defend their written responses. In addition, the committee may ask questions covering the student's coursework, and other public health issues. The committee members also discuss as a group, the student's performance on the different questions (both written and oral). Finally, the committee members discuss amongst themselves as to whether a student has performed sufficiently well to

pass the comprehensive exam. The committee decides the outcome and signs off on the form with their decision. The Graduate Program Coordinator completes the final paper work and submits to the NMSU Graduate School.

Thesis Option.
Students who pursue the thesis option select faculty to serve as members of a thesis committee. The committee consists of at least three members, two who are MPH faculty, and at least one faculty member from outside the Public Health Sciences Department. The student undertakes a significant research project, approved by his/her thesis committee. The thesis can take the form of a policy analysis, a program evaluation, a health change intervention, or an investigation of a particular health problem. The thesis allows for a demonstration of the student's level of acquired analytical skills, methodological knowledge, and specialized work in a field of professional interest. Upon completion of the thesis, the student participates in a public oral defense of his/her thesis under the auspices of his/her thesis committee. There have been three theses completed in the assessment period and six theses currently underway. In spring 2017, the members of MPH advisory committee developed and distributed a new and complete document providing thesis guidelines and advice [ERF]. The document outlines a three-step process where students develop a thesis prospectus, then a thesis proposal, and finally a completed thesis. The three-step process allows input from thesis committee members at multiple points in the thesis development process. This document should clarify the thesis process for students and faculty. Copies of MPH theses and thesis guidelines will also be available within the Resource Files available during the CEPH site visit [ERF].

Differences between on campus and online formats.
Culminating experience options do not differ between the on-campus MPH format and the online MPH format, except, when necessary, distance, technology (two-way audio and one or two-way video) is used in the oral examination for the online students. The previous section of the report mentioned that coordination of the online oral examination sometimes raises logistical concerns. The program has addressed those issues by using Skype, Zoom Meeting, or a standard conference call. More information on these programs can be found in the MPH Handbook and the BPH Handbook:
https://publichealth.nmsu.edu/wp-content/uploads/sites/2/2011/08/MPH-Handbook-11-28-16.pdf
https://health.nmsu.edu/publichealth/wp-content/uploads/sites/2/2011/07/BPH-Handbook-March-2014.pdf
And the Departmental Operating Paper:
https://publichealth.nmsu.edu/welcome/important-documents/

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

This criterion is met. The options for the required culminating experience are a thesis/manuscript or a comprehensive examination through which students demonstrate competence and knowledge.

Strengths
The program's strengths include a consistent process every semester through each of the culminating experiences. The program communicates information and expectations for all of the experiences to students through the student handbooks and advisors. All faculty are aware of the importance of each of these experiences and assist the students in completing them.

Once students enter this phase of their degree, and all processes with each of these programs are completed, students are able to complete their degrees without interruption to their progress.

The programs individually and collectively are effective in that they are "culminating" experiences. Through each of these programs, students demonstrate competence and knowledge. In particular, the field experience is effective since it involves a hands-on experience for the student and exposes them to a real-world scenario for applying what they have learned in the program. In addition, feedback from preceptors helps as an outside of the program source of feedback.

The development of new process and guidelines for thesis preparation and completion are also a strength.

Weaknesses

- The weakness of the programs lies in communicating and following established operating procedures for the Comprehensive Exam. Although the Field Experience Coordinator has been the same person through this entire review period, the Graduate Program Coordinator has changed several times, frequently without training or hand-off for the incoming coordinator. As such, the program has had to rely on the knowledge of the Academic Advisor to shepherd this process with the new coordinators. Effective August 2017, the above referenced Academic Advisor has been moved to Central Advising on main campus and her job responsibilities are no longer specific to the Department of Public Health Sciences. As such, the Undergraduate, Graduate and Online Coordinators are now required to assume more responsibilities and tasks that had been previously addressed by the Academic Advisor.

- Another weakness regarding the Comprehensive Exam is the lack of a rubric from which to score the exams. While the expertise of the evaluators is not in question, it is impossible to know that all committee members are looking for the same content or format not only within one committee, but across all committees. The faculty only render a decision, there is no formal, written evaluation submitted.

Plans

Evaluate the effectiveness or expectations for these programs. Annually review results for the Comprehensive Exam and feedback from the Field Experience Preceptors. Use the findings from the analysis to enhance Comprehensive Exam process and augment Field Experience placements.

2.6. Required Competencies. For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The program must identify competencies for graduate professional, academic and baccalaureate public health degree programs. Additionally, the program must identify competencies for specializations within the degree programs at all levels (bachelor's, master's and doctoral).

a. Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area, must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the program (eg, one set each for BPH, MPH and DrPH).

The program faculty derived the competencies for the graduate professional public health degree (Master of Public Health) and the baccalaureate public health degree (Bachelor of Public Health) programs from the Seven Areas of Responsibility of the National Commission for Health Education Credentialing, Inc. (NCHEC) 2015 version. These competencies guided the development of the degree programs including the five core Public Health course content all students must attain regardless of specialty tracks.

The NCHEC areas of responsibility and competencies (2015) are listed below. Sub-competencies are not listed here for brevity, but are listed on the tables 2.6.c.1 and 2.6.c.2 for the completeness.

Area I: Assess Needs, Resources and Capacity for Health Education/Promotion
1.1.Plan assessment process for health education/promotion
1.2.Access existing information and data related to health
1.3.Collect primary data to determine needs
1.4.Analyze relationships among behavioral, environmental, and other factors that influence health
1.5.Examine factors that influence the process by which people learn
1.6.Examine factors that enhance or impede the process of health education/promotion
1.7.Determine needs for health education/promotion based on assessment findings

Area II: Plan Health Education/Promotion
2.1.Involve priority populations, partners, and other stakeholders in the planning process
2.2.Develop goals and objectives
2.3.Select or design strategies/interventions
2.4.Develop a plan for the delivery of health education/promotion
2.5.Address factors that influence implementation of health education/promotion

Area III: Implement Health Education/Promotion
3.1.Coordinate logistics necessary to implement plan
3.2.Train staff members and volunteers involved in implementation of health education/promotion
3.3.Implement health education/promotion plan
3.4.Monitor implementation of health education/promotion

Area IV: Conduct Evaluation and Research Related to Health Education/Promotion
4.1.Develop evaluation plan for health education/promotion
4.2.Develop a research plan for health education/promotion
4.3.Select, adapt and/or create instruments to collect data
4.4.Collect and manage data
4.5.Analyze data
4.6.Interpret results
4.7.Apply findings

Area V: Administer and Manage Health Education/Promotion
5.1.Manage financial resources for health education/promotion program
5.2.Manage technology resources
5.3.Manage relationships with partners and other stakeholders
5.4.Gain acceptance and support for health education/promotion programs
5.5.Demonstrate leadership
5.6.Manage human resources for health education/promotion programs

Area VI: Serve as a Health Education/Promotion Resource Person
6.1.Obtain and disseminate health-related information
6.2.Train others to use health education/promotion skills
6.3.Provide advice and consultation on health education/promotion issues
Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession
7.1.Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques
7.2.Engage in advocacy for health and health education/promotion
7.3.Influence policy and/or systems change to promote health and health education
7.4.Promote the health education profession

All graduate public health degree students, regardless of concentration, major or specialty area, must enroll and complete public health core courses with B or better grade. Objectives of these courses are tied to the competencies 1.1, 1.2, 1.4-1.7, 2.1-2.4, 3.3, 4.1, 4.2, 4.4-4.7, 5.2, 5.4, 5.5, 5.6, 6.1, 7.1 and 7.2 from the seven areas of responsibility listed above.

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

Competencies for MPH CHE Concentration are marked under the Community Health Education Core Courses block of table 2.6.c.1 using the 2015 NCHEC Seven Areas of Responsibility, Competencies, and Sub-competencies.

Competencies for MPH HMAP Concentration are marked under the Health Management, Administration, and Policy Core Courses block of table 2.6.c.1 using the 2015 NCHEC Seven Areas of Responsibility, Competencies, and Sub-competencies. There are ongoing discussions regarding whether to adopt the ASPPH health management and policy competencies (https://www.aspph.org/teach-research/models/mph-competency-model/) [ERF] for the HMAP

program but no final decisions have been made to date. Decisions will be made at our Department Faculty Retreat in September 2018.

Competencies for BPH are listed on the table 2.6.c.2. In accord with the NCHEC 2015 job analysis report, faculty have incorporated some advanced level competencies in BPH courses. Some advance level BPH courses (above 450 level) also cover a select set of NCHEC advance level-1 and -2 Sub-competencies to better prepare graduates with BPH degree for CHES exam, rigorous graduate studies, and evolving public health profession.

c. A matrix that identifies the learning experiences (eg, specific course or activity within a course, practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a and 2.6.b are met. If these are common across the program, a single matrix for each degree will suffice. If they vary, sufficient information must be provided to assess compliance by each degree or specialty area. See CEPH Data Template 2.6.1

Table 2.6.c.1 and 2.6.c.2 match MPH (with two concentrations) and BPH degree program competencies with specific courses or activities (e.g., field experience) for learning experiences, respectively. The program faculty reviewed courses for competencies to address which received primary designation and which received reinforced designation. Faculty evaluated student performance routinely through graded assignments and related course activities such as case studies, book reviews, etc.

Table 2.6.c.1. Courses and Other Learning Experiences by which the Competencies are Met at NMSU MPH Program
2015 NCHEC Seven Areas of Responsibility, Competencies, and Sub-competencies

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	MPH 510 Theory	MPH 520 Biostatistics	MPH 530 Epidemiology	MPH 540 Health Admin	MPH 550 Env Health	MPH 596 Field Experience	MPH 570 Found PH	MPH 572 Health Com	MPH 573 Community Org	MPH 574 Prog Planning	MPH 578 Prog Evaluation	MPH 579 Research	MPH 541 Mgmt	MPH 545 H Services Org &	MPH 546 Finance	MPH 547 PH Law & Ethics	MPH 558 Health Policy	MPH 578 Prog Evaluation
Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion																			
1.1	**Plan assessment process for health education/promotion**			P			R		R		R			P	P				
1.1.1	Define the priority population to be assessed	R		P		R		P	R		R		R	P	P				
1.1.2	Identify existing and necessary resources to conduct assessments			P				P	P					P					
1.1.3	Engage priority populations, partners, and stakeholders to participate in the assessment process										P								
1.1.4	Apply theories and/or models to assessment process			R	R				R		R		R	P					
1.1.5	Apply ethical principles to the assessment process			R					R				P	R	R		R		
1.2	**Access existing information and data related to health**	R		P		R	R		R		R		R	P					
1.2.1	Identify sources of secondary data related to health	R		P	R			P	R		R		P	P	P				
1.2.2	Establish collaborative relationships and agreements that faciliate access to data			R							P								
1.2.3	Review related literature	R		P				R	R		R			P					
1.2.4	Identify gaps in the secondary data			P					R		R			P				P	
1.2.5	Extract data from existing databases	R		P														P	
1.2.6	Determine the validity of existing data			P															
1.3	**Collect primary data to determine needs**			P			R												
1.3.1	Identify data collection instruments			P															

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
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1.3.2	Select data collection methods for use in assessment			P															
1.3.3	Develop data collection procedures			P	R														
1.3.4	Train personnel assisting with data collection																		
1.3.5	Implement quantitative and/or qualitative data collection				R														
1.4	**Analyze relationships among behavioral, environmental, and other factors that influence health**	R		P		R	R		R		R				P				
1.4.1	Identify and analyze factors that influence health behaviors	R		P	R			P	R		R			P	P				
1.4.2	Identify and analyze factors that impact health			P	R			P	R		R				P				
1.4.3	Identify the impact of emerging social, economic, and other trends on health			P	R			P	R		R			P	P				
1.5	**Examine factors that influence the process by which people learn**	R		P			R		P		R								
1.5.1	Identify and analyze factors that foster or hinder the learning process			P				P	P		R								
1.5.2	Identify and analyze factors that foster or hinder knowledge acquisition			P				P	R		R			P					
1.5.3	Identify and analyze factors that influence attitudes and beliefs	R		P				P	R		R			P					
1.5.4	Identify and analyze factors that foster or hinder acquisition of skills	P		P				P	R		R			P					
1.6	**Examine factors that enhance or impede the process of health education/promotion**			P		R	R		R		R			P	P				
1.6.1	Determine the extent of available health education/promotion programs and interventions								R		P			P	P				

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
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1.6.2	Identify policies related to health education/promotion			P					R		P			P	P			P	
1.6.3	Assess the effectiveness of existing health education/promotion programs and interventions			P					P		P			P	P				
1.6.4	Assess social, environmental, political, and other factors that may impact health education/promotion	R		p				P	R		R			P	P			P	
1.6.5	Analyze the capacity for providing necessary health education/promotion								P					P	P				
1.7	**Determine needs for health education/promotion based on assessment findings**			P		R	P		P		R								
1.7.1	Synthesize assessment findings			p							R						R	R	
1.7.2	Identify current needs, resources, and capacity								P		R			P					
1.7.3	Prioritize health education/promotion needs			p				P	P		R								
1.7.4	Develop recommendations for health education/promotion based on assessment findings			p					P		R			P					
1.7.5	Report assessment findings			P							P								
Area II: Plan Health Education/Promotion																			
2.1	**Involve priority populations, partners, and other stakeholders in the planning process**			P			P		P		R				P				
2.1.1	Identify priority populations, partners, and other stakeholders	P		P					P		R			P					
2.1.2	Use strategies to convene priority populations, partners, and other stakeholders								P										
2.1.3	Facilitate collaborative efforts among priority populations, partners, and other stakeholders																		

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
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2.1.4	Elicit input about the plan																		
2.1.5	Obtain commitments to participate in health education/promotion																		
2.2	**Develop goals and objectives**						R		R		R								
2.2.1	Identify desired outcomes using the needs assessment results								R		R								
2.2.2	Develop vision statement										P								
2.2.3	Develop mission statement										R								
2.2.4	Develop goal statements	R									R								
2.2.5	Develop specific, measurable, attainable, realistic, and time-sensitive objectives	R							P		R								
2.3	**Select or design strategies/interventions**	R		R			P		P		R								
2.3.1	Select planning model(s) for health education/promotion	P						P			P				P				
2.3.2	Assess efficacy of various starategies/interventions to ensure consistency with objectives	P									P								
2.3.3	Apply principles of evidence-based practice in selecting and/or designing strategies/interventions	P		R				P	R		P								
2.3.4	Apply principles of cultural competence in selecting and/or designing strategies/interventions	R		R				P	R		R			P	P				
2.3.5	Address diversity within priority populations in selecting and/or designing strategies/interventions	R		R				P	R		R			P	P				
2.3.6	Identify delivery methods and settings to facilitate learning			R				P	R		R			P					
2.3.7	Tailor strategies/interventions for priority populations	R		R				P	R		R								
2.3.8	Adapt existing strategies/interventions as needed	P		R				P	R		R								

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2.3.9	Conduct pilot test of strategies/interventions			R							R								
2.3.10	Refine strategies/interventions based on pilot feedback			R							P								
2.3.11	Apply ethical principles in selecting strategies and designing interventions			R					R		P		P	P	P				
2.3.12	Comply with legal standards in selecting strategies and designing interventions			R											P				
2.4	**Develop a plan for the delivery of health education/promotion**						R		R		R			R					
2.4.1	Use theories and/or models to guide the delivery plan							P	R		R			R					
2.4.2	Identify the resources involved in the delivery of health education/promotion							P	R		R			R	P				
2.4.3	Organize health education/promotion into a logical sequence	R						P	R		R			R	P				
2.4.4	Develop a timeline for the delivery of health education/promotion								R		R			R					
2.4.5	Develop marketing plan to deliver health program								P		P			P					
2.4.6	Select methods and/or channels for reaching priority populations							P	R		R			R	P				
2.4.7	Analyze the opportunity for integrating health education/promotion into other programs								R		P			P	P				
2.4.8	Develop a process for integrating health education/promotion into other programs when needed										P				P				
2.4.9	Assess the sustainability of the delivery plan										P								
2.4.10	Design and conduct pilot study of health education/promotion plan																		

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2.5	**Address factors that influence implementation of health education/promotion**			R			R		P		R								
2.5.1	Identify and analyze factors that foster or hinder implementation			R				P	P		R			P	P				
2.5.2	Develop plans and processes to overcome potential barriers to implementation								P		R			P	P				
Area III: Implement Health Education/Promotion																			
3.1	**Coordinate logistics necessary to implement plan**						P		P										
3.1.1	Create an environment conducive to learning							P	R		R			P					
3.1.2	Develop materials to implement plan							P	P		P								
3.1.3	Secure resources to implement plan										P			P					
3.1.4	Arrange for needed services to implement plan													P					
3.1.5	Apply ethical principles to the implementation process								R		P			P					
3.1.6	Comply with legal standards that apply to implementation																R		
3.2	**Train staff members and volunteers involved in implementation of health education/promotion**																R		
3.2.1	Develop training objectives								P		R								
3.2.2	Recruit individuals needed for implementation																		
3.2.3	Identify training needs of individuals involved in implementation								P		R								
3.2.4	Develop training using best practices								P		R								
3.2.5	Implement training								P		R								

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
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3.2.6	Provide support and technical assistance to those implementing the plan																		
3.2.7	Evaluate training								P										
3.2.8	Use evaluation findings to plan/modify future training																		
3.3	**Implement health education/promotion plan**						P												
3.3.1	Collect baseline data																		
3.3.2	Apply theories and/or models of implementation								P		P			P					
3.3.3	Assess readiness for implementation	R												P					
3.3.4	Apply principles of diversity and cultural competence in implementing health education/promotion plan								P					P					
3.3.5	Implement marketing plan																		
3.3.6	Deliver health education/promotion as designed							P	P										
3.3.7	Use a variety of strategies to deliver plan							P	P										
3.4	**Monitor implementation of health education/promotion**						P												
3.4.1	Monitor progress in accordance with timeline			R										P					
3.4.2	Assess progress in achieving objectives													P					
3.4.3	Ensure plan is implemented consistently													P					
3.4.4	Modify plan when needed																		
3.4.5	Monitor use of resources																		
3.4.6	Evaluate sustainability of implementation													P					
3.4.7	Ensure compliance with legal standards													P					

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3.4.8	Monitor adherence to ethical principles in the implementation of health education/promotion			R										P					
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion																			
4.1	**Develop evaluation plan for health education/promotion**								R		P								
4.1.1	Determine the purpose and goals of evaluation			R					R		P								
4.1.2	Develop questions to be answered by the evaluation								R			P							P
4.1.3	Create a logic model to guide the evaluation process										P	R							R
4.1.4	Adapt/modify a logic model to guide the evaluation process											P							P
4.1.5	Assess needed and available resources to conduct evaluation											P							P
4.1.6	Detemine the types of data (for example, qualitative, quantitative) to be collected			R					P		P								
4.1.7	Select a model for evaluation								P		P	P	P	P					P
4.1.8	Develop data collection procedures for evaluation								P			R							R
4.1.9	Develop data analysis plan for evaluation			R								P							P
4.1.10	Apply ethical principles to the evaluation process								R			P							P
4.2	**Develop a research plan for health education/promotion**										P		P						
4.2.1	Create statement of purpose			P							P								
4.2.2	Assess feasibility of conducting research												R						
4.2.3	Conduct search for related literature								P		P								

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4.2.4	Analyze and synthesize information found in the literature								P		P		R						
4.2.5	Develop research questions and/or hypotheses												R						
4.2.6	Assess the merits and limitations of qualitative and quantitative data collection			P									R						
4.2.7	Select research design to address the research questions												P						
4.2.8	Determine suitability of existing data collection instruments			P									R						
4.2.9	Identify research participants												R						
4.2.10	Develop sampling plan to select participants												R						
4.2.11	Develop data collection procedures for research			P									R						
4.2.12	Develop data analysis plan for research			P															
4.2.13	Develop a plan for non-respondent follow-up												P						
4.2.14	Apply ethical principles to the research process																		
4.3	**Select, adapt and/or create instruments to collect data**			P									P						
4.3.1	Identify existing data collection instruments			P					P										
4.3.2	Adapt/modify existing data collection instruments			P					P				R						
4.3.3	Create new data collection instruments																		
4.3.4	Identify useable items from existing instruments								P				P						
4.3.5	Adapt/modify existing items			P					P				R						
4.3.6	Create new items to be used in data collection			P															
4.3.7	Pilot test data collection instrument																		

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4.3.8	Establish validity of data collection instruments																		
4.3.9	Ensure that data collection instruments generate reliable data			P															
4.3.10	Ensure fairness of data collection instruments (for example, reduce bias, use language appropriate to priority population)			P									R						
4.4	**Collect and manage data**		P																
4.4.1	Train data collectors involved in evaluation and/or research			P															
4.4.2	Collect data based on the evaluation or research plan																		
4.4.3	Monitor and manage data collection													P					
4.4.4	Use available technology to collect, monitor and manage data		P											P					
4.4.5	Comply with laws and regulations when collecting, storing, and protecting participant data													P					
4.5	**Analyze data**			P			R										R		
4.5.1	Prepare data for analysis		P	P															
4.5.2	Analyze data using qualitative methods		P	P									R						
4.5.3	Analyze data using descriptive statistical methods		P														R	R	
4.5.4	Analyze data using inferential statistical methods		P	P									R				R	R	
4.5.5	Use technology to analyze data		P	P									R						
4.6	**Interpret results**		P				R						R						
4.6.1	Synthesize the analyzed data		P	P															
4.6.2	Explain how the results address the questions and/or hypotheses		P	P									P					R	

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4.6.3	Compare findings to results from other studies or evaluations		P	P									P						
4.6.4	Propose possible explanations of findings			P															
4.6.5	Identify limitations of findings		P	P															
4.6.6	Address delimitations as they relate to findings		P	P															
4.6.7	Draw conclusions based on findings		P	P															
4.6.8	Develop recommendations based on findings		P	P														R	
4.7	**Apply findings**			R			P				P							R	
4.7.1	Communicate findings to priority populations, partners, and stakeholders			R										P					
4.7.2	Solicit feedback from priority populations, partners, and stakeholders			R					P										
4.7.3	Evaluate feasibility of implementing recommendations																		
4.7.4	Incorporate findings into program improvement and refinement										P			P					
4.7.5	Disseminate findings using a variety of methods										P								
Area V: Administer and Manage Health Education/Promotion																			
5.1	**Manage financial resources for health education/promotion programs**										P					p			
5.1.1	Develop financial plan										P			P					
5.1.2	Evaluate financial needs and resources										P			P					
5.1.3	Identify internal and/or external funding sources										P			P		P			
5.1.4	Prepare budget requests										P								
5.1.5	Develop program budgets										P					P			

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	MPH 510 Theory	MPH 520 Biostatistics	MPH 530 Epidemiology	MPH 540 Health Admin	MPH 550 Env Health	MPH 596 Field Experience	MPH 570 Found PH	MPH 572 Health Com	MPH 573 Community Org	MPH 574 Prog Planning	MPH 578 Prog Evaluation	MPH 579 Research	MPH 541 Mgmt	MPH 545 H Services Org &	MPH 546 Finance	MPH 547 PH Law & Ethics	MPH 558 Health Policy	MPH 578 Prog Evaluation
5.1.6	Manage program budgets															P			
5.1.7	Conduct cost analysis for programs										P			P					
5.1.8	Prepare budget reports										P								
5.1.9	Monitor financial plan													P					
5.1.10	Create requests for funding proposals										R								
5.1.11	Write grant proposals										R								
5.1.12	Conduct reviews of funding proposals										R			R					
5.1.13	Apply ethical principles when managing financial resources																		
5.2	**Manage technology resources**						P		P		R								
5.2.1	Assess technology needs to support health education/promotion			R				P	P					P	P				
5.2.2	Use technology to collect, store and retrieve program management data								P					P					
5.2.3	Apply ethical principles in managing technology resources								P					P	P				
5.2.4	Evaluate emerging technologies for applicability to health education/promotion			R				P	P					P	P		R		
5.3	**Manage relationships with partners and other stakeholders**						P												
5.3.1	Assess capacity of partners and other stakeholders to meet program goals																		
5.3.2	Facilitate discussion with partners and other stakeholders regarding program resource needs													P					
5.3.3	Create agreements (for example, memoranda of understanding) with partners and other stakeholders																		

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5.3.4	Monitor relationships with partners and other stakeholders													P					
5.3.5	Elicit feedback from partners and other stakeholders																		
5.3.6	Evaluate relationships with partners and other stakeholders																		
5.4	**Gain acceptance and support for health education/promotion programs**						P												
5.4.1	Demonstrate how programs align with organizational structure, mission, and goals			R					P		P			P					
5.4.2	Identify evidence to justify programs								P		P			P					
5.4.3	Create a rationale to gain or maintain program support			R					P		R			P					
5.4.4	Use various communication strategies to present rationale								P		P			P					
5.5	**Demonstrate leadership**			R			P							P					
5.5.1	Facilitate efforts to achieve organizational mission			R							P								
5.5.2	Analyze an organization's culture to determine the extent to which it supports health education/promotion				P				P		P			P					
5.5.3	Develop strategies to reinforce or change organizational culture to support health education/promotion										P			P					
5.5.4	Facilitate needed changes to organizational culture				P						P								
5.5.5	Conduct strategic planning																		
5.5.6	Implement strategic plan				P														
5.5.7	Monitor strategic plan				P														

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
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5.5.8	Conduct program quality assurance/process improvement				P				P		P			P					
5.5.9	Comply with existing laws and regulations																		
5.5.10	Adhere to ethical principles of the profession			P					P					P			R		
5.6	**Manage human resources for health education/promotion programs**			P							P						R		
5.6.1	Assess staffing needs										P								
5.6.2	Develop job descriptions				P									P					
5.6.3	Apply human resource policies consistent with laws and regulations													P					
5.6.4	Evaluate qualifications of staff members and volunteers needed for programs																		
5.6.5	Recruit staff members and volunteers for programs													P					
5.6.6	Determine staff member and volunteer professional development needs													P					
5.6.7	Develop strategies to enhance staff member and volunteer professional development										P			P					
5.6.8	Implement strategies to enhance the professional development of staff members and volunteers													P					
5.6.9	Develop and implement strategies to retian staff members and volunteers													P					
5.6.10	Employ conflict resolution techniques																		
5.6.11	Facilitate team development				P									P					
5.6.12	Evaluate performance of staff members and volunteers				P									P					
5.6.13	Monitor performance and/or compliance of funding recipients				P									P					

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
	Use P=Primary; R=Reinforced; Advanced Competencies - Level 1 Advanced Competencies - Level 2	MPH 510 Theory	MPH 520 Biostatistics	MPH 530 Epidemiology	MPH 540 Health Admin	MPH 550 Env Health	MPH 596 Field Experience	MPH 570 Found PH	MPH 572 Health Com	MPH 573 Community Org	MPH 574 Prog Planning	MPH 578 Prog Evaluation	MPH 579 Research	MPH 541 Mgmt	MPH 545 H Services Org &	MPH 546 Finance	MPH 547 PH Law & Ethics	MPH 558 Health Policy	MPH 578 Prog Evaluation
5.6.14	Apply ethical principles when managing human resources													P					
Area VI: Serve as a Health Education/Promotion Resource Person																			
6.1	**Obtain and disseminate health-related information**					R	R	P	P		R			P	P				
6.1.1	Assess needs for health-related information			P				P	P		R			P					
6.1.2	Identify valid information resources					R		P	P		R			P	P				
6.1.3	Evaluate resource materials for accuracy, relevance, and timeliness			P				P	P		R			P	P				
6.1.4	Adapt information for consumer			P				P	P					P	P				
6.1.5	Convey health-related information to consumer			P				P	P					P	P				
6.2	**Train others to use health education/promotion skills**			P			R				P								
6.2.1	Assess training needs of potential participants										P								
6.2.2	Develop a plan for conducting training										R								
6.2.3	Identify resources needed to conduct training										R								
6.2.4	Implement planned training																		
6.2.5	Conduct formative and summative evaluations of training																		
6.2.6	Use evaluative feedback to create future trainings																		
6.3	**Provide advice and consultation on health education/promotion issues**						P												
6.3.1	Assess and prioritize requests for advice/consultation																		

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
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6.3.2	Establish advisory/consultative relationships													P					
6.3.3	Provide expert assistance and guidance										P								
6.3.4	Evaluate the effectiveness of the expert assistance provided																		
6.3.5	Apply ethical principles in consultative relationships										P			R					
Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession																			
7.1	**Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques**					R	R		P		R			P					
7.1.1	Create messages using communication theories and/or models			R					P		P								
7.1.2	Identify level of literacy of intended audience			R				P	P		R							R	
7.1.3	Tailor messages for intended audience			R				P	P		R							R	
7.1.4	Pilot test messages and delivery methods			R															
7.1.5	Revise messages based on pilot feedback										R								
7.1.6	Assess and select methods and technologies used to deliver messages							P	P		R								
7.1.7	Deliver messages using media and communication strategies							P	P										
7.1.8	Evaluate the impact of the delivered messages								P										
7.2	**Engage in advocacy for health and health education/promotion**					R	P				P			P	P				
7.2.1	Identify current and emerging issues requiring advocacy			R					P		R			P	P				

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
	Use P=Primary; R=Reinforced; Advanced Competencies - Level 1 Advanced Competencies - Level 2	MPH 510 Theory	MPH 520 Biostatistics	MPH 530 Epidemiology	MPH 540 Health Admin	MPH 550 Env Health	MPH 596 Field Experience	MPH 570 Found PH	MPH 572 Health Com	MPH 573 Community Org	MPH 574 Prog Planning	MPH 578 Prog Evaluation	MPH 579 Research	MPH 541 Mgmt	MPH 545 H Services Org &	MPH 546 Finance	MPH 547 PH Law & Ethics	MPH 558 Health Policy	MPH 578 Prog Evaluation
7.2.2	Engage stakeholders in advocacy initiatives			R		R											P	P	
7.2.3	Access resources (for example, financial, personnel, information, data) related to identified advocacy needs								P										
7.2.4	Develop advocacy plans in compliance with local, state, and/or federal policies and procedures			R		R			P		R							P	
7.2.5	Use strategies that advance advocacy goals								P		R							P	
7.2.6	Implement advocacy plans								P									P	
7.2.7	Evaluate advocacy efforts																		
7.2.8	Comply with organizational policies related to participating in advocacy																R		
7.2.9	Lead advocacy initiatives related to health								P									P	
7.3	**Influence policy and/or systems change to promote health and health education**						P				R								
7.3.1	Assess the impact of existing and proposed policies on health			R					P		R				P				
7.3.2	Assess the impact of existing and proposed policies on health education			R					P		R				P			P	
7.3.3	Assess the impact of existing systems on health								P		R				P				
7.3.4	Project the impact of proposed systems changes on health education			R					P		R				P		P		
7.3.5	Use evidence-based findings in policy analysis								P										
7.3.6	Develop policies to promote health using evidence-based findings			R					P		R						P	P	
7.3.7	Identify factors that influence decision-makers			R					P		R							P	
7.3.8	Use policy advocacy techniques to influence decision-makers								P		R						P	P	

		Public Health Core Courses					Culminating Exp	Community Health Education Core Courses						Health Management, Administration, and Policy Core Courses					
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	MPH 510 Theory	MPH 520 Biostatistics	MPH 530 Epidemiology	MPH 540 Health Admin	MPH 550 Env Health	MPH 596 Field Experience	MPH 570 Found PH	MPH 572 Health Com	MPH 573 Community Org	MPH 574 Prog Planning	MPH 578 Prog Evaluation	MPH 579 Research	MPH 541 Mgmt	MPH 545 H Services Org &	MPH 546 Finance	MPH 547 PH Law & Ethics	MPH 558 Health Policy	MPH 578 Prog Evaluation
7.3.9	Use media advocacy techniques to influence decision-makers								P		R							P	
7.3.10	Engage in legislative advocacy								P									P	
7.4	**Promote the health education profession**						P		R									P	
7.4.1	Explain the major responsibilities of the health education specialist							P	R		R			P					
7.4.2	Explain the role of professional organizations in advancing the profession							P	R		R			P					
7.4.3	Explain the benefits of participating in professional organizations							P	R		R			P					
7.4.4	Advocate for professional development of health education specialists								R		R			P					
7.4.5	Advocate for the profession								R		R			P	P				
7.4.6	Explain the history of the profession and its current and future implications for professional practice							P	R		R			P					
7.4.7	Explain the role of credentialing (for example, individual, program) in the promotion of the profession								R		R			P					
7.4.8	Develop and implement a professional development plan								P										
7.4.9	Serve as a mentor to others in the profession								R					P					
7.4.10	Develop materials that contribute to the professional literature								R		R			P					
7.4.11	Engage in service to advance the profession								R					P					
	P=Primary, R=Reinforcing																		

Table 2.6.c.2. Courses and Other Learning Experiences by which the Competencies are Met at NMSU BPH Program
2015 NCHEC Seven Areas of Responsibility, Competencies, and Sub-competencies

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
	Use P=Primary; R=Reinforced; / **Advanced Competencies - Level 1** / **Advanced Competencies - Level 2**	PHLS 450 Epidemiology	PHLS 451 Biometrics	PHLS 452 Env Health	PHLS 457 Health Admin	PHLS 476 Theory	PHLS 496 Field Exp	PHLS 471 Health Informatics	PHLS 473 Prog Planning	PHLS 475 Com Health Education	PHLS 459 Infect & Noninfect Dis Prev	PHLS 478 Prog Eval	PHLS 497 Senior Seminar	PHLS 150G Personal Health	PHLS 275 or 375 Found Hlth. Ed	PHLS 395 Found PH
Area I: Assess Needs, Resources, and Capacity for Health Education/Promotion															R	
1.1	**Plan assessment process for health education/promotion**	R			P		P	P		P					P	
1.1.1	Define the priority population to be assessed	R			P					P	P				R	
1.1.2	Identify existing and necessary resources to conduct assessments	R								P	P				R	
1.1.3	Engage priority populations, partners, and stakeholders to participate in the assessment process	R													P	
1.1.4	Apply theories and/or models to assessment process									P					R	
1.1.5	Apply ethical principles to the assessment process	R			R					R					R	
1.2	**Access existing information and data related to health**				P		P	P							R	P
1.2.1	Identify sources of secondary data related to health	R			P										R	
1.2.2	Establish collaborative relationships and agreements that faciliate access to data														P	
1.2.3	Review related literature				P										R	P
1.2.4	Identify gaps in the secondary data				P											
1.2.5	Extract data from existing databases	R													R	
1.2.6	Determine the validity of existing data	R													P	
1.3	**Collect primary data to determine needs**	P					P								R	
1.3.1	Identify data collection instruments	P														
1.3.2	Select data collection methods for use in assessment	P														
1.3.3	Develop data collection procedures	P														
1.3.4	Train personnel assisting with data collection															
1.3.5	Implement quantitative and/or qualitative data collection														P	

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	PHLS 450 Epidemiology	PHLS 451 Biometrics	PHLS 452 Env Health	PHLS 457 Health Admin	PHLS 476 Theory	PHLS 496 Field Exp	PHLS 471 Health Informatics	PHLS 473 Prog Planning	PHLS 475 Com Health Education	PHLS 459 Infect & Noninfect Dis Prev	PHLS 478 Prog Eval	PHLS 497 Senior Seminar	PHLS 150G Personal Health	PHLS 275 or 375 Found Hlth. Ed	PHLS 395 Found PH
1.4	**Analyze relationships among behavioral, environmental, and other factors that influence health**	P					P	P		P					R	
1.4.1	Identify and analyze factors that influence health behaviors	P			P					P					R	
1.4.2	Identify and analyze factors that impact health	P			P					P					R	
1.4.3	Identify the impact of emerging social, economic, and other trends on health	R			P										R	
1.5	**Examine factors that influence the process by which people learn**	R					P			P					R	
1.5.1	Identify and analyze factors that foster or hinder the learning process	R			P					P					R	
1.5.2	Identify and analyze factors that foster or hinder knowledge acquisition	R			P					P					R	
1.5.3	Identify and analyze factors that influence attitudes and beliefs	R			P					P					R	
1.5.4	Identify and analyze factors that foster or hinder acquisition of skills	R			P					P					R	
1.6	**Examine factors that enhance or impede the process of health education/promotion**	R					P	PR		P					R	
1.6.1	Determine the extent of available health education/promotion programs and interventions									P					P	
1.6.2	Identify policies related to health education/promotion	R								P					P	
1.6.3	Assess the effectiveness of existing health education/promotion programs and interventions	R								P						
1.6.4	Assess social, environmental, political, and other factors that may impact health education/promotion	R								P	P				R	
1.6.5	Analyze the capacity for providing necessary health education/promotion									P					R	
1.7	**Determine needs for health education/promotion based on assessment findings**						P								P	
1.7.1	Synthesize assessment findings															

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
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1.7.2	Identify current needs, resources, and capacity										P				R	
1.7.3	Prioritize health education/promotion needs										P				P	
1.7.4	Develop recommendations for health education/promotion based on assessment findings										P				P	
1.7.5	Report assessment findings														P	
Area II: Plan Health Education/Promotion																
2.1	**Involve priority populations, partners, and other stakeholders in the planning process**															
2.1.1	Identify priority populations, partners, and other stakeholders										P				R	
2.1.2	Use strategies to convene priority populations, partners, and other stakeholders															
2.1.3	Facilitate collaborative efforts among priority populations, partners, and other stakeholders															
2.1.4	Elicit input about the plan															
2.1.5	Obtain commitments to participate in health education/promotion															
2.2	**Develop goals and objectives**							P							R	
2.2.1	Identify desired outcomes using the needs assessment results														P	
2.2.2	Develop vision statement														R	
2.2.3	Develop mission statement														P	
2.2.4	Develop goal statements														R	
2.2.5	Develop specific, measurable, attainable, realistic, and time-sensitive objectives														R	
2.3	**Select or design strategies/interventions**	R						R		P					p	
2.3.1	Select planning model(s) for health education/promotion														p	
2.3.2	Assess efficacy of various starategies/interventions to ensure consistency with objectives									P					P	

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
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2.3.3	Apply principles of evidence-based practice in selecting and/or designing strategies/interventions									P					P	
2.3.4	Apply principles of cultural competence in selecting and/or designing strategies/interventions	R			P					P	P				P	
2.3.5	Address diversity within priority populations in selecting and/or designing strategies/interventions	R			P					P					P	
2.3.6	Identify delivery methods and settings to facilitate learning	R			P					P					P	
2.3.7	Tailor strategies/interventions for priority populations	R								P	P				P	
2.3.8	Adapt existing strategies/interventions as needed	R									P				P	
2.3.9	Conduct pilot test of strategies/interventions															
2.3.10	Refine strategies/interventions based on pilot feedback															
2.3.11	Apply ethical principles in selecting strategies and designing interventions	R													P	
2.3.12	Comply with legal standards in selecting strategies and designing interventions	R														
2.4	**Develop a plan for the delivery of health education/promotion**						P								R	
2.4.1	Use theories and/or models to guide the delivery plan														P	
2.4.2	Identify the resources involved in the delivery of health education/promotion				P										P	
2.4.3	Organize health education/promotion into a logical sequence				P										P	
2.4.4	Develop a timeline for the delivery of health education/promotion				P										P	
2.4.5	Develop marketing plan to deliver health program									P					P	
2.4.6	Select methods and/or channels for reaching priority populations				P					P	P				P	
2.4.7	Analyze the opportunity for integrating health education/promotion into other programs				P										P	

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2.4.8	Develop a process for integrating health education/promotion into other programs when needed															
2.4.9	Assess the sustainability of the delivery plan															
2.4.10	Design and conduct pilot study of health education/promotion plan									P						
2.5	**Address factors that influence implementation of health education/promotion**	R					P									
2.5.1	Identify and analyze factors that foster or hinder implementation	R														
2.5.2	Develop plans and processes to overcome potential barriers to implementation															
Area III: Implement Health Education/Promotion																
3.1	**Coordinate logistics necessary to implement plan**															
3.1.1	Create an environment conducive to learning				P										P	
3.1.2	Develop materials to implement plan				P											
3.1.3	Secure resources to implement plan				P											
3.1.4	Arrange for needed services to implement plan				P											
3.1.5	Apply ethical principles to the implementation process				P										P	
3.1.6	Comply with legal standards that apply to implementation															
3.2	**Train staff members and volunteers involved in implementation of health education/promotion**															
3.2.1	Develop training objectives															
3.2.2	Recruit individuals needed for implementation															
3.2.3	Identify training needs of individuals involved in implementation															
3.2.4	Develop training using best practices															
3.2.5	Implement training															
3.2.6	Provide support and technical assistance to those implementing the plan															

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	PHLS 450 Epidemiology	PHLS 451 Biometrics	PHLS 452 Env Health	PHLS 457 Health Admin	PHLS 476 Theory	PHLS 496 Field Exp	PHLS 471 Health Informatics	PHLS 473 Prog Planning	PHLS 475 Com Health Education	PHLS 459 Infect & Noninfect Dis Prev	PHLS 478 Prog Eval	PHLS 497 Senior Seminar	PHLS 150G Personal Health	PHLS 275 or 375 Found Hlth. Ed	PHLS 395 Found PH
3.2.7	Evaluate training															
3.2.8	Use evaluation findings to plan/modify future training															
3.3	**Implement health education/promotion plan**						P									
3.3.1	Collect baseline data														P	
3.3.2	Apply theories and/or models of implementation														P	
3.3.3	Assess readiness for implementation				P										P	
3.3.4	Apply principles of diversity and cultural competence in implementing health education/promotion plan				P											
3.3.5	Implement marketing plan															
3.3.6	Deliver health education/promotion as designed				P											
3.3.7	Use a variety of strategies to deliver plan				P											
3.4	**Monitor implementation of health education/promotion**															
3.4.1	Monitor progress in accordance with timeline	R														
3.4.2	Assess progress in achieving objectives															
3.4.3	Ensure plan is implemented consistently															
3.4.4	Modify plan when needed															
3.4.5	Monitor use of resources															
3.4.6	Evaluate sustainability of implementation															
3.4.7	Ensure compliance with legal standards															
3.4.8	Monitor adherence to ethical principles in the implementation of health education/promotion	R						P								
		R														
Area IV: Conduct Evaluation and Research Related to Health Education/Promotion																
4.1	**Develop evaluation plan for health education/promotion**						P								P	
4.1.1	Determine the purpose and goals of evaluation				P										P	
4.1.2	Develop questions to be answered by the evaluation															

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	PHLS 450 Epidemiology	PHLS 451 Biometrics	PHLS 452 Env Health	PHLS 457 Health Admin	PHLS 476 Theory	PHLS 496 Field Exp	PHLS 471 Health Informatics	PHLS 473 Prog Planning	PHLS 475 Com Health Education	PHLS 459 Infect & Noninfect Dis Prev	PHLS 478 Prog Eval	PHLS 497 Senior Seminar	PHLS 150G Personal Health	PHLS 275 or 375 Found Hlth. Ed	PHLS 395 Found PH
4.1.3	Create a logic model to guide the evaluation process															
4.1.4	Adapt/modify a logic model to guide the evaluation process															
4.1.5	Assess needed and available resources to conduct evaluation				P											
4.1.6	Determine the types of data (for example, qualitative, quantitative) to be collected															
4.1.7	Select a model for evaluation															
4.1.8	Develop data collection procedures for evaluation															
4.1.9	Develop data analysis plan for evaluation															
4.1.10	Apply ethical principles to the evaluation process				P											
4.2	**Develop a research plan for health education/promotion**															
4.2.1	Create statement of purpose															
4.2.2	Assess feasibility of conducting research															
4.2.3	Conduct search for related literature															
4.2.4	Analyze and synthesize information found in the literature															
4.2.5	Develop research questions and/or hypotheses															
4.2.6	Assess the merits and limitations of qualitative and quantitative data collection															
4.2.7	Select research design to address the research questions															
4.2.8	Determine suitability of existing data collection instruments															
4.2.9	Identify research participants															
4.2.10	Develop sampling plan to select participants															
4.2.11	Develop data collection procedures for research															
4.2.12	Develop data analysis plan for research															
4.2.13	Develop a plan for non-respondent follow-up															
4.2.14	Apply ethical principles to the research process															

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	PHLS 450 Epidemiology	PHLS 451 Biometrics	PHLS 452 Env Health	PHLS 457 Health Admin	PHLS 476 Theory	PHLS 496 Field Exp	PHLS 471 Health Informatics	PHLS 473 Prog Planning	PHLS 475 Com Health Education	PHLS 459 Infect & Noninfect Dis Prev	PHLS 478 Prog Eval	PHLS 497 Senior Seminar	PHLS 150G Personal Health	PHLS 275 or 375 Found Hlth. Ed	PHLS 395 Found PH
4.3	**Select, adapt and/or create instruments to collect data**															
4.3.1	Identify existing data collection instruments	P														
4.3.2	Adapt/modify existing data collection instruments															
4.3.3	Create new data collection instruments															
4.3.4	Identify useable items from existing instruments															
4.3.5	Adapt/modify existing items	P														
4.3.6	Create new items to be used in data collection	P														
4.3.7	Pilot test data collection instrument															
4.3.8	Establish validity of data collection instruments															
4.3.9	Ensure that data collection instruments generate reliable data										P					
4.3.10	Ensure fairness of data collection instruments (for example, reduce bias, use language appropriate to priority population)															
4.4	**Collect and manage data**						P	P								
4.4.1	Train data collectors involved in evaluation and/or research	P														
4.4.2	Collect data based on the evaluation or research plan															
4.4.3	Monitor and manage data collection				P											
4.4.4	Use available technology to collect, monitor and manage data				P											
4.4.5	Comply with laws and regulations when collecting, storing, and protecting participant data															
4.5	**Analyze data**	R	P												P	
4.5.1	Prepare data for analysis	R	P													
4.5.2	Analyze data using qualitative methods		P													
4.5.3	Analyze data using descriptive statistical methods		P													
4.5.4	Analyze data using inferential statistical methods		P													
4.5.5	Use technology to analyze data		P													
4.6	**Interpret results**		P					P							P	

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	PHLS 450 Epidemiology	PHLS 451 Biometrics	PHLS 452 Env Health	PHLS 457 Health Admin	PHLS 476 Theory	PHLS 496 Field Exp	PHLS 471 Health Informatics	PHLS 473 Prog Planning	PHLS 475 Com Health Education	PHLS 459 Infect & Noninfect Dis Prev	PHLS 478 Prog Eval	PHLS 497 Senior Seminar	PHLS 150G Personal Health	PHLS 275 or 375 Found Hlth. Ed	PHLS 395 Found PH
4.6.1	Synthesize the analyzed data	R	P													
4.6.2	Explain how the results address the questions and/or hypotheses		P													
4.6.3	Compare findings to results from other studies or evaluations		P								P					
4.6.4	Propose possible explanations of findings		P													
4.6.5	Identify limitations of findings		P													
4.6.6	Address delimitations as they relate to findings		P													
4.6.7	Draw conclusions based on findings		P													
4.6.8	Develop recommendations based on findings															
4.7	**Apply findings**															
4.7.1	Communicate findings to priority populations, partners, and stakeholders	R														
4.7.2	Solicit feedback from priority populations, partners, and stakeholders	R														
4.7.3	Evaluate feasibility of implementing recommendations															
4.7.4	Incorporate findings into program improvement and refinement															
4.7.5	Disseminate findings using a variety of methods															
Area V: Administer and Manage Health Education/Promotion																
5.1	**Manage financial resources for health education/promotion programs**				P											
5.1.1	Develop financial plan				P											
5.1.2	Evaluate financial needs and resources															
5.1.3	Identify internal and/or external funding sources				P											
5.1.4	Prepare budget requests															
5.1.5	Develop program budgets															
5.1.6	Manage program budgets															
5.1.7	Conduct cost analysis for programs				P											
5.1.8	Prepare budget reports															

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	PHLS 450 Epidemiology	PHLS 451 Biometrics	PHLS 452 Env Health	PHLS 457 Health Admin	PHLS 476 Theory	PHLS 496 Field Exp	PHLS 471 Health Informatics	PHLS 473 Prog Planning	PHLS 475 Com Health Education	PHLS 459 Infect & Noninfect Dis Prev	PHLS 478 Prog Eval	PHLS 497 Senior Seminar	PHLS 150G Personal Health	PHLS 275 or 375 Found Hlth. Ed	PHLS 395 Found PH
5.1.9	Monitor financial plan															
5.1.10	Create requests for funding proposals															
5.1.11	Write grant proposals															
5.1.12	Conduct reviews of funding proposals															
5.1.13	Apply ethical principles when managing financial resources															
5.2	**Manage technology resources**															
5.2.1	Assess technology needs to support health education/promotion	R								P					P	
5.2.2	Use technology to collect, store and retrieve program management data															
5.2.3	Apply ethical principles in managing technology resources									P						
5.2.4	Evaluate emerging technologies for applicability to health education/promotion	R			P					P						
5.3	**Manage relationships with partners and other stakeholders**															
5.3.1	Assess capacity of partners and other stakeholders to meet program goals															
5.3.2	Facilitate discussion with partners and other stakeholders regarding program resource needs				P											
5.3.3	Create agreements (for example, memoranda of understanding) with partners and other stakeholders															
5.3.4	Monitor relationships with partners and other stakeholders															
5.3.5	Elicit feedback from partners and other stakeholders															
5.3.6	Evaluate relationships with partners and other stakeholders															
5.4	**Gain acceptance and support for health education/promotion programs**															
5.4.1	Demonstrate how programs align with organizational structure, mission, and goals	R			P										P	
5.4.2	Identify evidence to justify programs				P										P	

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	PHLS 450 Epidemiology	PHLS 451 Biometrics	PHLS 452 Env Health	PHLS 457 Health Admin	PHLS 476 Theory	PHLS 496 Field Exp	PHLS 471 Health Informatics	PHLS 473 Prog Planning	PHLS 475 Com Health Education	PHLS 459 Infect & Noninfect Dis Prev	PHLS 478 Prog Eval	PHLS 497 Senior Seminar	PHLS 150G Personal Health	PHLS 275 or 375 Found Hlth. Ed	PHLS 395 Found PH
5.4.3	Create a rationale to gain or maintain program support	R			P										P	
5.4.4	Use various communication strategies to present rationale				P										P	
5.5	**Demonstrate leadership**	R			P											
5.5.1	Facilitate efforts to achieve organizational mission	R											R			
5.5.2	Analyze an organization's culture to determine the extent to which it supports health education/promotion				P											
5.5.3	Develop strategies to reinforce or change organizational culture to support health education/promotion				P											
5.5.4	Facilitate needed changes to organizational culture															
5.5.5	Conduct strategic planning															
5.5.6	Implement strategic plan															
5.5.7	Monitor strategic plan															
5.5.8	Conduct program quality assurance/process improvement				P											
5.5.9	Comply with existing laws and regulations				P											
5.5.10	Adhere to ethical principles of the profession	R			R										R	
5.6	**Manage human resources for health education/promotion programs**	R											R			
5.6.1	Assess staffing needs				P											
5.6.2	Develop job descriptions				P											
5.6.3	Apply human resource policies consistent with laws and regulations				P											
5.6.4	Evaluate qualifications of staff members and volunteers needed for programs				P											
5.6.5	Recruit staff members and volunteers for programs				P											
5.6.6	Determine staff member and volunteer professional development needs				P											
5.6.7	Develop strategies to enhance staff member and volunteer professional development															

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
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5.6.8	Implement strategies to enhance the professional development of staff members and volunteers				P											
5.6.9	Develop and implement strategies to retian staff members and volunteers				P											
5.6.10	Employ conflict resolution techniques															
5.6.11	Facilitate team development				P											
5.6.12	Evaluate performance of staff members and volunteers															
5.6.13	Monitor performance and/or compliance of funding recipients															
5.6.14	Apply ethical principles when managing human resources				P											
Area VI: Serve as a Health Education/Promotion Resource Person																
6.1	**Obtain and disseminate health-related information**						P	P		P					R	
6.1.1	Assess needs for health-related information	R								P					R	
6.1.2	Identify valid information resources				P					P					R	
6.1.3	Evaluate resource materials for accuracy, relevance, and timeliness				P					P			R			
6.1.4	Adapt information for consumer				P					P						
6.1.5	Convey health-related information to consumer	R			P					P						
6.2	**Train others to use health education/promotion skills**	R					P			P						
6.2.1	Assess training needs of potential participants									P						
6.2.2	Develop a plan for conducting training									P						
6.2.3	Identify resources needed to conduct training				P					P						
6.2.4	Implement planned training									P						
6.2.5	Conduct formative and summative evaluations of training									P						
6.2.6	Use evaluative feedback to create future trainings									P						

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	PHLS 450 Epidemiology	PHLS 451 Biometrics	PHLS 452 Env Health	PHLS 457 Health Admin	PHLS 476 Theory	PHLS 496 Field Exp	PHLS 471 Health Informatics	PHLS 473 Prog Planning	PHLS 475 Com Health Education	PHLS 459 Infect & Noninfect Dis Prev	PHLS 478 Prog Eval	PHLS 497 Senior Seminar	PHLS 150G Personal Health	PHLS 275 or 375 Found Hlth. Ed	PHLS 395 Found PH
6.3	**Provide advice and consultation on health education/promotion issues**															
6.3.1	Assess and prioritize requests for advice/consultation															
6.3.2	Establish advisory/consultative relationships															
6.3.3	Provide expert assistance and guidance															
6.3.4	Evaluate the effectiveness of the expert assistance provided															
6.3.5	Apply ethical principles in consultative relationships															
															P	
Area VII: Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession																
7.1	**Identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques**							P	P							
7.1.1	Create messages using communication theories and/or models	R							P							
7.1.2	Identify level of literacy of intended audience	R							P							
7.1.3	Tailor messages for intended audience	R							P							
7.1.4	Pilot test messages and delivery methods	R														
7.1.5	Revise messages based on pilot feedback															
7.1.6	Assess and select methods and technologies used to deliver messages								P							
7.1.7	Deliver messages using media and communication strategies								P		P					
7.1.8	Evaluate the impact of the delivered messages				P											
7.2	**Engage in advocacy for health and health education/promotion**														P	
7.2.1	Identify current and emerging issues requiring advocacy	R							P	R					P	
7.2.2	Engage stakeholders in advocacy initiatives	R									P					
7.2.3	Access resources (for example, financial, personnel, information, data) related to identified advocacy needs															

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
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7.2.4	Develop advocacy plans in compliance with local, state, and/or federal policies and procedures	R							P							
7.2.5	Use strategies that advance advocacy goals								P							
7.2.6	Implement advocacy plans															
7.2.7	Evaluate advocacy efforts															
7.2.8	Comply with organizational policies related to participating in advocacy															
7.2.9	Lead advocacy initiatives related to health															
7.3	**Influence policy and/or systems change to promote health and health education**							P								
7.3.1	Assess the impact of existing and proposed policies on health														P	
7.3.2	Assess the impact of existing and proposed policies on health education														P	
7.3.3	Assess the impact of existing systems on health														P	
7.3.4	Project the impact of proposed systems changes on health education															
7.3.5	Use evidence-based findings in policy analysis								P	R						
7.3.6	Develop policies to promote health using evidence-based findings															
7.3.7	Identify factors that influence decision-makers									R						
7.3.8	Use policy advocacy techniques to influence decision-makers									R						
7.3.9	Use media advocacy techniques to influence decision-makers									R						
7.3.10	Engage in legislative advocacy															
7.4	**Promote the health education profession**								R							
7.4.1	Explain the major responsibilities of the health education specialist				P				R	R					R	R

		BPH Public Health Core Courses					Culminating Exp	BPH Community Health Education Core Courses						Pre-requisites		
	Use P=Primary; R=Reinforced; **Advanced Competencies - Level 1** **Advanced Competencies - Level 2**	PHLS 450 Epidemiology	PHLS 451 Biometrics	PHLS 452 Env Health	PHLS 457 Health Admin	PHLS 476 Theory	PHLS 496 Field Exp	PHLS 471 Health Informatics	PHLS 473 Prog Planning	PHLS 475 Com Health Education	PHLS 459 Infect & Noninfect Dis Prev	PHLS 478 Prog Eval	PHLS 497 Senior Seminar	PHLS 150G Personal Health	PHLS 275 or 375 Found Hlth. Ed	PHLS 395 Found PH
7.4.2	Explain the role of professional organizations in advancing the profession				P				R				R		R	R
7.4.3	Explain the benefits of participating in professional organizations				P				R				R		R	
7.4.4	Advocate for professional development of health education specialists				P				R				R		P	
7.4.5	Advocate for the profession				P				R				R		P	
7.4.6	Explain the history of the profession and its current and future implications for professional practice				P				R						R	R
7.4.7	Explain the role of credentialing (for example, individual, program) in the promotion of the profession				P				R						R	R
7.4.8	Develop and implement a professional development plan								P				R			
7.4.9	Serve as a mentor to others in the profession								R							
7.4.10	Develop materials that contribute to the professional literature								R							
7.4.11	Engage in service to advance the profession								R							
	P=Primary, R=Reinforcing															

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

Competencies

An assessment of the matched competencies to courses indicates that the program faculty have integrated the majority of competencies in Table 2.6.1 across courses and other activities in the MPH and BPH curricula. The objectives in the syllabi align with the program's mission, goals, objectives, and competencies.

It is critical to prepare graduate students adequately for the work environment and the national CHES examination. Beginning spring 2016, the MCHES exam will include advanced level sub-competencies (Level I and Level II). A review of the MPH curriculum in Template 2.6.1 indicates that the program meets the majority of Level I advanced competencies (87%) and Level II advanced competencies (88%) in at least one MPH course.

Course syllabi revisions to include revised NCHEC competencies and course objectives.

The program requires faculty to match of MPH competencies to MPH core course objectives and/or assignments for their syllabi preparation and to assure that the objectives in the syllabi align with the program's mission, goals and objectives. Course faculty evaluate student performance through graded assignments and review of student competency ratings in the student post-graduation competency attainment survey.

Note: Faculty members incorporated changes into the MPH degree program courses after publication of the revised 2015 NCHEC competencies. However, MPH exit student surveys continued to reflect older NCHEC competencies for consistent data collection. After the 2018 CEPH site visit, the student exit surveys will reflect 2015 revised competencies.

Curriculum and Course Sequence Revisions

The faculty reviewed course content in curriculum to include the 2015 NCHEC advanced level competencies. Based on faculty review, the program moved MPH 540, Public Health Administration, a core public health course, from the second year to the first year in the course curriculum sequence. The course includes public health introduction, history, and governmental and nongovernmental agency work. All students receive a comprehensive public health framework. Previously, the program required students with minimal public health backgrounds to take an MPH 500: Introduction to Public Health course. The program no longer offers or requires this course. MPH 570 and MPH 540 cover the content taught in MPH 500.

Based on feedback from student exit surveys, the program added MPH 578, Program Evaluation, to the Community Health Education concentration curriculum. Although other CHE courses cover some aspects of program evaluation, the program evaluation course provides a comprehensive overview. Both the CHE and HMAP concentrations require program evaluation.

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

The program uses the standard NCHEC competencies as a framework for the competencies taught in program courses. Based on guidance from the Society for Public Health Education (SOPHE) and CEPH leadership, the program faculty made the decision to adopt the NCHEC competencies without alteration in 2002. The program faculty believed these competencies were appropriate for a professional preparation program in community health education. Faculty members are aware of the Competency Update Project (CUP) 2005, under the leadership of the Associate Dean of Academic Affairs, Dr. Larry Olsen, one of CUP co-authors, including NCHEC's Advanced Level Competencies and integrated them appropriately into the curriculum. The 2010 CEPH self-study was submitted in September, 2010 under the leadership of Drs. Michael Young, Interim Department Head, and Mark Kittleson, the newly hired Department Head (January 2011), the entire MPH and BPH program faculty, and communicated to students during the admission process, in all course syllabi and through exit surveys.

The seven areas of responsibility were recently verified by the 2015 Health Education Practice Analysis (HESPA) project and serve as the program competencies for both the MPH and BPH degree programs.

Faculty responsible for HMAP concentration courses also selected relevant competencies from NCHEC framework as guides for the content of HMAP concentration courses. Faculty members verify the competencies when they develop new course and revise existing course syllabi and objectives as a new guideline from NCHEC becomes available. Faculty members communicate the competencies to the students, so they are aware of the skill sets developed in each course. This is a quality assurance measure for the curriculum development. The Department Curriculum Committee reviews syllabi to verify the inclusion of the most up to date competencies.

The competencies are included in the MPH Student Handbook, which is made available to all students and presented during the MPH New Student Orientation, and the BPH new student orientation. The competencies are also posted on the Department website and are available for review.

As part of field experience, MPH students are required to complete a form to map their competencies to their internship goals. Students also complete a self-assessment and the preceptor completes a student assessment for competency attainment.

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

The internal process includes the Department Head, the undergraduate and graduate program coordinators, the BPH and MPH advisory committees, and the curriculum committee who oversee the revision process of competencies. For example, based on feedback from field experience preceptors content and associated competencies in communication and leadership courses (e.g., MPH 572 and MPH 541) were updated.

The external process includes collecting information regarding changing workforce needs of public health practice primarily from reviews and surveys of the profession conducted by NCHEC, the 2015 *Health Education Specialist Practice Analysis.* The program also uses other sources including the PH External Advisory Board, alumni survey, exit and competency attainment surveys, field experience preceptors, and professional conferences. Based on the feedback from the external sources, we as a department are advising and mentoring students to build new skill sets needed for changing work environments. Examples include advising graduate students to enroll in courses across disciplines such as GIS mapping in geography, nutrition, counseling and educational psychology, anthropology, and communication studies.

Health Education Specialist Practice Analysis 2015 and *A Competency-based Framework for Health Education Specialists-2015.* The results of this analysis, conducted by SOPHE, and NCHEC, have implications for professional preparation, credentialing, and professional development for community health educators. The program faculty used this document to update a competency checklist that reflects the changing needs of public health practice.

PH External Advisory Board. The most recent meeting of the MPH External Advisory Board occurred March 3, 2017, with 10 of the 13 board members and the majority of the program faculty present. Faculty and administrators gave reports regarding current BPH and MPH degree program enrollments, the CEPH self-study and site visit, the field experience, the updated PH Student Handbooks, and the online MPH degree program. An open discussion of these and related issues concluded the meeting. One goal of the discussion was to seek comments about changing workforce opportunities and challenges. A number of board members contributed to this discussion. For example, several board members were complimentary of the quality of our students (e.g., knowledge, practical skill sets, work ethic). Board members advised reaching out to smaller organizations in the community for field experience placements. Many smaller organizations are involved in wide range of projects dealing with public health issues in the community. These organizations provide opportunity for students to get experience in more generic non-clinical settings and provide a new prospective. Another major suggestion, which is consistent with our mission, was to prepare our students with competencies in communication and leadership, equipped with the skills needed for leading teams, resolving conflicts, and networking with new people. In addition, Board members suggested that the program should prepare professionals trained in the skills for the future work environments. Specifically, the members recommended the program faculty to think about where the profession is heading, what new resources might be available, and what skill sets would be needed to remain competitive in ten-twenty years from now.

Exit and competency attainment survey: MPH students complete exit and competency attainment surveys at the end of their program of study. The exit survey allows graduating students to provide feedback on program strengths and areas for improvement. Several online students in the MPH degree program are professionals working in the public health field. Their comments regarding the relevance of courses taught to actual PH practice provide the program with an opportunity to revise the competencies for these courses. Furthermore, students provide self-assessment of competencies gained during course of studies. Overall, these surveys provide valuable insight on the delivery of the competencies listed above. Some of the changes made as a result of the analysis of responses received in this survey is included in criterion 1.2.b.

Alumni Survey. The program sent this survey to alumni in mid-2016 and early 2017. This survey contains several questions, but one section is particularly important. This section asks each alumnus to indicate his/her competence in the seven NCHEC areas of responsibility. These surveys provide evidence of the knowledge retention and appropriateness of the competencies taught in the program for employment setting.

Field Experience Preceptors. Field experience preceptors provide feedback to the Field Experience Coordinator regarding workforce needs. Since 2010, the Field Experience Coordinator has used an enhanced assessment instrument to obtain feedback from the field experience site preceptors (agency personnel) regarding usefulness of the competencies taught in the program in relation to the real occupational settings in which the preceptors work.

Professional Committees and Conferences. Faculty members attend state and national/international health conferences to keep updated with the necessary skills and trends for skills in various work environments. In addition, some of the program faculty served on professional committees and work groups that developed the graduate level competencies in health education.

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

This criterion is met. The program has a defined set of competencies that relate to core public health knowledge and the knowledge and skills associated with the concentration-specific coursework.

Strengths
The BPH and MPH degree programs have a well-planned curriculum that reflects current practice in public health. The MPH curriculum prepares students in both the online and on-campus programs and in two concentrations. The BPH curriculum prepares students in CHE concentration. Faculty members periodically review the curriculum and course content to address changing expectations of public health practice.

Weaknesses
The NCHEC list of sub-competencies is comprehensive, but extensively lengthy. As such, the curricula may exclude a small subset of these sub-competencies, including those designated as Advanced Level-2. The program also needs to better communicate these competencies to the students.

Plans
The program plans to review the comprehensive list of competencies using the analysis matrix recommended by NCHEC. The program now has competencies listed in most of course syllabi and it has plans to communicate competencies gained in the course through other means. Furthermore, the program will reformulate HMAP concentration-specific competencies to align with the requirements of 2016 CEPH accreditation criteria. The program is currently investigating modifying the HMAP competencies to be in line with ASPPH Health Management and Policy competencies.

2.7. Assessment Procedures: There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

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

The program integrates and assesses competencies throughout the curriculum using direct measures such as examinations and student projects. This section summarizes activities that support assessment of competencies.

Bachelor of Public Health

Individual assessment of progress. Students are required to maintain a grade of C- or better in all required BPH core coursework. Measures for evaluating student progress include quizzes, exams, papers, projects, case studies, critiques, homework assignments, book reviews, and class participation. Each mid-term, NMSU generates undergraduate student progress reports that identify students experiencing academic difficulty (e.g., low GPA), students on probation, and the number of credits completed. At the beginning of each semester, the NMSU COGNOS reporting system provides access to student statistics that serve as verification of each student's progress including course enrollment, GPA, credits completed.

Before centralized advising went into effect in 2017, the department offices housed the BPH Academic Advisor and she received information from both sources. The advisor met with students each semester to discuss course selections and student progress reports. She also reviewed student grades to ensure that student progress. Starting fall 2017, the Academic Advisor moved to the Center for Academic Advising and Student Support, located in the Garcia Annex. She continues to advise undergraduate students including BPH students. The Center organizes advisors into teams based on degree programs around "meta-majors" and specifies student caseloads. Centralized advising should provide a consistent, integrated, and holistic advising experience for all students in a location that is easy for them to locate. The Center assigns advisors in a way that allows most students to keep the same advisor even if they change majors. The central goal of this new effort is to use analysis of data and student actions and behaviors to reach-out proactively to students who show signs of academic distress before these initial indicators become insurmountable problems.

Field experience. Students are required to complete a field experience, submit a field experience notebook with program objectives, and provide a final evaluation. In addition, each preceptor submits a student evaluation for the field experience. This evaluation includes a competency assessment covering the BPH core competencies. Analysis of preceptor feedback from completed evaluations indicates that students have demonstrated highly competent performances. For example, the 2014 and 2016 feedback results show that more than 90% of BPH students received "somewhat" or "strongly" agree rating from preceptors regarding their demonstration of competencies in at least five of the seven NCHEC areas of responsibility.

Field experience students complete a midterm and final evaluation of their field experiences. The Field Experience Coordinator reviews all field experience students in order to provide student feedback and comments on their progress. Each student prepares an electronic presentation of his or her field experience using PowerPoint or similar technology at the

conclusion of the field experience. The presentations provide an overview of their experiences and accomplishments.

The final evaluation, completed by the agency supervisor for PHLS 496, includes a competency assessment covering the NCHEC seven areas of responsibility. The Field Experience Coordinator reviews all field experience students in order to provide student feedback and comment on their progress.

The capstone course provides another opportunity for evaluating BPH student progress in achieving the expected competencies. Section 2.8.d provides a detailed discussion of BPH Capstone course PHLS 499—Problems in Health Education.

Master of Public Health

Individual assessment of progress. Students are required to maintain an overall GPA of 3.0 in all courses counting toward the MPH degree. Measures for evaluating student progress include quizzes, exams, papers, projects, case studies, critiques, homework assignments, book reviews, and class participation. Each mid-term, the NMSU Graduate School generates reports of student progress. These reports identify students who are experiencing academic difficulty (e.g., low GPA), students on probation, and the number of graduate credits completed.

At the beginning of each semester, the NMSU online COGNOS reporting system provides access to student statistics, which serve as verification of each student's progress including course enrolled, GPA, credits completed. The Graduate Coordinator receives information from both sources and distributes the information to MPH faculty advisors each semester.

Faculty members serve as the MPH academic advisors and meet with students at least once each semester to discuss course selections and student progress reports. They also review student grades and the competencies acquired so that students continue to build their skill sets. Students' grades for the completed courses are reviewed using the Student Academic Requirements (STAR) report. The objectives of each course in the MPH curriculum is tied to a specific set of competencies. The grades received on these courses reflect a degree of attainment of the competencies taught in the courses. Advisors discuss concerns over low grades directly with students each semester and strategies for improvement.

Field experience. Students complete a field experience, submit a field experience notebook with program objectives, and provide a final evaluation. The student's preceptor also submits a student evaluation for the field experience. This evaluation includes competency assessment across the MPH core competencies. The results of the preceptor feedback from completed evaluations indicates a high level of demonstrated student competency in the specified areas of performance. The results show 80-85% student receiving "somewhat" or "strongly" agree rating from their preceptors on demonstration of skills in at least five NCHEC areas of responsibility. The Field Experience Coordinator reviews all field experience students in order to provide student feedback and comment on their progress.

Field experience students submit midterm and final evaluations of their field experiences. The Field Experience Coordinator reviews all field experience students in order to provide feedback and comment on their progress. Each student submits a presentation of his or her field experience. The presentations provide an overview of their experiences and accomplishments.

For the final evaluation, the agency supervisor for MPH 596 completes competency assessment covering the NCHEC seven areas of responsibility.

Comprehensive Examination. Non-thesis MPH students must complete a written comprehensive examination prepared by an examination committee. The questions cover content from public health core areas, the community health education or health management, administration, and policy concentration curriculum, and content from the student's minor or area of interest. Student performance on the culminating comprehensive examination reflects knowledge, skills, and competencies gained during the program (see Section 2.5).

Thesis/Manuscript option. The program faculty evaluate students choosing thesis/manuscript option for the attainment of competencies by examining the degree of integration of competencies gained in their coursework and the research conducted as part of the submitted thesis. Furthermore, students defend their thesis in front of committee members and a public audience including faculty outside the committee. The thesis defense allows faculty the opportunity to assess level of competency attainment in relation to the research project.

Entry and Exit Surveys Assessing Competencies: The program uses a self-assessment questionnaire, administered using online survey technology, to collect competency measures using the NCHEC entry level and advanced level 1 competencies. The program includes both entry-level and advanced level 1 competencies on the self-assessment form because some students enter the program without a background in public health and it allows assessment of whether such students meet entry-level competencies. Students complete the self-assessment of competency attainment during their first semester (pretest) and again at the end of their studies (posttest) as they complete the written comprehensive exam or thesis defense.

The program maintains a database with the pre and post program competency ratings for on-campus and online students. Copies of the students' completed forms are stored electronically within the department. The MPH Advisory Committee summarizes the results of the assessments and distribute them to faculty for review. The Department Curriculum Committee or the entire faculty can then review the reports annually and make curricular recommendations, as needed, to ensure that the MPH courses help students develop the necessary competencies.

b. Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees included in the unit of accreditation (including bachelor's, master's and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion's interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of graduates at any level who can be located, an explanation must be provided. See CEPH Outcome Measures Template.

Table 2.7.b.1. Outcome Measures to Evaluate Student progress and Academic Achievement.

Bachelor of Public Health				
Outcome Measure	Target	2014-2015	2015-2016	2016-2017
Individual Assessment of progress (Student GPA)	40% of students completing their BPH core courses and maintained a "B" or higher average grade (≥ 3.0 GPA)	33%	46%	39%
Field Experience (Internship) Assessment	90% of students receiving a "B" or higher grade (≥ 3.0 GPA average) for field experience	97.2%	93%	83%
Capstone Course grade (PHLS 499)	80% of students completing their capstone course with B or higher grade	88%	93%	76%
Alumni Survey	80% of alumni rating their competency levels as average or higher (≥ 3) mean score for use in work environment	95%	80%-100%†	NA
Master of Public Health‡				
Outcome Measure	Target	2014-2015	2015-2016	2016-2017
Individual Assessment of progress (student GPA)	80% of students completing their MPH core courses and maintained a "B" or higher average grade (≥ 3.0 GPA)	91%	82%	94%
Field Experience (Internship) Assessment	90% of students receiving a "B" or higher grade (≥ 3.0 GPA average) for field experience	100%	100%	90%
Comprehensive Exam	100% of students passing their comprehensive exam	100%	100%	100%
Student self-assessment of competency skill sets	80% of students rating their competency levels as average or higher (≥ 3) mean score at end of program showing an increase in the 7 NCHEC areas of responsibilities; initiate and will be pre and post program review	98% of competencies assessed	97.5% of competencies assessed	98% of competencies assessed
Alumni Survey	80% of alumni* rating their competency levels as average or higher (≥ 3) mean score for use in work environment	≥90% †	≥80%	NA

*80% of alumni who responded to the survey

†80% to 100% of the Alumni rating average or higher across 7 areas of responsibilities, i.e. some areas are rated as such by 80% of the students while other areas are rated as such by 100% of the students.

‡ Includes MPH/MSW students

Degree Completion

The University does not set a maximum time for completing BPH or MPH degrees. However, graduate courses that are older than seven years cannot count towards graduation. Therefore, the program considers seven years the maximum time to completion once entering the program.

Table 2.7.b.2.Students in BPH Program, By Cohorts** Entering Between 2010-11 and 2016-17

	Cohort of Students	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
2010-11	# Students entered	31						
	# Students withdrew, dropped, etc.	6						
	# Students graduated	1						
	Cumulative graduation rate	3.2%						
2011-12	# Students continuing at beginning of this school year	24	35					
	# Students withdrew, dropped, etc.	4	5					
	# Students graduated	9	0					
	Cumulative graduation rate	32.3%	0					
2012-13	# Students continuing at beginning of this school year	11	30	49				
	# Students withdrew, dropped, etc.	2	3	3				
	# Students graduated	6	8	1				
	Cumulative graduation rate	48.4%	22.9%	2.04%				
2013-14	# Students continuing at beginning of this school year	3	19	45	45			
	# Students withdrew, dropped, etc.	1	2	2	5			
	# Students graduated	0	17	19	1			
	Cumulative graduation rate	51.6%	71.4%	40.8%	2.2%			
2014-15	# Students continuing at beginning of this school year	2		24	39	49		
	# Students withdrew, dropped, etc.	1		4	3	3		
	# Students graduated	1		16	15	1		
	Cumulative graduation rate	*54.8%		73.5%	35.6%	2.0%		
2015-16	# Students continuing at beginning of this school year			4	21	45	39	
	# Students withdrew, dropped, etc.			1	3	1	7	
	# Students graduated			3	13	24	0	
	Cumulative graduation rate			78.0%	64.4%	51.0%	0	
2016-17	# Students continuing at beginning of this school year				5	20	33	40
	# Students withdrew, dropped, etc.				0	2	5	5
	# Students graduated				2	14	11	0
	Cumulative graduation rate				68.9%	79.6%	28.2%	0.0%

**cohorts are tracked by the year they enter the BPH degree program

*Incomplete reported data for BPH 2010-2011 cohort.

The MPH program offers main campus and online options. The main campus cohorts tend to be smaller (~10-12 students) and typically complete the program in two years. The online student cohort is typically larger (~18-20 students), consists of individuals who are full time employees and/or parents. Therefore, they can take up to 5 years (sometimes more) to complete the MPH program.

Table 2.7.b.3. Students in **MPH and MPH-MSW combined**, By Cohorts Entering Between 2010-11 and 2016-17*								
	Cohort of Students	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
2010-11	# Students entered	22						
	# Students withdrew, dropped, etc.	6						
	# Students graduated	0						
	Cumulative graduation rate	0%						
2011-12	# Students continuing at beginning of this school year	16	23					
	# Students withdrew, dropped, etc.	0	2					
	# Students graduated	10	0					
	Cumulative graduation rate	45.5%	0%					
2012-13	# Students continuing at beginning of this school year	6	21	28				
	# Students withdrew, dropped, etc.	0	1	5				
	# Students graduated	6	7	2				
	Cumulative graduation rate	72.7%	30.4%	7.1%				
2013-14	# Students continuing at beginning of this school year		13	21	25			
	# Students withdrew, dropped, etc.		1	1	4			
	# Students graduated		8	6	0			
	Cumulative graduation rate		65.2%	28.6%	0%			
2014-15	# Students continuing at beginning of this school year		4	14	21	22		
	# Students withdrew, dropped, etc.		0	2	1	2		
	# Students graduated		3	10	7	0		
	Cumulative graduation rate		78.2%	64.3%	28.0%	0%		
2015-16	# Students continuing at beginning of this school year		1	2	13	20	37	
	# Students withdrew, dropped, etc.		0	0	2	1	5	
	# Students graduated		1	1	5	3	0	
	Cumulative graduation rate		82.6%	67.9%	48%	13.6%	0%	
2016-17	# Students continuing at beginning of this school year			1	6	16	32	26
	# Students withdrew, dropped, etc.			0	1	1	2	2
	# Students graduated			1	2	11	8	1
	Cumulative graduation rate			71.4%	56%	63.6%	21.6%	3.8%

*This table includes online student information as well.

MPH Graduation Rates Below 70% Threshold

2013-2014. Three students currently remaining in the program are expected to graduate. One is currently serving in Afghanistan and another recently returned from her Peace Corps service and on track for graduation. A third recently contacted the FE coordinator to set up her field experience. Their degree completions will bring graduation rate to 68% (17/25). Of the eight students who withdrew, one student received F grades on both courses in fall 2016; one student

was an MD and interested in completing the graduate certificate, not the MPH degree, and was nearing retirement. One student will complete GPHC instead of the MPH degree. One student started in the dual degree program and elected to complete the MSW only. The program does not have information on the remaining four students.

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

The program uses multiple means to capture graduate employment data. Exit interviews record student's initial job placements. As part of annual reporting requirement, the program conducts an employment survey of alumni who graduated the prior year via phone interview. As part of broader survey for this self-study, the program conducted an online survey that included a question on alumni employment status. A graduate assistant in the program also followed-up with telephone calls to those who had not completed the survey after multiple email reminders (see call log in ERF). Faculty members' personal contacts were another source of information providing employment status of some of the program's graduates. The response rate for the telephone contact was 42% for BPH and MPH alumni combined. Overall, the program was able to determine employment status of 48%-53% of BPH and 72%-86% of MPH graduates.

Table 2.7.c. presents a list of number of graduates from each degree program and the number of respondents to the alumni survey or other means of collecting employment data.

Table 2.7.c. Destination of PH Graduates

Destination of **BPH** Graduates by Employment Type	2013-2014	2014-2015	2015-2016
Employed	16	9	9
Continuing education/training (not employed)	1	2	6
Actively seeking employment	1	3	1
Not seeking employment (not employed and not continuing education/training, by choice)	0	1	1
Unknown	17	13	18
Total	35	28	35
Destination of **MPH** Graduates by Employment Type	2013-2014	2014-2015	2015-2016
Employed	9	14	8
Continuing education/training (not employed)	4	1	0
Actively seeking employment	0	0	1
Not seeking employment (not employed and not continuing education/training, by choice)	0	1	0
Unknown	2	6	3
Total	15	22	12
The number of respondents exceed the number of graduates in each year from Table 2.7.1., because some of these alumni entered the program prior to 2010-11.			

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

The program encourages BPH and MPH students become Certified Health Education Specialists by passing the National Certification for Health Education Credentialing certification examination. Tables 2.7.d.1 and 2.7.d.2 present the summaries for those students who chose to sit for the examination.

Table 2.7.d.1. BPH Performance on CHES, 2014-2016

Year	Testing	Passing	Rate	National Rate
2014	8	3	37.5%	68.8%
2015	4	3	75.0%	67.3%
2016†	4	2	50.0%	66.0%

Table 2.7.d.2. MPH Performance on CHES, 2014-2016

Year	Testing	Passing	Rate	National Rate
2014	6	5	83.33%	68.8%
2015	5	5	100%	67.3%
2016†	1	1	100%	65.9%

† Does not include April 2017 data

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

As part of the alumni survey, the program assessed PH graduates' perceptions of competency attainment in the seven areas of responsibility several years after graduation. Of the 35 BPH alumni who responded to the survey, more than 85% indicated average or advance knowledge, skill and ability in all seven NCHEC areas of responsibility. Similarly, of the 24 MPH alumni who responded to the survey, more than 95% indicated average or advanced knowledge, skill and ability in all seven NCHEC areas of responsibility.

The program also surveyed the supervisors among those who provided contact information on the alumni survey. Six of the ten supervisors with such information responded. Attempts to reach non-respondents were unsuccessful. The survey included several open-ended questions developed and used by a peer institution (with permission). The brief summaries below provide the key information from supervisors regarding their perception of program alumni and recommendations for future training and education.

Question 1: How many NMSU PH graduates have you hired (and/or interviewed?) for positions with your organization?

In general, the responding supervisors had an average of one graduate employed under their supervision.

Question 2: What specific skills and knowledge do PH graduates need to work in your organization or your field?

The supervisors identified several skills and knowledge areas that would benefit graduates interested in working in their respective public health field or organization. These included knowledge and experience of quantitative data collection methods and analysis, knowledge and proficiency in a statistical package, knowledge and experience in qualitative methods (e.g., interviewing, focus groups, etc.), knowledge of survey methods, training in behavioral theories and theories of change, an understanding of social determinants of health, broad-based knowledge of health education and personal health and wellness, ability to speak to and work with diverse populations, and group facilitation/training.

Question 3: What skills, knowledge and/or experience have the program's PH students brought to your program or organization?

The supervisors said that program alumni brought enthusiasm for public health, experience in health education, working with diverse populations, and organizational and training/facilitation skills. One mentioned, "A deep understanding of health concerns affecting the aging population and the means to educate consumers about self-care and management of chronic diseases." Another stated, "Much of our work is aimed at improving various issues within public health, so having someone that approaches each project through a public health lens is helpful."

Question 4: What or how can the PH program better prepare the program's students to improve public health in NM? What skills, and knowledge (core competencies) do you think need strengthening to enhance your program or organization?

At the undergraduate level, one suggestion was to provide more experience with public health research as that may facilitate higher-level skills and training while still being applied and tangible. At the MPH level, suggestions included strengthen basic knowledge of federal and state government and funding streams, reinforce the importance of initiative and agency as they are key to the success for the jobs where graduates are expected to work independently, offer public speaking and networking skills as they are required for state or federal position, and include business training as public health graduates are likely to take on executive roles in the future.

Question 5: How does your program or organization train your workforce – e.g., staff development, in-service or other training opportunities?

Each supervisor stated some form of training being available in his/her organizations. These include quarterly in-service trainings on public health issues, professional development activities, Online training on specific grant and federal program requirements, mandated city and county trainings, and other trainings on an as needed basis.

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

This criterion is met. The program assesses student attainment of competencies through various procedure, including required courses, field experience, and capstone experience.

Strengths
The program has several procedures for measuring attainment of competencies, including assignments and/or exams in each course, evaluation of performance in capstone course, field experience, theses/manuscript and comprehensive examinations. The last two procedures also assess students' ability to integrate and synthesize knowledge and to apply it to the solution of public health problems. Both the BPH and MPH programs exceed the target rates for most of the outcome measures.

With the exception of the 2010-2011 BPH cohort and the 2013-14 MPH cohort, the graduation rates reach (or have the potential to reach) the 70% target for both BPH and MPH degrees in each year reported. The Public Health Sciences Department has reduced the undergraduate program from 128 to 120 credit hours and graduate program from 46 to 42 credit hours. This serves to reduce the burden on students while maintaining the minimum credit hours required by CEPH for each program. The program has instituted a new policy requiring graduate students to maintain a B or better grade in all the graduate courses needed for degree completion. The student handbook contains this policy and faculty members reinforce it during new student orientation.

The program routinely conducts employment survey and maintains employment information on the majority of alumni. The program encourages all students to become CHES certified.

Weaknesses
The MPH degree program had a borderline graduation rates in some years. Students graduating from BPH and MPH degree programs have low participation rates for the CHES examination. BPH alumni contact information, in many cases, is not current and only a minority of alumni provided contact information for their supervisors. The program lacks a systematic method of collecting data from students who withdraw from the programs.

Plans
- Monitor undergraduate students' progress and alert the Undergraduate Program Coordinator and faculty of students' poor performance in the course(s), leading to a meeting with the struggling students.

- Continue providing Teaching Assistant tutoring support for the courses (e.g. Biostatistics) that are known to be challenging for non-traditional students.

- Monitor students' progress, alert faculty and advisors of students' poor performance in the course(s), leading to a meeting with the struggling students, to alert them of policies regarding C and below grade, and grounds for termination. Advisors will also provide suggestion on strategies to improve performance in future courses as well as in the courses they are currently enrolled.

- Revise the exit survey for undergraduate students. One of the questions in the survey will request an active non-NMSU email address.

- Encourage employed students, while still in the program, to provide their supervisors' contact information thereby making them aware of importance of such information, for maintaining accreditation of the program from which they are graduating.

- Encourage BPH and CHE concentration MPH students to participate in the CHES examination. Explore financial support for the examination fee for those completing exams successfully.

- Follow up with passing students who withdraw from the program, inquire about their reasons for dropping out, and identify barriers for their degree completion.

2.8. Bachelor's Degrees in Public Health.

a. Identification of all bachelor's-level majors offered by the program. The instructional matrix in Criterion 2.1.a. may be referenced for this purpose.

The program offers a Bachelor of Public Health degree (BPH). Although the degree program has existed since the late 1970, prior to 2014, students received the Bachelor of Community Health (BCH) degree. The program renamed the degree program to reflect more accurately the curriculum content and to highlight the preparation and alignment of the undergraduate degree program with that of the graduate MPH degree offered by the department. The degree program was SABPAC approved in 1992 and is currently CEPH accredited after the submission and approval of the substantive change application.

The BPH degree program educates and trains students to pursue a career working in community and public health, in a variety of setting including voluntary, private or governmental agencies. Students graduating with a BPH degree are able to accomplish the following in their professional work and work-settings:

- Encourage and promote public health education within the framework of legal, ethical, moral and professional standing.
- Provide leadership within the public health profession.
- Collaborate with other professionals, staff, communities and consumers in the planning, implementation, and evaluation of health education programs.
- Conduct and incorporate research findings in health education into practice settings.
- Participate in the professional certification examination process.
- Establish and maintain a personal commitment to intellectual inquiry, self-directed learning and professional growth.

b. Description of specific support and resources available in the program for the bachelor's degree programs.

The BPH and MPH degree programs share core faculty, facilities, and resources. The Undergraduate Program Coordinator oversees the BPH degree program and the Academic Advisors located at the CAASS support the program with student advising. In addition, the faculty post their office hours and are available to students in person and online during those times and additional times as needed to advice and provide guidance on curricular and professional matters. The Field Experience Coordinator organizes all graduate and undergraduate field experiences. Generally, experienced tenured/tenure-track faculty, many of whom are MCHES/CHES certified, teach the core/required courses and upper division courses. A qualified group of adjunct faculty, many of whom have professional ties to community and public health organizations in the region, provides additional support to meet instructional needs of the program. The program receives support from the Teaching Academy and the Department of Distance Education, for instructional and online/distance education assistance. Additional support comes from the Career Services office, library services, and the Writing Center, which helps students with their research and writing endeavors; the Campus Health Center, Counseling Center, Employee Assistance Program; the Activities Center and the Aggies Health and Wellness Center; and the various student-focused programs such as the Black Studies Program and the Chicano Studies Program.

c. Identification of required and elective public health courses for the bachelor's degree(s). Note: The program must demonstrate in Criterion 2.6.c that courses are connected to identified competencies (i.e., required and elective public health courses must be listed in the competency matrix in Criterion 2.6.d).

The BPH degree program requires students to complete a minimum of 120 credit hours with 48 upper division credits. In addition, students complete 35-36 general education credits and take 26 credit hours of electives to graduate. Before beginning their required discipline specific courses in public health education, students complete the following pre-requisite courses amounting to 15 credit hours.

A ST/STAT 251G	Statistics for Business and the Behavioral Sciences or Statistical Applications	– 3 Credits
PHLS 150 G	Personal Health and Wellness	– 3 Credits
PHLS 375	Foundations of Health Education	– 3 Credits
PHLS 395	Foundations of Public Health	– 3 Credits
MATH 120	Intermediate Algebra	– 3 Credits

Students enrolled in the BPH degree program take a variety of core/required courses in public health and community health education, as well as a cultural foundation course. The courses in public health and community health, listed below, cover the five core areas of public health knowledge – biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral sciences.

The faculty BPH Advisory Committee in fall 2017 identified the need to align the BPH public health core courses with the MPH public health core courses and change the documentation. The revised curriculum is listed below. The PHLS 476 Theory Based Interventions course will be listed as part of the Public Health core required courses and PHLS 459 Infectious/Non-infectious Disease Prevention will be part of the Community Health Education core required courses. The change will be initiated starting with 2018-19 Undergraduate Catalog and course sequence planning sheets used in advising.

In addition, these courses provide students the knowledge and skills to develop, implement, and evaluate community and public health strategies and programs, based on evidence and theoretical foundations. The curriculum prepares students to address existing and emerging public health problems and health disparities.

Public Health Core/required Courses (15 credit hours):

PHLS 450	Epidemiology
PHLS 451	Biometrics and Health Research
PHLS 452	Environmental Health
PHLS 457	Administration of Health Programs
PHLS 476	Theory Based Interventions

Community Health Education Core/required Courses (25 credit hours):

PHLS 459	Infectious/Non-infectious Disease Prevention
PHLS 471	Resources and Computer Applications in Health Education (Health Informatics)

PHLS 473 Health Program Planning
PHLS 475 Methods in Community Health Education
PHLS 478 Health Program Evaluation and Research
PHLS 486 Community Health Education Field Experience (6 credit hours)
PHLS 497 Senior Seminar in Community Health Education (1 credit hour)
PHLS 499 Problems in Health Education – Capstone Course

Elective Coursework

The cultural foundation courses, supplemented by content from the selected elective courses, provide students a basic understanding of the influence of social economic, environmental, and cultural factors on individual and public health. Cultural Foundation courses include PHLS 461 (Health Disparities: Determinants and Interventions), PHLS 462 (Hispanic Health Issues), PHLS 463 (Interdisciplinary Seminar), PHLS 464 (Cross Cultural Aspects of Health), PHLS 465 and PHL466 (International Health Problems and International Health Practicum – 4-6 Credits), PHLS 467 (Rural Health Issues), PHLS 468 (Coping with Loss and Grief: A Cross-Cultural Perspective), and PHLS 469 (US-Mexico Border Health Issues). In addition, the Cultural Foundation courses and electives provide students an important perspective and understanding of the health and social issues that are prevalent in the US-Mexico border region and in rural, poor, and underserved communities in the state and region.

Syllabi include the NCHEC competencies and sub-competencies covered in each course. Faculty invest considerable effort to ensure that the online and face-to-face courses cover consistent content. The departmental curriculum committee evaluates the undergraduate courses on an ongoing basis and provides feedback to faculty in monthly faculty meetings. In the past, the department provided additional courses focused on border health and gerontology. However, due to university-wide budget cuts, the department has not offered those courses consistently despite the demand. However, the department offers all courses in community health education on an ongoing basis.

d. A description of program policies and procedures regarding the capstone experience.

The field experience (PHLS 496) and Capstone course (PHLS 499) are the two culminating courses of the program.

PHLS 496—Field Experience: PHLS 496 encompasses and integrates the content taught in previous public and community health courses as well as other University courses. This course provides students the opportunity to apply theory, concepts, and content learned in courses into practice and provides students with valuable 'job related' experience. The field experience allows students to apply classroom learning to real-world problems and solutions. The Field Experience Coordinator places students into agencies based on the student's career goals and location preferences. Students should complete the field experience during their last year in the program.

The program requires all students to complete six credit hours (320 clock hours) of PHLS 496 Field Experience during the spring, summer or fall semester. No student is exempt from this experience, which the Department considers an essential aspect of the program and of students' learning, understanding of working with diverse communities, and in the design, implementation and evaluation of public health education and prevention programs that meet the needs of the

target audience. If a student completed his/her Associates Degree in Public Health at the Dona Ana Community College, these students are required to work 260 vs 320 clock hours, receiving credit for field experience required in their associates degree. Refer to section 2.4 for a detail discussion of administration, policy and procedure regarding field experience.

BPH students work in a range of agencies and on specific projects, during their field experience. For some of our students, they have never worked in a formal setting or in public health. Being a part of a team, attending staff meetings, maintaining a schedule, interacting in a professional setting, and participating in a wide range of varied tasks, is an entirely new experience. Typically, a BPH student will be involved with more basic activities, at the onset of the semester, and gradually assume more significant responsibilities, as time progresses, and their preceptors assess their level of readiness, confidence, and preparation. BPH students tend to be a part of a team that is, for example, developing and implementing a project or program. They may be involved with more routine tasks, which are new to them, such as learning the software used by the agency to report statistics, which are collected/reported on a monthly basis. The student will then work with the preceptor, conducting some basis analysis, which is then put into a monthly report, which goes to a main office. The oversight of a BPH student, especially at the start of the semester, is more closely monitored, as they learn the rules, procedures and policies of a program/office.

As the BPH students work with an agency for 320 hours (vs 160 for the MPH student) they typically experience a wider range of activities and projects. MPH students, who are typically more seasoned, are often focused on one to two major projects/undertakings for their field experience. The MPH student will often work more independently, while under the guise of a preceptor, than does a BPH student.

The BPH field experience is aimed to give students professional and practicum experience at the entry level and Advanced level 1 competencies. The goal for the MPH students, on the other hand, is to place them in field experience settings that provide experience at the advanced level 1 and II competencies.

PHLS 499—Problems in Health Education: The program has designated PHLS 499 as the Capstone course for the BPH degree program. This course requires students to synthesize and integrate the various components and responsibilities of community health education practice, including program planning, evaluation, and the application of behavioral theories/models in the design of prevention and intervention strategies. Using case studies in public health and other readings on the 10 essential public health services and the three Institute of Medicine core public health functions, the course reinforces a variety of practice skills including analytical, communication, cultural, advocacy and mobilization, and policy development. These skills support effective community and public health education practice to address a multitude of public health issues including health inequalities and disparities in the US, particularly as they relate to border and rural communities. The course also integrates a large community-based public health project. Varying every year, this project allows students to apply the public health and community health education content and principles they have learned throughout the program and in the Capstone course into practice and "in the real world." Projects in the course, in 2015-2017, have included spring prevention and educational events on binge-drinking that students plan, develop, implement, and evaluate, by working in groups, collaborating with other campus organizations and programs, and by working with programs in the community with

similar interests. In addition to the project, students must demonstrate their writing skills in this course through short assignments dedicated to specific topics and by writing an essay that encompasses their education through the program. Students reflect on the question "*Given what you have learned so far, select a public health issue. Predict how that public health issue will evolve and therefore impact communities 5 years from today*" and submit a detailed paper by supporting their predictions based on the knowledge gained during their course work in the BPH program and based on their review of existing literature. An experienced tenured faculty member with strong ties to the community teaches the capstone course to offer students a meaningful practice-based project. The capstone course provides students with a synthesis and integration of the content covered through the program, a review of the NCHEC competencies and sub-competencies, an opportunity to put the content learned and skills developed into practice, and the chance to reflect on the knowledge, skills, and context of public health and community health education.

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

This criterion is met. The BPH degree program includes coursework in Public Health Core Knowledge, public health-related elective courses, and capstone experience. Regular tenured track/tenured faculty and/or qualified adjunct faculty who support the program teach these elements of the program.

Strengths

The strengths of the undergraduate program include the interest in a public health career and the number of students who are and hope to enroll in the future. In 2017, the program had 81 students enrolled, an additional 29 students classified as Pre-BPH who are completing their pre-requisite courses with the hopes of applying to the program within the next year, and 18 students who have been admitted into the program in the spring of 2017. Other strengths of the program include the experienced and dedicated faculty members, many of whom have well-established ties with other units on campus, local agencies off campus, and throughout the state and region. Faculty members provide instruction online as well as on-campus in a classroom.

The BPH program offers coursework in public health core knowledge, additional public health-related courses, and capstone courses. The program prepares students to be competent with entry-level NCHEC competencies most frequently used by public health education professionals in various employment settings.

Weaknesses

Budget limitations and freeze on faculty hires continue to stretch the current abilities of faculty and staff in the department and serve as barriers to advertising and expanding the undergraduate program so that it can be offered online to interested student in the Southwest and the Four Corners region.

The program needs to encourage BPH students to participate in professional student organization such as Eta Sigma Gamma. It needs to devise a strategy to share membership fees, which is a barrier to participation for some BPH students.

The program needs to continue revising the competency matrix focusing on selecting smaller set of sub-competencies that are most relevant to BPH students majoring in Community Health Education.

The required competency attainment survey given to students after completion of the BPH program needs revision and alignment with condensed competency matrix.

Plans

- Offer all the required core BPH/PHLS courses in both online and face-to-face mode. This will provide level of flexibility that is more attractive to BPH students, many of whom are non-traditional students with family and full time employment, living across the state and region.
- Implement a revised post-completion competency attainment survey, which is now a part of degree completion requirement for BPH students.
- Include an additional, mandatory lab session for the courses such as biostatistics and epidemiology, which requires thinking quantitatively and learning unfamiliar software.
- Build and maintain a strong relationship between community colleges across NM, including colleges within DACC system, to serve as a logical pipeline into the BPH program.

2.9. Academic Degrees. Not applicable

2.10. Doctoral Degrees. Not applicable

2.11. Joint Degrees. If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

a. Identification of joint degree programs offered by the program. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

The program offers a dual MPH/MSW degree program in collaboration with the School of Social Work. The dual degree is appealing to students interested in public health, community outreach, and social justice, with applicability both in the US, in the US/Mexico border region and internationally.

The NMSU Graduate School approved the dual degree program in early 2006 with the first student starting that fall. The majority of the students participate in the on-campus curriculum at the main campus in Las Cruces. Beginning fall 2009, the first group began their MPH online and the MSW, face-to-face, at the NMSU Albuquerque Center. Typically, students complete the dual degree in three years, including summers, although students may take more time, if necessary. Students can only earn the CHE concentration of the MPH with the dual degree.

All students in the dual MPH/MSW program have one identified faculty or staff member in the School of Social Work and one in Public Health Sciences who serve as advisors to these students.

Students typically complete required field experiences for both degrees independently. However, complementary field experiences/internships are possible, depending on the agency and qualifications of preceptor(s) who must meet both MPH and MSW criteria.

Students interested in pursuing the dual degree program must:
- Prepare and submit separate admissions applications to both the MSW and MPH programs;
- Notify each program, in writing, of the intent to complete the dual degree program;
- Be officially admitted to both degree programs;
- Notify the NMSU Graduate School of the intent to complete both degrees;
- Complete all course requirements for both degree programs; and
- Complete final examinations for both degree programs.

Separately, the MSW and MPH degrees would require 102 credit hours, 42 for the MPH and 60 for the MSW. However, the dual MPH/MSW degree program reduces this total to 96 credit hours by eliminating redundant courses. Table 2.13.a. below is the dual three-year sequence.

<u>Graduation information</u>
As of May 2017, 20 students have graduated with the dual degrees and 14 students are in various stages of the dual program.

Table 2.11.a. Recommended Sequencing for the Dual MPH/MSW Degree Plan

YEAR ONE	
FALL SEMESTER	
MSW 509 Socio-Cultural Concepts and Populations of the Southwest	3 credits
MSW 510 HBSE I	3 credits
MPH 510 Community & Psychosocial Aspects of Public Health	3 credits
MPH 520 Biostatistics in Public Health	3 credits
MPH 540 Public Health Services	3 credits
	15 credits
SPRING SEMESTER	
MSW 500 Social Problems and Social Welfare Policy	3 credits
MPH 530 Epidemiological Approaches to Disease Control/Prevention	3 credits
MPH 570 Foundations of PH Ed	3 credits
MPH 56x Cultural Foundations Course**	3 credits
MPH 572 Techniques in Health Comm. & Education	3 credits
	15 credits
YEAR TWO	
FALL SEMESTER	
MSW 520 Social Work Practice I	3 credits
MSW 547 SWK Mental Health Practice	3 credits
MSW 549 Generalist Field Practicum	3 credits
MSW 566 Generalist Field Seminar I	3 credits
MPH 574 Program Planning	3 credits
	15 credits
SPRING SEMESTER	
MSW 503 Policy Analysis and Change	3 credits
MSW 521 Social Work Practice II	3 credits
MSW 550 Generalist Field Practicum B	3credits
MSW 567 Generalist Field Seminar II	3 credits
MPH 579 Research Resources	3 credits
	15 credits
SUMMER SEMESTER	
MSW 525 Practice IV: Advanced Practice with Groups	3 credits
MPH 596 Public Health Field Experience	3 credits
	6 credits
YEAR THREE	
FALL SEMESTER	
MSW 524 Practice III: Advanced Practice with Individuals	3 credits

MSW 556 Adv. Gen Field Practicum A	3 credits
MSW 568 Adv. Gen Field Seminar I	3 credits
MPH 573 Community Organizing in PH	3 credits
MPH 578 Evaluation	3 credits
	15 credits
SPRING SEMESTER	
MSW 526 Practice V: Advanced Practice with Families	3 credits
MSW 527 Practice VI: Advanced Practice w/ Organizations and Communities	3 credits
MSW 557 Adv. Gen Field Exp B	3 credits
MSW 569 Adv. Gen Field Seminar II	3 credits
MPH 550 Environmental Health	3 credits
	15 credits
TOTAL CREDITS EARNED	**96 CREDITS**

For the AY 2017/2018, the following two tables (2.11.b. and 2.11.c.) are the individual course sequencing for the two distinct MPH and MSW degrees.

Table 2.11.b. MPH CHE Part-time Three-year Sequencing:

Fall Year 1	
MPH 510-3*	Community and Psychosocial Aspects of Public Health
MPH 540-3	Health Services System: Administration and Organization
Spring Year 1	
MPH 530-3	Epidemiological Approaches to Disease Control and Prevention
MPH 570-3	Foundations of Public Health Education
Summer Year 1	
MPH 56X-3	Cultural Foundation
Fall Year 2	
MPH 520-3	Biostatistical Applications to Public Health
MPH 574-3	Health Program Planning
Spring Year 2	
MPH 572-3	Techniques of Health Communication/Education
MPH 579-3	Research and Resources in Community Health
Summer Year 2	
MPH 596-3 or elective	Field Experience or elective
Fall Year 3	
MPH 578-3	Evaluative Approaches in Public Health
MPH 573-3	Community Organization in Public Health
Spring Year 3	
MPH 596-3 or elective	Field Experience or elective
MPH 550-3	Environmental Public Health Issues
42 Credits	

* Each course is 3 credits

MSW Three-Year Foundation Plus Concentration Plan

Students selecting this plan enroll during the fall semester and complete eight semesters of coursework, including summers. Graduation is in spring of the third year, and requires 60 credit hours. Field experiences include 225 hours for two semesters for the Foundation sequence and 250 hours for two semesters for the Concentration sequence.

Table 2.11.c. Three year MSW Foundation Plus Concentration Plan

Three-year Foundation Plus Concentration Plan	
Generalist Foundation	
Year One *Fall Semester*	**Credits**
MSW 509 Socio-cultural Concepts and Populations of the Southwest	3
MSW 510 Human Behavior and Social Environment	3
	6
Year One *Spring Semester*	
MSW 500 Social Problems and Social Welfare Policy	3
MSW 560 Social Work Research	3
	6
Year Two *Fall Semester*	
MSW 520 Social Work Practice I	3
MSW 549 Generalist Field Practicum I MSW 566 Generalist Field Seminar I	3 3
	9
Year Two *Spring Semester*	
MSW 521 Social Work Practice II	3
MSW 550 Generalist Field Practicum B	3
MSW 567 Generalist Field Seminar II	3
	9
Advanced Generalist Concentration	
Year Two *Summer Semester*	
MSW 503 Policy Analysis and Change	3
MSW 525 Practice IV: Advanced Practice with Groups	3
	6
Year Three *Fall Semester*	
MSW 524 Practice III: Advanced Practice with Individuals	3
MSW 547 Social Work Mental Health Practice	3
MSW 556 Advanced Generalist Field Practicum A	3
MSW 568 Advanced Generalist Field Seminar I	3
	12
Year Three *Spring Semester*	
MSW 526 Practice V: Advanced Practice with Families	3
MSW 527 Practice VI: Advanced Practice with Organizations and Communities	3
MSW 557 Advanced Generalist Field Practicum B MSW 569 Advanced Generalist Field Seminar II	3 3
	12
60 credit hours	

b. A list and description of how each joint degree program differs from the standard degree program. The program must explain the rationale for any credit-sharing or substitution as well as the process for validating that the joint degree curriculum is equivalent.

Throughout the history of the dual degree program, there have been many curricular changes, due to each program's accreditation criteria or modifications/additions to the individual curricula, e.g., adding a class, modifying class content, etc.

In summary:

MPH		**MSW**	
42	Credit hour total	60	Credit hours total
-3	Elective satisfied with a MSW course	- 3	Waive MSW 560 – SW Research
39	Total MPH credits	57	Total MSW credits
96 Total credit hours are required for the dual MPH/MSW			

The MPH program requires 3 hours of an elective class. Electives can be any MPH course not part of the required core or 500-level course from other departments. Dual MPH/MSW students can apply one of their required MSW courses to serve as their MPH elective.

The MPH/MSW degree program allows MPH 579, Research and Resources in Community Health to substitute for MSW 560, Social Work Research. The two programs mutually agreed to allow MPH 579 to substitute for MSW 560 when the dual degree program was established. To date, it remains an acceptable substitution.

When a dual MPH/MSW student is preparing to graduate, the Graduate School performs certifications for both degrees, independently. The Graduate School reviews each degree plan independently to verify that the student has met the requirement of the individual MSW or MPH degree plan.

There are two distinct culminating experience for dual degree students. In the course of their academic preparation, students complete 950 hours of practica for the MSW program. This occurs at two different agencies, over a two-year period (450 hours for year 1 and 500 hours for year 2). For their MPH degree, they complete 160 hours of field experience, typically during their 2nd summer in the program, and this is completely separate from the MSW practicum experience. A HRSA grant, received in fall 2018 to enhance the dual MSW/MPH program, has one component to increase internships/practica that can serve for both the MSW and MPH, in identified communities of NM's border area, colonias, tribal communities, and rural/frontier regions.

Both the MPH and MSW programs, have comprehensive exam processes. The dual students participate in both of these online exam processes. The MPH online comprehensive process is typically the second weekend of March. It is a 72-hour exam process, Friday, 8 a.m. through Monday, 8 a.m. In the MSW program, they too have an online comprehensive exam process, typically occurring at the end of March or first part of April over several days. Dual students can choose to complete a thesis and have it count for both degrees, thereby not completing the comprehensive exam process. To date, one dual degree student opted to complete thesis vs comprehensive exams.

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

This criterion is met. The dual MPH/MSW is well established.

Strengths
The dual degree program allows for the acquisition of strong macro and micro skills from Social Work as well as key planning, implementation and evaluation skills from the MPH curriculum. All graduates, to date, who sought employment, have readily obtained relevant positions. One recent graduate has not sought employment due to family considerations.

There are 42 dual MPH/MSW degree programs across the nation. There are few dual programs on/near the US/Mexico border (San Diego State University is a US/Mexico border dual degree program, similar to the NMSU dual degree program). Many dual students desire to develop their skill and knowledge of this dynamic and growing border region. Many of the dual students are bilingual and bicultural and wish to serve the region and its residents.

The dual MPH/MSW Coordinator, in the MPH degree program, has been in place since the dual degree's inception in 2006, providing consistency in administration.

Weaknesses
Changes to the curricula and course sequencing necessitate regular updating of materials and awareness in advising, etc. In the School of Social Work, there have been frequent changes with the MSW Graduate Program Coordinators, resulting in a lack of consistency in administration. Recent years have seen a consistent MSW Advisor, alleviating this issue.

The original dual degree program was 88 credits. Over the years, accreditation demands and curricular changes in both the MPH and MSW degree programs has caused it to grow 96 hours. This is an extremely intense course load, over a three-year period. The programs conduct joint review of the dual degree plan every few years, to assess the feasibility of reducing the course load, while maintaining the academic integrity of both degrees.

Plans
- Fortunately, the two programs enjoy strong communication and mutual respect between faculty and staff governing the two programs. There is no indication that this will change. Continually, there will need to be on-going discussions regarding the curriculum as it has become extremely demanding with 96 credits.

- The School of Social Work's modifying of their curriculum to include more online/hybrid offerings, versus face-to-face, is forcing students to adjust, both in the main Las Cruces campus and in the Albuquerque Center. Students are recognizing that fewer classes will be face-to-face and they will need to adapt accordingly.

- Presently, dual degree students sit for the MPH comprehensive exams in March and the MSW exams in April. Each exam spans 3- to 4-days and students complete them online through Canvas. The programs have only intermittently discussed developing one comprehensive exam that would satisfy both programs. Moreover, Social Work has modified their comprehensive exam format several times in the past 4-5 years. Once the format is

more settled, the programs may return to their discussion of potentially offering a single comprehensive exam for the dual students.

- The representatives from each program should continue to discuss the feasibility of having a single field experience/internship that would satisfy both degrees. Lack of dual degree professionals working in NM and in the US/Mexico border region who could serve as preceptors limits this possibility. Such an option would require negotiations among the agency, preceptors, and the two programs, as, at present, the established criteria for hours earned, preceptor qualifications for the MSW and MPH field experience/practicum differ substantially.

2.12. Distance Education or Executive Degree Programs. If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication, and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess teaching and learning methodologies and to systematically use this information to stimulate program improvements.

a. Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix may be referenced for this purpose.

The program offers a fully online version of the MPH degree and the Graduate Certificate in Public Health (GCPH), including both concentrations (CHE and HMAP) for the former. The program offers the HMAP concentration only in online format.

b. Description of the distance education or executive degree programs, including an explanation of the model or methods used, the program's rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the program, and the manner in which it evaluates the educational outcomes, as well as the format and methods.

The program has offered the online MPH degree to students nationwide since 2006/2007. Student interest in the online MPH degree has been steady. The table below shows the number of students entering the program each year for the 3-year period of 2015-2017. The HMAP concentration students are online only. Given that online students have two concentration options, the number of online students entering each fall exceeds the number matriculating on campus.

The program administers the online MPH through Canvas, the NMSU identified learning management system. The rationale for offering the online MPH degree includes the fact that much of NM population of 2.2 million resides in rural, tribal, and frontier areas. Many individuals living in these regions are unable to travel or relocate to Las Cruces and attend classes on campus. Their primary means to earn additional degrees is through online learning/distance education opportunities.

The program administers the online MPH program much the same way as it does the on-campus degree. NMSU offers administrative services online, through the NMSU website.

Email and sending pdf files/attachments, to and from students, is essentially the same, for both online and on campus students to exchange information.
NMSU also offers student support services to both online and on campus students using email, telephone, Zoom, Skype, and similar technologies. Again, NMSU is a web-friendly campus, providing the vast majority of forms, services, online, through various unit websites.

Tenured and tenure-track faculty serve as advisors to the online MPH students. Typically, faculty that teach in the HMAP concentration advise HMAP concentration students, whereas faculty that teach in the CHE concentration advise CHE concentration students. The Graduate Certificate Program Coordinator advises all GCPH students.

The program holds online and on-campus students to the same academic standards in regards to maintaining a 3.0 GPA and adherence to the student expectations, performance standards, termination policies, etc. To date, the program has not formally compared academic rigor between the online and on-campus degrees.

The program evaluates educational outcomes, as well as the format and methods, similarly for the online and on-campus classes. The program evaluates classes through Canvas. Each course provides links to evaluations to all students in their classes near the end of each semester. Students provide evaluations on a voluntary basis. Individual faculty download summaries of the evaluation results for each class a few weeks after grades submission.

As part of annual evaluation of faculty, the program encourages each faculty member to conduct at least one peer-review of teaching (i.e., have at least one class evaluated by a colleague), whether that colleague is within or outside the Department. The Teaching Academy website provides templates to guide peer reviewers through the evaluation process including templates for evaluation of online and on-campus classes.

Table 4.3.d shows MPH and BPH applicants, acceptance, and enrollments. The figures reflect both online and on campus applicants.

Table 2.12.b. Online MPH Student Numbers

	New admits	Graduates
Fall 2015	24	3
Spring 2016	0	4
Fall 2016	18	3
Spring 2017	0	9
Fall 2017	22	5

The current number of Online MPH students in spring 2017 was 40 individuals.

The primary states where the online students reside include New Mexico (62.5%), Pennsylvania (7.5%), and California (5.0%). The following states each represent 2.5% of the online MPH students: Arizona, Texas, Colorado, Idaho, New Jersey, New York, and Tennessee. Other US states and international students (Canada) account for an additional 7.5% of the online student population.

Among spring 2017 online students, 10% of them were Native American compared with 7.4% of all MPH students. Data are not available to describe the percentage of students who are residents of the US/Mexico border region.
Students choose between online or on-campus programs when they apply. Once admitted, students can request to switch between online and on-campus programs, however, the program grants such requests on a case-by-case basis and only under favorable circumstances. It is most difficult to move from on campus to online due to the larger class sizes, in most of the online classes, especially the core MPH classes.

The number of students discontinuing their MPH education through online program over the 3-year period of 2013-2015 was 16/84 (19%). Reasons for discontinuing included illness, family/life/work changes, or transfer to the Graduate PH certificate program versus the full MPH degree.

NMSU, a SARA Recognized Institution
On June 22, 2015, NMSU became a SARA Recognized Institution and a member of the National Council of State Authorization Reciprocity Agreements (NC-SARA). NMSU abides by the national standards for the interstate offering of distance education courses and programs. Being a SARA Recognized Institution increases access to NMSU distance education for students from other states and territories. Before applicants can enroll in an NMSU distance education program or course, the applicant's state must authorize NMSU to offer distance education. This is critical with the online MPH due to the required internship component of the program.

Recruitment & Orientation
Recruitment occurs via word-of-mouth, responding to email inquiries, (>270 between 8/1/15-7/31/16, specifically for the online program), the list-serve for the NM Public Health Association and similar electronic mediums. A number of students have graduated from the Bachelor of Public Health program within the Department and they seek their online MPH course, while working full time. When conducting computer searches for online MPH programs, NMSU comes up on a variety of sites to include Advocates for Public Health Education, which lists NMSU one of the 10+ Best Online Masters in Public Health Degrees (http://mphprogramslist.com/top-10-accredited-online-mph-programs/), among other commercial and professional sites, e.g., CEPH site.

Each entering cohort of online MPH and GCPH students participate in a required, one day, face-to-face new student orientation, on main campus, in August. This orientation provides an opportunity for students to learn about the policies and procedures of the University, the Department, and the MPH program. In addition, students meet the faculty and become acquainted with members of their cohort. This orientation includes an introductory workshop on the use of distance education technology and a library orientation, particularly on accessing electronic resources.

Online Coordination
The Online Coordinator works at both the main campus in Las Cruces and at the NMSU Albuquerque Center, throughout the year. She has been with the online program since its inception in 2006/2007. This faculty member is tenured and teaches graduate and undergraduate classes, on campus and online. She holds a certificate in Online Teaching and Learning from NMSU. This same Online Coordinator serves as the Department liaison, for the MPH portion of

the MPH/MSW dual degree program. The School of Social Work offers the MSW degree in blended/hybrid format at the Albuquerque Center and on main campus, and supported with online MPH classes.

Curriculum

The online and on-campus MPH programs share a common 42-hour curriculum, faculty, and class schedules. Typically, online students participate part time, enrolling for six credit hours per semester, including summers. This pace allows students to complete the MPH degree in approximately three years.

The main campus MPH full-time faculty members teach in the online MPH program. Due to other teaching and research responsibilities of the regular full-time faculty, the program requires additional, adjunct faculty members to teach some of the MPH classes. The additional faculty members are qualified faculty who typically hold a doctoral degree in an appropriate field and have substantial experience in public health and/or higher education.

Instructional Methods and Resources

The online MPH degree program relies on distance education technology through the Canvas system. In addition, faculty members employ other technological tools Skype, podcasts, Zoom, and a variety of recorded materials associated with PowerPoint slide presentations. Faculty use a variety of technological approaches in support of basic coursework delivered through Canvas. Such technology, key sites, or software includes YouTube, iMovie, PremierePro CC, Photoshop, Panopto, Camtasia, Ted Talks, Harvard Business Review, and the Robert Woods Johnson Foundation, as examples.

NMSU has extensive training and support services, through their Department of Distance Education, for both students and faculty who use distance education technology. Because of the history and success of distance education at NMSU, the online MPH program benefits from the experience of other programs and faculty colleagues committed to the use of technology in higher education. In addition, Department of Distance Education provides learning opportunities beyond the traditional curriculum and classroom. The Department of Distance education is an excellent resource, providing training for faculty, staff, and students in addressing the diverse needs of the online learners in the MPH online program.

Within the program, two individuals have earned qualification or a certificate for different aspects of distance education. One faculty member is a Certified Quality Matters (QM) Reviewer and has one of her courses certified, MPH547 - Health Law & Ethics. A second faculty member has her Certificate in Online Teaching and Learning from NMSU.

Regarding technological support and resources for online MPH students, the Department of Distance Education website includes a specific section for students (https://distance.nmsu.edu/current-students/) which provides a range of support. Moreover, Canvas courses contain tabs/links to support and assistance to students and faculty alike. If faculty members are unable to answer student questions regarding the use of online technology, students can contact the Department of Distance Education directly by phone and email during normal business hours.

The library is a key resource for online students. Section 1.7.g provides detailed information on this resource.

Policies and Procedures
The on-campus and the online MPH degree programs share a common set of policies and procedures governing the operation of the program to include the review of applications and admission standards. The MPH Student Handbook and Field Experience Manual both describe these policies and procedures.

All MPH students follow the policies and procedures of the NMSU Graduate School, utilize online registration, and pay the same fees and payment requirements. All distance education courses at NMSU charge a Course Delivery Fee of $35 per credit hour in addition to the regular tuition and fees.

Evaluation
The program typically offers online courses in the same semester as the campus courses and same faculty member often teaches both sections keeping course content, syllabi, and student requirements very similar if not equivalent. Course evaluation procedures are similar in both delivery formats.

Each course has an online evaluation added to the Canvas site, towards the end of the semester. The questions on these anonymous and voluntary class evaluation are the same for all the students. The instructors receive results of the evaluations after the semester has ended and grades have been posted.

Program Support
The CHSS's Dean's office provides some distance education financial support annually, which the program uses to hire required adjunct faculty. This support has averaged around $50,000/per semester in recent years. Regular faculty members teach online as part of their regular teaching load. The Online Coordinator manages the online program among her other administrative responsibilities.

Albuquerque faculty and online MPH students receive routine administrative support through the Department. This includes administrative support for recruitment and admissions, student records, academic processes, student petitions, course transfer credit, and trouble-shooting with campus functions.

c. Description of the processes that the program uses to verify that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

NMSU requires passwords for students, staff, and faculty to access both their NMSU email and Canvas. Since people are not to share their passwords with others, the program faculty presume that the student who is accessing his/her accounts is that student. Students and faculty must change passwords on a regular basis through the NMSU system.

In Canvas, students are required to post a picture of themselves, not a drawing or emoji, so the professor and others are able to identify students by sight.

Some faculty have established documents that are reviewed/signed by the student, electronically, prior to starting an exam, verifying that they are the enrolled person in the class and the work submitted is their own.

The comprehensive exam requires students to attest to the following "By providing my name and Aggie ID below, I attest that I alone worked on and completed the questions for my public health comprehensive exam [semester, year]".

The MPH Handbook addresses academic integrity and professional conduct. The Handbook specifically addresses ethical misconduct as one condition of dismissal from the program.

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

This criterion is met. All aspects of the online MPH program, including faculty, administrative and student support, academic standards, and student expectation are similar to the campus program.

Strengths
NMSU has committed substantial resources to distance education programs, including the MPH online program. Faculty and students are benefiting from this support and the strong program it has helped create.

The online MPH degree program at NMSU is the only online program in the state, providing an important educational opportunity to a great many people regardless of where they work and live. The program's affordability, as part of the land-grant mission, is another strength.

The part-time (two classes/semester) option is realistic for many working professionals. Most students are able to balance the class load, with personal and professional responsibilities while earning their MPH degree. When students know in advance that a significant work or personal situation will occur during a particular semester, they have the option of taking only one or no classes that semester. Students find this very helpful so they may attend to the birth of a new baby, serve the needs of an ailing family member, participate in a Joint Commission on Accreditation of Healthcare Organizations (JACHO) accreditation at work, and still be able to maintain their place in the program.

The NMSU Teaching Academy offers a great many course to help develop one's skills and abilities in online teaching. The courses are free to faculty and staff. There are several QM courses and support available for faculty, to work towards having one's online class QM reviewed, both informally and formally

Weaknesses
Realities of the online program include the challenge of online learning for both students and faculty. Some students are able to effectively learn online and have or develop the discipline needed to proceed with the program. Others require a standard classroom setting and struggle with online instruction. In the same light, although some faculty members prefer teaching in face-to-face format, they must also teach online. Teaching online takes additional time to prepare a Canvas course including developing online modules, creating assignments, exams,

discussions, etc. If a faculty member lacks preparation, teaching online courses can be stressful and potentially compromise student learning. To date, the program has not required online class QM review, but does recommend it.

The program currently does not review adjunct faculty online classes. Developing a mechanism for such review would strengthen the presentation and delivery of online content to establish more consistency among all MPH faculty members and their online classes.

Plans

- Encourage faculty have their course(s) established and reviewed to align with Quality Matters criteria.
- Encourage faculty to take additional courses, to enhance their online teaching skills and talents.
- Devise a provision to allow new student orientation at the NMSU Albuquerque Center as it would be more convenient for the central NM online students.
- Streamline a process of approval of new field experience sites and preceptors located outside of U.S.
- Encourage online students to participate in departmental committees and student organizations.
- Encourage students enrolled in the distance education program to take advantage of funds available for professional development, e.g., attend professional conferences.

3. CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

3.1. Research. The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

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

The Department of Public Health Science's research goal statement follows the University's research philosophy. Research is an important component of every academic activity, and is the source of content for quality instructional programs. It is the policy of NMSU to recognize research as essential to the vitality of the University, and to support research as part of its institutional responsibility. It is also the policy of NMSU to promote academic inquiry, assure protection of human subjects, and to protect academic freedom for the university's researchers. The Department of Public Health Sciences encourages and supports junior faculty research activities by providing a lower teaching and advising loads, lower service expectations and clearly outlining (in an operating paper) expected scholarly output. When possible, tenured senior faculty, who are heavily involved in research projects with substantial funding, are allowed to buyout of a class or negotiate a course release. The process to buy-out from assigned coursework using grant funds that have been approved by the funder for that purpose is as follows:

- During grant proposal preparation, the faculty member consults with CHSS Budget Office on budget preparation to ensure necessary funding is put in budget
- Faculty member identifies the course or courses to be bought out and a qualified faculty member who could assume responsibility for the course.
- Faculty member wishing to buy out from a course must have included the plan for doing so in the grant proposal that was funded and will support the buy-out.
- Once award is made, the faculty member meets with Budget Office to verify the amount of monies in grant available for the hire.
- Faculty member requests permission from department chair for the buy-out and receives approval.
- Salary savings from the award will be used to support the cost of an alternative faculty member who will assume responsibility for teaching the bought out course
- The Department Head notifies the administrative assistant to prepare a Preliminary E-Hire Form.
- The PEF is given to CHSS Human Resources Liaison, who is a proxy on behalf of the Dean.
- If the hire is a new employee, the Human Resources Liaison sends the form, with corresponding CV, transcripts, etc. to the Associate Dean and Dean for approval.

NMSU is New Mexico's state land grant institution of higher education. It is the only land grant university that has also been designated a Hispanic Serving Institution under Title III of the Higher Education Act. It coordinates its research functions through several entities: Council of Associate Deans for Research, the University Research Council, and the Institutional Review Board. The NMSU Policy Manual [ERF] outlines the specific functions of each of these entities. The NMSU Grants and Research Information Database (GRID) provides information and resources to help NMSU meet its long-term institutional research priorities and help faculty and

staff to successfully obtain funding for research, educational, and training activities. ARGIS database and COGNOS enterprise reporting tool also provide additional research services to researchers including real time access to grant accounts.

NMSU is a member university of the Mountain West IDeA Clinical and Translational Research – Infrastructure Network (CTR-IN). The CTR-IN offers a variety of educational resources for faculty and students at the 13 universities in the Mountain West Research Consortium. It also offers limited competition grants for pilot projects. Several PHS faculty members have been successful in securing funding from CTR-IN. In addition to providing funding for clinical and translational research, the Pilot Grant program facilitates cross-disciplinary and cross-institutional collaborations and provides linkages to the study design, biostatistics, education, mentoring and career development assistance offered through the other components of the CTR-IN. Dr. Anup Amatya, PHS faculty member, is the CTR-IN designated statistician for all of NMSU.

All full-time faculty members who teach in the program are tenured or tenure track. Thus, clear evidence of research productivity is an important part of annual reviews and with promotion and tenure consideration. The Department circulates funding opportunities among faculty and provides limited travel assistance to support faculty who present their research at national or international conferences. University-wide, the Vice-President for Research has made opportunities available for faculty to apply for internal grants. In the past, two of the PHS faculty members have secured these internal grants. Departmental faculty members serve on the University Research Council, and the University's Institutional Review Board. Dr. Rebecca Palacios, PHS Faculty Member, served as URC chair-elect during 2016-2017 and will serve as URC chair for 2017-2018. Dr. Palacios and Dr. Rao currently serve on the NMSU IRB.

The program faculty members have a diverse range of research interests and expertise. For example, PHS faculty have conducted funded and non-funded research directly related to community health education, international health, substance abuse/drug education, cancer prevention, public health administration, maternal and child health, violence, sexuality/abstinence education, HIV/AIDS, and other issues. Most of the research conducted by faculty fits under the broad umbrella of public and community health, with a good portion of the work directly related to U.S.-Mexico border health issues. The results of this work regularly appear in published peer-reviewed journals and presentations at national and regional conferences. In addition, faculty members serve on national and regional task forces and research planning committees.

The College of Health and Social Services has two research entities that provide research opportunities for PHS students, graduates, and faculty. The Southwest Institute for Health Disparities Research (SWIHDR), directed by Professor Dr. Jill McDonald, hosts an annual research conference and border health seminars and workshops throughout the year. Ongoing research focuses in four core areas (reproductive health, mental health, aging, and capacity building) and offers internships, thesis, and employment opportunities for NMSU students and graduates. Crimson Research (CR), directed by PHS professor Dr. Joe Tomaka, specializes in program evaluation, the design and implementation of survey research, and the conduct of basic and applied research across disciplines. Several externally funded CR projects involve Public Health students, graduates, and faculty.

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

The majority of research conducted in the Department of Public Health Sciences involves collaboration with local, state, national, or international health agencies or community-based organizations. Community-based research projects are those that involve schools, community agencies, or other health agencies.

Table 3.1.1 lists funded research projects conducted during the reporting period. Brief descriptions of a few selected funded and unfunded projects follow. The funded projects provide paid research opportunities for PHS undergraduate and graduate students.

SWIHDR currently has two projects funded by federal agencies and others with local and regional organizations that involve Memorandum of Understandings (MOUs) and Data Use Agreements:

- *Salud Para Usted y Su Familia* is a 5-year USDA AFRI Collaborative project in the Childhood Obesity Prevention Challenge Area involving Texas A&M University, Mariposa Community Health Center, and NMSU (CHSS and Agricultural, Consumer and Environmental Sciences College). This family-centered, promotora-driven project currently operates in southern New Mexico communities. It trains undergraduate and graduate students in qualitative and quantitative data collection and analysis.
- *Linked Dataset Analysis of Disparities in Cesarean Delivery Rates on the US-Mexico Border* is a 1-year HRSA Maternal and Child Health Field Initiated Research Program grant. It focuses on cesarean delivery disparities in the US-Mexico border region and includes faculty and student collaborators from CHSS and the College of Business (COB).
- *Birth Outcomes in the Border Region* is an unfunded collaboration between CHSS and COB to conduct secondary data analyses under a data use agreement with the National Center for Health Statistics.
- *Assessing Perceived Risks and Protective Measures Against Zika among Healthy Start Participants in the US-Mexico Border Region.* In collaboration with Project Concern International and five Healthy Start programs in the region, this unfunded project is examining Zika-related knowledge, attitudes, beliefs and behavior.
- *Explaining Child Health Outcomes in the Border Region.* This unfunded project is a collaboration with Healthy Start programs in the region and the University of Texas El Paso (UTEP); a MOU between NMSU and UTEP to establish an infant cohort is in place and preliminary data collection is underway.

Crimson Research has several current research activities, many where they collaborate with local agencies. They currently have formal agreements (i.e., grants and contracts) with:

- *Dona Ana County Department of Health and Human Services I*. This three-year contract starting in 2015 supports program evaluation of Dona Ana County's DWI compliance monitoring and prevention programs. Funds for this project come from NM State Government to counties in NM.
- *Dona Ana County Department Health and Human Services II*. This four-year contract staring in 2017 will fund Crimson Research to provide program evaluation services of Dona Ana County's Assisted Outpatient Treatment Program. Funds for this project come from a Grant from the Substance Abuse and Mental Health Services Administration.

- *Paso Del Norte Health Foundation I*. Crimson Research currently has funds from the PDNHF to implement and evaluate a program to train community health workers to work as tobacco control specialists in their home communities.
- *Paso Del Norte Health Foundation II.* Crimson Research currently has funds from the PDNHF to conduct local program evaluation of their IGNITE initiative. The IGNITE initiative provides funds to community agencies to engage youth in afterschool programming and extracurricular activities.
- *Paso Del Norte Health Foundation III*. Crimson Research currently has funds to provide training in Mental Health First Aid and Crisis Intervention to multiple community and government agencies in Otero County, NM.
- *Paso Del Norte Health Foundation IV.* Crimson Research currently has funds from the PDNHF to expand and enhance its program to train community health workers to work as tobacco control specialists in their home communities (see above).

The Partnership for the Advancement of Cancer Research, funded under a U54 mechanism by the NCI, is a long-term research, training, career development, and outreach collaboration that aims to recruit more underrepresented individuals into cancer research and increase attention to cancer health disparities research. PHS faculty, Dr. Rebecca Palacios, is a NMSU Co-PI and lead of the Cancer Outreach Core. During the reporting period the Outreach Core funded various graduate and undergraduate student research assistants (mostly Hispanic) who delivered cancer awareness and prevention education at various health fairs and community events to thousands of underserved community members (Hispanics and Native Americans) in the state of New Mexico and the U.S. Mexico border region. To help extend outreach in cancer prevention, the U54 Outreach Core also funded 4 Community-Academic Partnerships in Las Cruces, NM and El Paso, TX ($7500 each) to engage in testing cancer prevention strategies with different underserved populations. For example, the City of El Paso Department of Public Health, tested the effectiveness of a phone app called hAPPy El Paso in delivering colorectal cancer education for Hispanics; St. Luke's Health Care Clinic in Las Cruces compared the effectiveness of various cancer education modalities for homeless and indigent populations; the Alliance of Border Collaboratives, Inc. in El Paso tested the effectiveness of combining breast cancer and breast feeding education for low income women in a program called The Breast Feeding-Breast Cancer Connection. The Outreach Core also funded Doña Ana Communities United in Las Cruces which tested the impact of time bank participation on the self-perceived health status, social support, and loneliness of adults with limited income. Finally, the Outreach Core collaborates with medical and cancer centers to provide free colorectal cancer screening and assist with recruitment of participants for research studies.

Cultural Adaptation of the Enhancing Connections Program for Hispanic Women with Cancer is a three-phase study that will culturally adapt an evidence-based cancer parenting education program for Hispanic mothers diagnosed with cancer in the border region. The original Enhancing Connections programs was developed by Dr. Frances Lewis, a collaborator on the present study, to help the diagnosed mother manage the child's cancer-related concerns by improving the mother's mood and anxiety and by equipping the mother with specific parenting skills to assist the child in coping with the mother's cancer. This funded study provided various training opportunities for all graduate students in PHS, college faculty, and community health agents. Such training opportunities also provided the opportunity to earn continuing education credits for faculty, community health agents, and medical providers.

Aggies Winning Choices project aims to reduce binge drinking among undergraduate students at NMSU over the funding period of three years. The goals of the project are accomplished by using a social marketing framework and a harm reduction perspective, culturally and linguistically appropriate awareness raising and educational strategies, and specific elements of a successful campaign implemented at Syracuse University. The campus-wide effort specifically includes a collection of prevention strategies aimed at altering students' binge drinking context. This type of drinking among young adults such as undergraduate students and intercollegiate athletes has proven to be an important precursor to many subsequent negative outcomes such as alcohol-impaired driving and DWI arrests and convictions.

Advocacy at Work is a New Mexico State University program to teach Las Cruces High School students how to research health issues and work toward making changes that improve the health of everyone in the community. Trained NMSU undergraduate students serve as peer-educators (mentors for the high school students) and implement a public health advocacy curriculum at the Las Cruces High School. The grant has been funded by the Con Alma Health Foundation.

c. A list of current research activity of all primary and secondary faculty identified in Criteria 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following: a) principal investigator and faculty member's role (if not PI), b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based and h) whether research provides for student involvement. Distinguish projects attributed to primary faculty from those attributed to other faculty by using bold text, color or shading. Only research funding should be reported here; extramural funding for service or training grants should be reported in Template 3.2.2 (funded service) and Template 3.3.1 (funded training/workforce development). See CEPH Data Template 3.1.1.

Table 3.1.c. Research Activity for 2015-2016, 2016-2017 and Fall 2017

Project Name	Principal Investigator & Concentration	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2015-2016	Amount 2016-2017	Amount Fall 2017	Community-Based Y/N	Student Participation Y/N
Clinical and transitional research infrastructure network	Amatya, A., (Co-PI) CHE	NIH/NIGMS 5U54GM104944 Sub-award	9/15/2013 to 06/30/2018	$197,372	$37,926	$37,926	$37,926	N	N
Maternal and Child Health Public Health Training Institute	Forster-Cox, S., (Co-PI), CHE	HRSA T04MC26891	6/1/14-5/31/19	$881,128 UNM award	39,960 NMSU sub-award	36,720 NMSU sub-award	Pending	Y	Y
HRSA Public Health Training Center (PHTC) for Region VI	Forster-Cox, S., (Co-PI), CHE	HRSA	9/1/2014 – 8/31/2018	$385,078 UNM award	8,000 Sub award	0	0	Y	N
NMSU's Effective Move in Enhancing Leadership in Public Health Social Work Education	Forster-Cox, S., (PI), CHE	HRSA	9/30/17-9/29/18	$296,865	0	0	$296,865	Y	Y
Salud Para Usted y Su Familia (SPUSF) [Health For You and Your Family]	McDonald, J (NMSU-PI); CHE	USDA	2/1/2015-1/31/2020	$1,510,188	$263,075	$275,000	$150,000	Y	Y
Linked Dataset Analysis of Disparities in Cesarean Delivery Rates	McDonald J (PI), CHE; Amatya, A. (Co-PI), CHE	HRSA	4/1/17 – 3/31/18	$100,000	0	0	$100,000	N	Y

Project Name	Principal Investigator & Concentration	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2015-2016	Amount 2016-2017	Amount Fall 2017	Community-Based Y/N	Student Participation Y/N
on the US-Mexico Border									
Empowering Promotoras to be Tobacco Control Specialists: Program Expansion	Moralez, Ernesto A. (PI), Tomaka, J (Co-I), CHE	Paso del Norte Health Foundation	05/01/17-04/30/18	$164,237	0	$27,372	$136,864	Y	N
Clinical and transitional research infrastructure network	Moralez, Ernesto A. (PI),	NIH/NIGMS U54GM104944 Through UNLV	7/15/2017 to 6/30/2018	$65,000	0	0	$65,000	Y	Y
Aggie Play Evaluation Study	Palacios, Rebecca (Co-PI), CHE	CTR-IN Pilot Grant	7/1/16-6/30/17	$71,500	0	$71,500	0	Y	Y
Aggie Play Feasibility Study	Palacios, Rebecca (Co-PI), CHE	Paso del Norte Health Foundation	6/1/16 - 5/30/17	$74,573	0	$74,573	0	Y	Y
Cultural Adaption of the Enhancing Connections Program for Hispanics in the Border Region	Palacios, Rebecca (NMSU-PI), CHE	NIH, Internal Grant funded under the U54 NMSU/FHCRC Partnership	8/1/16 - 7/31/18	$200,000	0	$100,000	$100,000	Y	Y
Cancer Outreach Core for the NMSU/FHCRC Partnership to Address Cancer Health Disparities	Palacios, Rebecca (NMSU-PI), CHE	NIH U54 Grant	9/1/13 to 8/31/18	$848,505	$272,509	$228,501	$228,000	Y	Y

Project Name	Principal Investigator & Concentration	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2015-2016	Amount 2016-2017	Amount Fall 2017	Community-Based Y/N	Student Participation Y/N
Aggies Winning Choices: Awareness, Education, and Smart Decision-Making about Binge Drinking.	Rao, Satya (PI), CHE	NCAA Choices Grant	6/1/15-6/1/18	$30,000	$15,000	$10,000	$5,000	Y	Y
Advocacy at Work: Youth creating change to improve health.	Rao, Satya (PI), CHE; Kratzke, Cynthia (Co-PI), HMAP	Con Alma Health Foundation	1/1/16 – 6/30/17	$10,000	0	$8,000	$2,000	Y	Y
Evaluation Of Da County DWI	Tomaka, J. (PI), CHE	Doña Ana County HHS	6/1/15-5/30/18	$420,000	$140,000	$140,000	$70,000	Y	N
Evaluation of Doña Ana County Assisted Outpatient Treatment Program	Tomaka, J. (PI), CHE	Doña Ana County HHS	11/1/16-10/31/20	$420,000	0	$140,000	$140,000	Y	N
Health Impact Assessment	Tomaka, J. (PI), CHE	Univ. of Texas, El Paso (Pew CT subcontract)	04/23/15 - 09/30/16	$29,000	$29,000	0	0	Y	Y
Alzheimer's Training Project	Tomaka, J. (PI), CHE	Alzheimer’s Assoc., New Mexico Chapter	07/27/15 - 06/30/16	$14,625	$14,625	0	0	Y	N
POU Water Treatment Systems	Tomaka, J.(PI), CHE	University of Texas (EPA subcontract)	08/11/14 - 11/30/16	$38,752	$19,376	$19,376	0	Y	Y

Project Name	Principal Investigator & Concentration	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2015-2016	Amount 2016-2017	Amount Fall 2017	Community-Based Y/N	Student Participation Y/N
Empowering Promotoras Community Based Tobacco Control Specialists	Tomaka, J. (PI),, Ernesto Moralez (Co-I), CHE	Paso Del Norte Health Foundation	05/01/16 - 04/30/17	$109,529	0	$109,529	0	Y	N
Evaluation of PDNHF Ignite	Tomaka, J. (PI), CHE	Paso Del Norte Health Foundation		$74,385	0	$55,789	$18,596	Y	N
Using Sequential Intercept Mapping and Community Partnerships to Reduce Mental Illness Stigma in Otero County	Tomaka, J. (Co-I), CHE	Paso Del Norte Health Foundation		$94,133	0	$47,066	$47,067	Y	N
Totals				$4,853,584	$839,471	$1,381,592	$1,397,318		

d. Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program's performance against those measures for each of the last three years. For example, programs may track dollar amounts of research funding, significance of findings (eg, citation references), extent of research translation (eg, adoption by policy or statute), dissemination (eg, publications in peer-reviewed publications, presentations at professional meetings) and other indicators. See CEPH Outcome Measures Template.

The program evaluates success of individual faculty members in research and scholarly activity by an examination of both quantity and quality of productivity as part of the faculty annual performance evaluation. This includes publications in professional journals, presentations at professional meetings, externally funded grants, and awards/recognitions. On an annual review basis the academic Department Head scores each faculty member, based on products produced (e.g., publications, presentations, grants) compared to goals to which the Department Head and the individual faculty member agreed in the formative evaluation and annual allocation of effort form. This form indicates the degree of effort in each of teaching, research, and service (effort across areas totals 100%) and goals the individual faculty member has in each area. The Departmental P & T Committee also provides an annual review of individual tenured and tenure-track faculty members at the assistant and associate professor ranks, including commentary concerning each faculty member's progress in research and scholarly activity.

The following table presents measures by which the program evaluates the success of its research activities, along with data regarding the program's performance against those measures for each of the last three years.

Table 3.1.d. Outcome Measures for Research Activities

Outcome Measure	Target	2014-15	2015-16	2016-17
The number of peer-reviewed publications by program faculty	11	12	17	14
The number of scholarly presentations by faculty at local/regional/state and national/international level	22	21	31	21
The number of grants secured by faculty or grants continuing	8	8	10	15

⁂See ERF for the list of papers and presentations.

e. Description of student involvement in research.

The NMSU PH program offers professional public health degrees. The primary purpose of the MPH degree program is to provide knowledge and strong theoretical underpinnings for the application of public health skills in professional practice. A thesis or scholarly project is optional for MPH students. Nonetheless, opportunities are available for students to pursue independent research, participate in faculty research projects, and to gain practical knowledge of research methods as part of the curriculum.

Currently, six MPH students are pursuing the thesis option and several others are considering this option; three recent graduates completed a thesis. Allison Gilbert, a 2015 graduate, is the lead author on a September, 2016 publication resulting from her qualitative research, "Cold Uterus" and Other Beliefs about Fertility on the US-Mexico Border; Lindsey Brantley, a December 2016 MPH graduate, is working on a publication from her thesis, Weight Perceptions in Hispanic and Non-Hispanic Adults in a College Population, and Aline Tchoumke Pangoup successfully defended her thesis on June 15, 2017. MPH students currently pursuing theses are studying topics in chronic disease, reproductive health and other community-based research in the border region. See Table 3.1.e.1 for a listing of theses that are currently underway and recently completed.

In addition to MPH thesis-related research, students are involved in ongoing research projects directed by departmental faculty members. Students can also initiate independent study projects under faculty supervision to gain research experience. Like thesis research, these efforts often result in papers students present at professional conferences. Over the last 3 years, PH students have participated as presenters or co-authors in at least 34 national, state, or regional professional conference presentations. Several of these presentations have evolved into published manuscripts or under review manuscripts. Table 3.1.e.2 lists students involved as authors in research presentations. As part of the MPH 579 Research and Resources course, students develop a research proposal. The instructor encourages those planning to complete a Master's thesis to draft their research proposal in this class.

An NIH U54 grant to NMSU and the Fred Hutchinson Cancer Center provides a limited number of funded research internships to NMSU students. The goal of this program is to expose students to challenges and triumphs of delivering health care and conducting research in communities with limited resources. Several PH students have taken advantage of this opportunity. Table 3.1.e.3 lists students who have participated in this internship program and their Fred Hutchinson faculty mentor.

Table 3.1.e.1. Theses Completed or Underway Between 2014 and 2017

Student	Thesis Advisor	Thesis Title/Topic	Year Graduated
Alison Gilbert	J. McDonald	Influences on Fertility Behavior Among Pregnant or Recently Pregnant Women in Two Contiguous US-Mexico Border Communities	2015
Lindsey Brantley	D. Golem (ACES) S. Forster-Cox	Weight perceptions in Hispanic and non-Hispanic adults in a college population	2016
Aline Tchoumke Pangoup	S. Rao	Violence Against LGBTQ Young Adults In New Mexico	2017

Student	Thesis Advisor	Thesis Title/Topic	Year Graduated
Thea Kavanaugh	J. Tomaka	Role of educational experiences in predicting attitudes and motivation of individuals who provide recreation services to children with disabilities in NM.	Current
Hoda Ali	J. Tomaka	Effects of dietary fat intake on cardiovascular risk factors using NHANES data.	Current
Bridget Acquah-Baidoo	J. McDonald	Reproductive health behavior and Zika virus	Current
Alycia Mordaunt	J. McDonald	Bullying, violence and threats to personal safety in southern NM communities	Current
Upasana Chalise	J. McDonald	Rate of seasonal influenza vaccination among pregnant women in New Mexico and factors associated with its acceptance and rejection among these population	Current
Clara Reyes	Rebecca Palacios	Needs Assessment of Hispanic Mothers Diagnosed with Cancer	Current

Table 3.1.e.2. Student Presentations at Conferences, 2014 to 2017

Conference	Presentation Title and Faculty/Student Research
1. Society for applied Anthropology 74th annual meeting	Stomping butts, kicking chew, and snuffing dip: Destination tobacco-free policy. Wilson, SL, Kratzke, C. and **Spurny, C**., March, 2014.
2. Society for applied Anthropology 74th annual meeting	Stomping butts, kicking chew, and snuffing dip: Tobacco at a rural serving US-Mexico Border University. **Spurny, C.**, Wilson, M. Luna, C., Kratzke, C., Wilson, SL. March, 2014.

Conference	Presentation Title and Faculty/Student Research
3. New Mexico Public Health Association Annual Conference, Albuquerque, NM	Health, Wages, and equity: findings from interviews with dairy workers in Southern New Mexico. Rao, S., **Luna, C.** and **Longo, G**., March, 2014.
4. 35th Annual Meeting & Scientific Session of the Society of Behavioral Medicine, Philadelphia, PA	Weight Management Practices in College Students and Their Underlying Eating Motives. Palacios, R., **Somuri, S,** Tomaka, J. and Shamaley, G., April. 2014.
5. 35th Annual Meeting & Scientific Session of the Society of Behavioral Medicine, Philadelphia, PA	Colonia Residents' Perceptions of Water Quality in Dona Ana, NM and El Paso, TX. Palacios, R., Tomaka, J., **Torres, A.**, Garcia, L., Campos-Flores, I., Santiago, I., Walker, W.S., and Walton, J. April, 2014.
6. 35th Annual Meeting & Scientific Session of the Society of Behavioral Medicine, Philadelphia, PA,	Fruit and Vegetable Purchasing and Consumption Patterns In Low Income Mexican-American Families. Palacios, R., **Torres, A.**, Payne, C., and Niculescu, M., April, 2014.
7. International Cancer Education Conference: Building Global Brides, Providing Quality Cancer Education. Clearwater Beach, FL	Using Cancer 101 to increase cancer knowledge among public library staff and community health liaisons in Southern New Mexico and West Texas. **Gutierrez-Casale M,** Sanchez J, Briant K, Palacios R, O'Connell M, Thompson B., October, 2014.
8. International Cancer Education Conference: Building Global Bridges, Providing Quality Cancer Education, Clearwater Beach, FL	Health Needs Assessment of Native American Students at New Mexico State University. Accepted for oral presentation. **Armijillo, E.,** Palacios, R., Sanchez, J., October, 2014.
9. National Annual Public Health Association meeting, New Orleans, LA	Agenda-setting for expanded policy-driven change: Research directions for leadership and practice development to improve population health. Kozel, C., Hatcher, M., Hubbell, A. and **McElfresh, J.,** November, 2014
10. New Mexico Public Health Association Annual Conference, Albuquerque, NM	Suicides among American Indian/Alaska native elders: exploring connectedness and resiliency. Rao, S. and **Pell, D**. March, 2015
11. New Mexico Public Health Association Annual Conference, Albuquerque, NM	Cultural influences on fertility behavior along the US-Mexico border. **Gilbert, A,** McDonald, J., March, 2015
12. Annual National SOPHE meeting	Innovative agenda-setting practices: Advancing policy development to promote health. Kozel, C., Hatcher, M, Hubbell, A., **McElFresh, J**. April, 2015
13. 36th Annual Meeting & Scientific Session of the Society of Behavioral Medicine, San Antonio, TX	College Students' Body Perceptions and Their Relation to Lifestyle Behaviors. **Sondgeroth, K.**, Palacios, R., Tomaka, J. and Shamaley, G., April, 2015.

Conference	Presentation Title and Faculty/Student Research
14. 36th Annual Meeting & Scientific Session of the Society of Behavioral Medicine, San Antonio, TX	Cultural adaptation of the Inflatable Colon to promote colorectal cancer screening among Hispanics. **Gutierrez-Casale M,** Sanchez J, **Beeman, E.,** Palacios, R., O'Connell M., April, 2015.
15. International Cancer Education Conference, Tucson, AZ,	Program Evaluation of a Culturally Tailored CRC Education Program for Hispanics. Palacios, R., Sanchez, J., **Gutiérrez-Casale, M., Beeman, E., Lovas, M., Vaquera, C., Rodriguez, M., and Sondgeroth, K.,** October, 2015.
16. The Obesity Society Annual Meeting, Los Angeles, CA	Gender Differences in Self-Rated Body Image: Implications for Weight Management Attempts and Healthy Lifestyle Practices. Palacios, R., **Sondgeroth, K.,** Tomaka, J., & Shamaley, G. November, 2015
17. Association for Gerontology in Higher Education, Annual Conference, Long Beach, CA	Innovative Agenda-setting Practices: Reshaping Leadership and Advancing Policy Development to Promote Healthier Aging. Kozel, C., Hubbell, A., Hatcher, M., and **Hernandez, E**. March, 2016
18. New Mexico Public Health Association Annual Conference, Las Cruces, NM	If You Build It They Will Come: Website Usability for Older Adults. **Seppi, O., Numme, C**., & Kratzke, C. April, 2016.
19. New Mexico Public Health Association Annual Conference, Las Cruces, NM	The Potential of Twitter for Public Health Departments. **Yakubu, H**., **O'Dell, J**., & Kratzke, C. April, 2016.
20. New Mexico Public Health Association Annual Conference, Las Cruces, NM	Roadrunner Food Bank: Addressing social and economic disparities in public health. **Stuckel, S**. April 2016.
21. New Mexico Public Health Association Annual Conference, Las Cruces, NM	Weight Perceptions in Hispanic and non-Hispanic Adults in a Study College Population. **Brantley, L**. April 2016.
22. New Mexico Public Health Association Annual Conference, Las Cruces, NM	Developing a Parkinson's Disease State Registry: A model of community and academic partnership. **Ali, H**., Wagner, D. April 2016.
23. New Mexico Public Health Association Annual Conference, Las Cruces, NM	Advancing Public Health Advocacy to Expand Policy Driven Change. Kozel, S., Hatcher, M. and **Hernandez, E.** April, 2016
24. Society for Pediatric and Perinatal Research Annual Meeting, Miami, FL	Mortality Disparities Among Hispanic Toddlers on the US-Mexico Border. McDonald JA and **Brantley L**. June 2016
25. Southwest Institute for Health Disparities Research, Annual Conference, Las Cruces, NM	Very Young Teen Pregnancy in the Binational Border Region. **Kendall, J**. September, 2016
26. Southwest Institute for Health Disparities Research, Annual Conference, Las Cruces, NM	Mortality Disparities Among Hispanic Toddlers on the US-Mexico Border. **Brantley, L.**, McDonald, J. September, 2016

Conference	Presentation Title and Faculty/Student Research
27. Southwest Institute for Health Disparities Research, Annual Conference, Las Cruces, NM	Culturally Tailoring the Enhancing Connections Program for Hispanic Mothers Diagnosed with Cancer in the Border Region. **Reyes, C, Freeman,** L, Sondgeroth, K., and Palacios, R. September, 2016
28. Southwest Institute for Health Disparities Research, Annual Conference, Las Cruces, NM	Framing Ebola: An Analysis of the US and Sierra Leone Media Report. **Acquah-Baidoo B.** September, 2016
29. Southwest Institute for Health Disparities Research, Annual Conference, Las Cruces, NM	Socio-Demographic Differences in Coping with HIV: What Do Transgender Women & Men Who Have Sex With Men Think? **Mosso L.** September, 2016.
30. Border Bunch Breakfast, NM DOH Office of Border Health, Las Cruces, NM	A Border Problem We Don't Talk About: Deaths Among Toddlers. McDonald, J. and **Brantley, L**. November, 2016
31. MCH Coalition Annual Strategic Planning Event, Healthy Start Program, Dona Ana County, Las Cruces, NM	Child Mortality Among 1 To 4 Year Olds: A Neglected Priority. McDonald, J. and **Brantley, L**. December, 2016
32. 22nd Annual Undergraduate Research & Creative Arts Symposium, NMSU, Las Cruces, NM	Screen to Save: Colorectal Cancer Awareness Month. **Mosso, L.**, April, 2017.
33. 2017 NMPHA Annual Conference, Albuquerque, NM	Youth Creating Change to Improve Health in Communities: Experiences from Southern New Mexico. Satya Rao, Cindy Kratzke, **Ruben Marquez**, and **Brianna Rodriguez,** April, 2017.
34. 2017 NMPHA Annual Conference, Albuquerque, NM	Snapshots of New Mexico's 100 Years of Public Health Challenges, Achievements, and Innovations. **Teresa Gonzalez** and Sue Forster-Cox**,** April, 2017.
35. 2017 NMPHA Annual Conference, Albuquerque, NM	Patterns of Alcohol Use among College Students: Preliminary Results from Southern New Mexico. Satya Rao and **Bridget Acquah-Baidoo,** April, 2017.
36. 2017 NMPHA Annual Conference, Albuquerque, NM	Opioid Overdose: What is it and What's This Naloxone Thing Everyone's Talking About? **Sharz Weeks** and Adriana Bautista**,** April, 2017.
37. 2017 NMPHA Annual Conference, Albuquerque, NM	New Mexico's Uninsured Rate Is Down. Now What? **Kate Cartwright** and Nick Edwardson. April 2017**,** April, 2017.
38. 2017 NMPHA Annual Conference, Albuquerque, NM	Health Implications of Current NM Patterns of Patient-Provider Racial and Ethnic Concordance. **Kate Cartwright**, Nick Edwardson, Estela Vasquez Guzman, Brooke Abrams**,** April, 2017.

Conference	Presentation Title and Faculty/Student Research
39. 2017 NMPHA Annual Conference, Albuquerque, NM	Zika Knowledge among US-Mexico Border Women. Jill McDonald and **Bridget Acquah-Baidoo,** April, 2017.

Table 3.1.e.3. Listing of Students who have Participated in Fred Hutchinson Internship program (and their Fred Hutchinson faculty mentor)

Year	**Undergraduate (BPH)**	**Graduate (MPH)**
2014		Swati Somuri (Rachel Ceballos) Mayra Lovas (Linda Ko)
2015	Domonique Hernandez (Beti Thompson)	Karoline Sondgeroth (Rachel Ceballos) Danielle Lapiano (Shirley Beresford) Joseph O'Dell (Margaret Madeleine)
2016	Leslie Mosso (Ann Duerr)	Gigi Holder (Amanda Phipps)
2017		Joe Padilla (Marian Neuhouser)

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

This criterion is met. The program faculty members are actively engaged in scholarly activities, as evidenced by the list of funded and unfunded research projects, as well as numerous publications and professional presentations. Students have opportunities to become involved in research via faculty-directed research projects and via selecting thesis option for on-campus students.

Strengths

The majority of research programs involving the program faculty include study of community health issues prevalent in border-region population. The program provides an environment that is conducive to research and scholarly inquiry by all faculty by providing course release and buyouts. Junior faculty members who have research interests matching interest of senior faculty receive mentorship and guidance to secure extramural funding. Students benefit from research experiences by involving in faculty research and as a part of the curricula.

Weaknesses

The university has suspended an internal grant mechanism that provided small grants to new faculty members due to recent statewide budget shortfalls. The College eliminated its Associate Dean for research position, also in response to recent statewide budget shortfalls and the Associate Dean for Academic Affair has assumed some, but not all, of the responsibilities of the eliminated position. Finally, although increasing in recent years, student participation in thesis remains low.

Plans

- Continue working with higher administration to revive internal grant mechanism
- Continue working with higher administration to negotiate higher IDC return to PI to cover professional development activities including presentations in the national conferences.
- Continue funding students for participating and presenting in regional conferences

- Continue the mentorship of junior faculty and increase collaboration between other units within the college and across the university
- Continue updating guideline for the thesis option, which outline procedure involved and planning required for successful completion. The first version of this document was finalized in spring 2017.

3.2. Service. The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

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

The university, college, and department value service as a part of the land-grant mission. The program policies encourage faculty members to perform service to the department, the university, the community, and the profession. This includes the mentoring of students.

University, College, and Department of Health Sciences Promotion and Tenure policies require service and outreach activities as part of annual performance evaluation. The Department's annual performance evaluation requests information from faculty regarding their service activities in the department, college, and university, in the profession, or in the community, which support the mission of the university. All faculty members perform basic citizenship activities with the department, college, or university (e.g., serving on committees that address a number of important functions).

The program policies also encourages faculty members to perform outreach and professional service, in addition to basic citizenship activities. Such service is a part of each faculty member's service contribution. Faculty members provide service to the profession through involvement in service to regional, national, or international professional associations and organizations. Outreach occurs primarily by sharing professional expertise with parties outside the university, including non-professionally related activities outside the university, such as with a community group in which the faculty member invests time and effort (volunteering as a youth sports coach or at a local food bank). Outreach may not always involve sharing professional expertise; however, it should directly support the goals and mission of the university.

The public health educational programs and extra-curricular activities provide faculty and students with numerous opportunities to engage in service to the community, working professionals, and to the profession. One way the program serves the profession is by offering or co-sponsoring approved, continuing education programs, through the National Commission on Health Education Credentialing. The Department of Public Health Sciences has been an approved Multiple Event Provider (MEP) since 1992, number 105908. Individual faculty members conduct much of the program's community service. Students also engage in public service through the BPH and MPH field experience courses and through student organizations, such as the Public Health Student Organization (PHSO) and ESG. Various externally funded programs associated with the Department have provided PH students with additional community service opportunities.

The program provides organized community service through designated centers directed by its faculty and as part of funded grant activities. The program faculty direct SWIHDR and Crimson Research centers. Both centers work with community partners as part of their outreach efforts. SWIHDR hosts an annual conference on health disparities that serves members of the community and regional academic institutions. On August 11, 2016, the Director of Crimson Research and a Graduate Student were recognized for their independent contributions to Doña

Ana County's Stepping Up Partnership. The Stepping Up Partnership was established by Doña Ana County and is designed to identify opportunities and resources for diverting people with mental illness out of the criminal justice system and into appropriate behavioral health services. As part of Con Alma foundation funded project the program faculty are helping students and teachers in various Las Cruces High School classes to develop projects for integrating a culture of health and advocacy into their communities. As part of the partnership between NMSU and FHCRC, faculty and staff collaborate with local agencies and community partners to host a colorectal cancer awareness event in Dona Ana County in observance of colorectal cancer Awareness Month in March.

Program currently does not have formal contracts or agreements with external agencies.

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

Service is one of the three areas evaluated for the promotion and tenure. As stated in the Department P & T policy, service includes undertaking activities in the department, college, and university, contributing to the profession, or providing extension and outreach services to the greater community, all of which support the mission and goals of the university. Historically, outreach to the greater community, extension, and professional service activities have received higher weights compared to service activities within the university. Examples of community and professional activities considered appropriate for evaluation include, but are not limited to the following:

i. Professional society memberships
ii. Elected and/or appointed officers in professional associations
iii. Reviewer or planner for professional conferences
iv. Conference or society committees
v. Journal editorship and reviewers
vi. Textbook reviews
vii. Speeches, workshop, and invited presentations at professional meetings (non-refereed talks and non-refereed papers)
viii. Guest lecturing
ix. Sponsored professional service (e.g., office holders in professional associations)

The program faculty members serve the community primarily through outreach and extension. Outreach entails an organized and planned program of activities for citizens of New Mexico and the nation; these activities bring the resources of the university to bear in a coherent and strategic fashion for the benefit of the receiving entity. The following are examples but outreach is not limited to these alone:

i. Speeches, workshops, training and presentations for schools/community agencies
ii. Newspaper editorials, interviews
iii. School/community/government projects, boards, committees, or offices
iv. Other unsponsored service (e.g., evaluation of school/community/government programs, judging science fairs)
v. Invited grant review panels

The program encourages faculty to build relationships between communities and the university through extension activities. These activities extend university resources and intellectual

expertise through coalition building, non-formal educational programs, and applied research designed to address locally identified needs. Unlike outreach efforts, extension efforts seek input from clientele. The following are examples:

i. Class based community projects
ii. Students' driven community work supervision, e.g., (field experience)
iii. Service learning projects
iv. Provide advice/guidance to community entities
v. Invited presentations
vi. Proposal, policy, or core document development, modification or support
vii. Speeches, workshops, and invited presentations for schools/community agencies
viii. Newspaper editorials, interviews
ix. School/community/government projects, boards, committees, or offices
x. Other unsponsored service (e.g., evaluation of school/community/government programs, judging science fairs)

c. A list of the program's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction. Funded service activities may be reported in a separate table; see CEPH Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Template 3.1.1 (research) or Template 3.3.1 (funded workforce development), respectively.

Table 3.2.c. Faculty Service from Fall 2015 to Fall 2017

Faculty member	Role	Organization	Activity or Project	Year(s)
Amatya, Anup	Journal Peer reviewer	The American Statistician Journal of Statistical Software Statistics in Medicine Journal of Biopharmaceutical Statistics Journal of Statistical Computation and Simulation The R journal Journal of Clinical Psychiatry Journal of Clinical Epidemiology Communications in Statistics: Theory and Methods	Peer manuscript reviewer	2012-Current

Faculty member	Role	Organization	Activity or Project	Year(s)
		Statistical Methods in Medical Research		
	Statistical Consultant	Journal of Drug Education: Substance Abuse Research and Prevention	Review statistical content of the manuscripts submitted for publication	2012-2016
	PHD Dissertation committee Member	AT Still University of Health Sciences	Member/statistical consultant	2012-present
Forster-Cox, Sue	Commissioner	US/Mexico Border Health Commission	Serve on this binational health commission to provide international leadership to optimize health and quality of life along the U.S.-México border. Serve on Border Promotores and Health Research Work Groups	2015-present
	Member	SOPHE	Ethics committee	2016 – present
	Editorial board member	Pedagogy and Health Promotion: The Scholarship of Teaching and Learning	Works with journal editors to oversee direction of this new publication and review manuscripts	2015 – present
	Steering Committee member	NM Department of Health, Health System Innovation Committee	Participated in designing a new approach to health system transformation in NM – enhancing patient experience of care, reducing health care costs, and improving population health.	4/15-6/16
	Past Co-President	New Mexico Public Health Association	Non-profit, 100% voluntary public health association in NM	4/16-4/17

Faculty member	Role	Organization	Activity or Project	Year(s)
	Co-President	New Mexico Public Health Association	Non-profit, 100% voluntary public health association in NM	4/15-4/16
	Member	New Mexico Public Health Learning Collaborative	Group of public health professionals from NFP, government and academia who work together to conduct public health activities	2011 – present
	Member	Dona Ana Community College, Associate in Public Health Advisory Board	This board provides guidance to the Associates degree in Public Health program administration and faculty	2005-present
	Past President	Paso Del Norte Chapter - Society for Public Health Education (SOPHE	Local SOPHE chapter	2015-present
	Board member	LifeStitches – Uganda Project	International NFP that empowers HIV/AIDS women with children in Arua, Uganda to become financially self-sufficient through the sale of cotton table products which the women stitch in a sewing workshop business.	2013-present
	Committee member	Dona Ana County Head Start Health Advisory Committee	Advises on health programs for this HeadStart program and their satellite facilities	2015-present
	Editorial Associate	The Health Educator	Works with journal editors to oversee direction of this publication and review manuscripts	2015-present
	Advisory Committee member	Roadrunner Food Bank	Serves as a southern NM committee member to this statewide committee,	7/2017 – present

Faculty member	Role	Organization	Activity or Project	Year(s)
			as it addresses food insecurities	
	Reviewer	Global Journal of Health Education and Promotion Rural and Remote Health Health Promotion Practice	Manuscript reviewer	2013-present
	Chair	New Mexico CHES Continuing Education Approval Committee	Leads all application reviews submitted for CHES credit consideration in NM	1997-present
Kozel, Chuck	Committee member	National SOPHE	National SOPHE Finance committee, including Budget Planning	2015-present
	Committee member	National SOPHE	National SOPHE Strategic Planning	2015
	Planning Team member and presenter	Mesilla Valley Hospice and the UNM Family practice Physician residency Program	Interdisciplinary professional presentation team Difficult Conversations, Hospice and Palliative Care and	2015
	Community Board Director	Mesilla Valley Hospice, Inc, for-profit subsidiary @Home New Mexico assisted living	Community Director on Board of Directors	2015-present
	Member	Binational Border Health Network	Binational Investigation Team of the Border Health Network	2015-present
	Journal Peer reviewer	Pedagogy in Health Promotion	Peer manuscript reviewer	2015-present
	Journal Peer reviewer	Journal of Global Health Promotion, International Union for Health promotion & Education	Peer manuscript reviewer	2015-present

Faculty member	Role	Organization	Activity or Project	Year(s)
	Abstract Peer Reviewer	SOPHE annual conference APHA annual conference Association for Gerontology in Higher Education (AGHE) annual conference	Abstract peer reviewer	2015-present
Kratzke, Cindy	National Leadership, Board of Directors, Treasurer	Cancer Patient Education Network (CPEN)	Elected Treasurer	2015-2017
	National Leadership Co-leader, Worksite Health Communities of Practice	SOPHE	Co-leader online group for worksite wellness	2015-present
	National Level Committee Member	SOPHE, National Public Health Associate Degree Task Force	Task Force sub-committee member developing curriculum for one course	2015
	State/Community Level Committee Member	New Mexico Community Health Worker Advisory Council	State CHW curriculum development as a vetted council member (appointed position by New Mexico Governor Susana Martinez)	2015-present
	State/Community Level Committee Member	New Mexico Cancer Council	Developing patient education materials as Survivorship and CRC Committee member	2015-present
	Committee Member	International Cancer Education Conference	International Cancer Conference Planning	2016
	Poster Judge	International Cancer Education Conference	Poster Judging	2015, 2016
	Conference Abstract Reviewer	International Cancer Education	Conference abstract reviewer	2015

Faculty member	Role	Organization	Activity or Project	Year(s)
	Journal Peer Reviewer	BMC Women's Health CDC - Preventing Chronic Disease African Health Sciences Families, Systems, and Health Journal of Health Communication	Peer manuscript reviewer	2015-present
McDonald, Jill	Conference Planning Committee member	CDC Maternal and Child Health Epidemiology Program; CityMatCH	Maternal and Child Health Epidemiology and CityMatCH Leadership Annual Meetings	2015 - present
	Abstract and poster peer reviewer	CDC Maternal and Child Health Epidemiology Program; CityMatCH	Peer review of submitted abstracts and posters presented at the Maternal and Child Health Epidemiology and CityMatCH Leadership Annual Meetings	2015 - present
	Selection Committee member	CDC Maternal and Child Health Epidemiology Program	MCHEP Assignee Selection	2015 - present
	Journal peer reviewer	Journals: Academic Pediatrics; American Journal of Epidemiology; BMC Cancer; Canadian Medical Association Journal; Cancer; Epidemiologic Reviews; Fertility and Sterility; Health Affairs; International Journal of Public Health; Journal of Adolescent Health; Journal of Immigrant and	Peer review of submitted manuscripts to these journals	2015 - present

Faculty member	Role	Organization	Activity or Project	Year(s)
		Minority Health; Maternal and Child Health Journal; Revista Panamericana de Salud Pública/Pan American Journal of Public Health; Plos One;		
	Maternal Mortality Review Committee Task Force Member	New Mexico Department of Health	Development of plan to reinstate maternal mortality review in NM, including Senate Bill 137	2016 – present
	Council and Committee member	US-Mexico Border Health Commission (BHC)	Paso del Norte Binational Health Council and JuaPasAna Maternal and Child Health [sub] Committee	2015 – present
	Technical assistance	US-Mexico border states Title V program directors; HRSA	Development of a shared 2015 Title V performance measure for the border region	2015
	Technical Work Group Member and Maternal Mortality Methods Chair, US Section	US-Mexico Border Health Commission (BHC)	Border Reproductive Health Technical Work Group – guides the BHC in establishing research and related priorities in the region	2015 - present
	Technical Work Group Member	US-Mexico Border Health Commission (BHC)	Border Obesity Prevention White Paper development	2015
	Network member	National Council of Science and Technology, Mexico [CONACYT; similar to National Science Foundation in the US]	Development of border health network of researchers and research	2015 - present
	Director	Southwest Institute for Health Disparities	Working with community partners to establish relationships, identify local	2015 - present

Faculty member	Role	Organization	Activity or Project	Year(s)
		Research (NMSU-based	priorities, and build trust	
Moralez, Ernesto	Member	Doña Ana Board of Wellness	Committee Member	2016-Present
	Faculty Development	Southern New Mexico Family Medicine Residency Program	Developing curriculum for residency education	2016-present
	Proposal Reviewer	Fred Hutchinson Cancer Research Center	Reviewed grant proposals for 2015 and 2016 grant cycles	2015 and 2016
	Faculty Volunteer	New Mexico Public Health Association Annual Conference	Student poster judge	2016
	Member	Doña Ana Stepping Up Initiative	Research consultant	2016-Present
Palacios, Rebecca	Board Member	St. Luke Health Care Clinic for the Homeless	Board	2015-2016
	Board Member	Good Neighbor Environmental Board	Advisory to the President of the U.S. on border environmental issues	2016
	Proposal Reviewer for study section	Mountain West CTR-IN	Reviewed grant proposals for 2016 and 2017 grant cycles	2016/2017
	PHD Dissertation committee member	UT El Paso	Dissertation committee for Isaac Campos Flores, Doctoral Candidate, Civil Engineering	2015
	Master's Thesis Committee Member	UT El Paso	Master's Thesis committee for Oscar Ramirez Giron, Masters Student in Environmental Engineering	2016
	Presenter	Southern New Mexico Diabetes Outreach	Presentation on Diabetes & Depression at the 12th Annual Diabetes Awareness Expo	2016
	Member	Paso Del Norte Chapter - Society	Local SOPHE chapter	2016

Faculty member	Role	Organization	Activity or Project	Year(s)
		for Public Health Education (SOPHE)		
Rao, Satya	Elected Co-President	New Mexico Public Health Association (NMPHA)	Managed the organization including its fiscal health, solicited, reviewed, and selected professionals and community members for the various NMPHA annual awards including for youth awards; Involved in and led the planning of the NMPHA annual conference in Albuquerque attended by over 400 people; Organized the continuing education approvals for workshops and conference sessions	04/2015-04/2016
	Elected Chair and Coalition Member	New Mexico Injury Prevention Coalition	Led the Coalition and served as an informational resource, focused on and advocated for policy and legislative priorities on injury prevention, coordinated the efforts and work of coalition members, organized conferences and meetings for members and others interested in the issues of injury prevention, and collaborated with other organizations and groups.	05/2012-present
	Co-founder and Coordinator	Southern New Mexico Suicide Prevention	Coordinate monthly meetings with organizational	11/ 2011-present

Faculty member	Role	Organization	Activity or Project	Year(s)
		Coalition and Survivors' Support Coalition	representatives, respond to events in the news, develop web-site, PSAs, and other materials to raise awareness in the community about suicide, and facilitate support group meetings twice a month with adult family members and friends who have lost loved ones to suicide.	
	Appointed Chair	Las Cruces Mayor's Task Force	Lead the task-force and its members to address the prevalence and impact of suicides in the County and City.	04/2016-present
	Abstract Reviewer for Conferences	For APHA (American Public Health Association) and NMPHA (New Mexico Public Health Association) Conferences	Peer reviewer for submitted abstracts	2010-present
	Reviewer for Journal manuscripts	International Journal of Psychiatry in Clinical Practice Violence and Victims, Crime and Justice Research Family & Community Health Journal of Health Care for the Poor and Underserved Journal of Drug Education Alternative Therapies in Health and Medicine College Student	Manuscript reviewer	1996-present

Faculty member	Role	Organization	Activity or Project	Year(s)
		Journal American Journal of Health Studies		
	Member	New Mexico Violent Death Reporting System Steering Committee	Focus on data and service implications in the state	2013-present
	Editorial Consultant		Completed tasks such as manuscript reviews as assigned by the journal editor.	2009-2015
	Editor	Family & Community Health	Editor for a volume of *Family & Community Health* titled Addressing Violence in Families and Communities: A Focus on Research and Practice published in April/May 2016	12/2015 – 05/2016
	Invited Speaker	Mesilla Valley Hospice, Big Brothers and Big Sisters, CASA, County Health Councils, DWI Educational Programs, schools, churches, and other organizations	Provide informational sessions and workshops on domestic violence, substance abuse, suicide prevention, and mental health in New Mexico	1996-present
Tomaka, Joe	Board Member	Doña Ana Board of Wellness	Committee Member	2014-present
	Board Member (Behavioral Scientist)	Texas Tech University/Paul R Foster School of Medicine, Institutional Review Board	Review protocols involving human subjects research	1995-present
	Research Consultant	Southern New Mexico Family Medicine Residency Program	Provided research and statistical consultation to two residents for their required research projects	2016-present

Faculty member	Role	Organization	Activity or Project	Year(s)
	Proposal Reviewer for study section	Mountain West CTR-IN	Reviewed grant proposals for 2016 grant cycle	2016
	Member	Smoke-Free Paso Del Norte, Tobacco Control Network	Meet regularly with agencies working to reduce tobacco use in the Paso del Norte region	2016-present
	Journal Peer reviewer	Stress and Health The Social Science Journal	Peer manuscript reviewer	2015-present
			Peer manuscript reviewer	2015
Wilson, Susan	Fellow	Society for Applied Anthropology	Elected	2013 - Present
	Member	American Anthropological Association	Committee Member	2015 - Present
	Journal Peer Reviewer	Social Science and Medicine	Peer Manuscript Reviewer	2013 - Present
	Journal Peer Reviewer	Medical Anthropology	Peer Manuscript Reviewer	2012 - Present
	Session Chair	Society for Applied Anthropology	Session chair for various meeting sessions	2010 - Present
	Journal Peer Reviewer	Journal of Rural and Remote Health	Peer Manuscript Reviewer	2009 - Present
	Grant Reviewer	Health Resources and Services Administration (HRSA)	Grant Reviewer	2009 - Present

d. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.

Table 3.2.d. Outcome Measures for Service

Outcome Measure	Target	2014-15	2015-16	2016-17
1. Proportion of faculty with membership on committees and boards of regional/national public health associations, organizations, and agencies.	60%	63%	63%	72%
2. Proportion of faculty with leadership on boards of regional and national public health associations, organizations, and agencies.	50%	63%	55%	63%
3. Proportion of graduating students who report engagement in professional/community service.	100%	100%	100%	100%

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

Students have been involved in service to the community in various ways:

- PHSO participates in various activities throughout the university and in the community. Student members of PHSO have been involved in service activities such as the Office of Border Health Flu Vaccine Clinic, New Mexico Public Health Association (NMPHA) Annual Conference, and Relay for Life (American Cancer Society).

- Students participate in the service activities of PH faculty and through class projects involving activities in the community. Following are three examples. First, as peer educators for the high school training, ten trained undergraduate Public Health students contributed in integrating health and advocacy into communities. Two professors from Public Health Sciences led the program. Second, as part of class project, MPH students worked on raising alcohol abuse awareness among communities with and outside the university. A faculty from Public Health Sciences led the project, and students contributed in various activities, including round table discussions and organization of an event where a well-known guest spoke on the issue in front of community members. Finally, the program faculty member and a graduate student were recognized for their independent contributions to Doña Ana County's Stepping Up Partnership. The Stepping Up Partnership was established by Doña Ana County and is designed to identify opportunities and resources for diverting people with mental illness out of the criminal justice system and into appropriate behavioral health services.

- Students provide service to communities along the border area through local non-profit organizations, SWIHDR, and the NMSU-FHCRC partnership. For example, In 2016, a public health graduate student, worked with the senior mobile food pantry in Las Cruces to help reduce food insecurities for senior citizens. In 2016, 325 people attended the SWHDR conference workshops, plenary, breakouts and student poster session where four BPH students and one MPH student worked as volunteers. In addition, two BPH students were SWIHDR interns through the summer and fall of 2016. Graduate and undergraduate students involved in the Cancer Outreach Core, a part of NMSU-FHCRC partnership, provided service to the community by participating in cancer education using the inflatable colon to help engage the community in colorectal cancer screening and prevention. They also engaged in various other cancer prevention efforts on campus and throughout the local community. The Aggie Play pilot program also provided volunteering opportunity for female student-athletes and female kinesiology students at NMSU to engage elementary school girls ages 8-11 in a twice-weekly afterschool PA program in southern New Mexico. In April 2016, the NM Public Health Association annual meeting occurred in Las Cruces. Over the two-day period, in excess of 20 BPH and MPH students serviced in various roles with the conference, e.g., facilitators, assistants to presenters, etc.

Classroom opportunities for service activities are also available to undergraduate and graduate students to advance public health practice. Service learning activities included:

- *Spring 2015, 2016, 2017 undergraduate Methods of Community Health Education course.* A class service learning project included a student-led community recognition celebration during National Public Health Week for the outstanding work of individuals in our county. Students plan and research the nominees for two awards in categories for individual or organizational excellence. After voting, students plan a celebration for the department and college to honor

local public health heroes. The class presented plaques to the winners for their dedication and contributions to public health.

- *Spring 2016 undergraduate Health Administration course.* A class service learning project included promotion of drinking more water and less sugary drinks initiative. Students planned educational materials, information tables, and hands-on learning activities for the NMSU campus community (students, staff, and faculty). They mapped all the water bottle filling stations on campus to promote drinking more water. They distributed maps to over 100 participants. The class shared the map with the student association for new student orientation on campus.

- *Fall 2016 undergraduate Public Health Administration course*. A class service learning project included an Exercise is Medicine on Campus initiative. NMSU was the first university in New Mexico to join the 2016 national campaign with nearly 100 universities. They used this real-world experience to enhance three categories of management skills learned in the course. The project goal was to increase awareness of physical activity as healthy lifestyles targeting the NMSU campus community and medical school community. The activity used conceptual skills to critically analyze and solve problems, technical skills to develop, organize, and implement programs, and interpersonal skills for working with others in teams or groups. Students planned service learning activities including educational materials, information tables, activity stations, and the President's Walk as the kickoff. Over 200 people attended the activities and information tables and over 50 people participated in the President's Walk hosted by the students. Student reflective writing papers included positive results such as, "I think knowledge and experience are key to growth and that is exactly what this project on Exercise is Medicine did for me." Students received national recognition for their service learning.

- *Spring 2017 graduate Health Communication course.* A class service learning project included development of low literacy health advocacy information sheets for the public and legislative offices to support new legislation. For example, they are working with the Tularosa Basin Downwinders Consortium to advocate for policy changes on the federal level. One example is the U.S. Senate bill 197 introduced in February 2017. Students created Radiation Exposure Compensation Act amendment information sheets explaining needed compensation for the Tularosa Basin Downwinders who lived downwind from the 1945 Trinity Site explosion and developed cancer.

Finally, students provide service to department, college, and university by participating in various committees at all three levels.

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

This criterion is met. The program provides a variety of community and professional services.

Strengths
Faculty and students are actively involved in a variety of service activities that contribute to the advancement of public health practice. Service is at the local, regional, and national/international levels. The university, college, department, and programs value service. Faculty service is part of the annual evaluation process and both university and departmental promotion and tenure policies require it. The list of faculty service is extensive and includes academic, professional

and community service. Much of the faculty service is devoted to issues arising from the program's proximity to the U.S.-Mexico border.

Weaknesses

In the self-study, the major reference to student service is through the field experience as described in section 2.4 and through involvement in activities carried out by the faculty. As such, these opportunities are limited to the on-campus students. Program leaders acknowledge that the program is still working to define student service opportunities for online students.

Plans

- Continue supporting the activities of PHSO and prioritize the re-chartering of ESG, Beta Omega Chapter
- Continue involving students in faculty community service activities
- Seek opportunities for students led service activities in the community
- Encourage online students to participate in PHSO activities

3.3. Workforce Development. The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

a. Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

The program seeks input from community partner organizations to assess their needs through discussion at the External Advisory Board Meetings. Input from the Advisory Board is helpful to assist in identifying workforce development and continuing education strategies. As faculty are in the community, interfacing with program, agencies and individuals, needs are identified and discussed. Such discussions can evolve into the offering of continuing education sessions. Many of the continuing education efforts evolve from grant funded efforts, typically resulting from an identified need from a community, agency or the university. When people/groups submit their CHES paperwork, when applying for credits for an event, they identify how they determined the need for the educational offering.

Since 1999 the Department of Public Health Sciences has received approval from the NCHEC to be a Category I Multiple Event Provider of Continuing Education Contact Hours for CHES. The department offers continuing education programs through a number of different avenues:

- Numerous MPH faculty and students are actively involved with the Paso del Norte local chapter of SOPHE. Several faculty serve on the executive committee including elected officer positions. This chapter sponsors and provides several CHES continuing education events throughout the year. Moreover, PH faculty present professional development posters, presentations and workshops at the Paso del Norte conferences.
- Program faculty are actively involved with the NMPHA which sponsors and provides several CHES continuing education events throughout the year. Faculty and students present papers at the annual conferences.
- Program faculty occasionally invite faculty from other institution to deliver workshops that are approved for CHES continuing education contact hours. One recent example is a workshop titled *Discovering and Uncovering Patients' Experiences and Frames of Reference Using Inductive Content Analysis: Adapting Methods of Grounded Theory in Static Interviews*. PHS faculty Dr. Rebecca Palacios hosted Dr. Frances Lewis from the Fred Hutch who provided this workshop using Grounded Theory approach to qualitative data analysis. Workshop was approved for 3.5 hours for the event of Category I CHES CECH by New Mexico State University's CHES Continuing Education Review Committee.

- A professor has been actively involved with the NM Injury Prevention Coalition. This statewide group addresses a bevy of issues to include suicide prevention, gun violence, and intimate partner violence. The group also conducts trainings across the state and serves as a critical educational and prevention resource on a variety of issues that lead to injury, disability and death in the state.
- Two faculty members are involved, through a grant funded initiative, to work in local Las Cruces high schools and teach students about public health advocacy and the roles they can play in improving the health and well-being in their communities.

- A faculty member works, when requested, with the Las Cruces Police, Las Cruces School District, NAMI, and other community organizations on suicide prevention and mental health education and awareness raising efforts.
- Faculty work with KRWG TV and radio, on the NMSU campus, to broadcast public health messages and participate in interviews on relevant and timely topics.
- Health councils have a strong presence in NM and faculty work with different health councils to consult and provide expertise to their prevention and educational efforts in communities on a variety of public health issues.
- A faculty member is a Presidential appointee to the US/Mexico Border Health Commission–US Section. In this role, she is involved with cross border discussions about the public health and healthcare workforce's present situation and future workforce needs of this rapidly growing population.
- A faculty member is involved with the University of New Mexico, School of Population Health in a 5 year HRSA grant entitled New Mexico MCH Public Health Training Institute. The team creates and delivers online public health graduate courses that result in a student earning a MCH Public Health graduate certificate. Students are from across NM, including border, tribal, and underserved areas.
- A faculty member, with some School of Social Work colleagues, was awarded a HRSA grant, entitled Leadership in Public Health Social Work Education Grant Program. The grant is enhancing the dual MSW/MPH program at NMSU with improved marketing material, increased outreach about the program, to rural, tribal and underserved areas to enhance the diversity of students, and supporting dual students in attending conferences and other professional development events and activities.
- The faculty member leading the Southwest Institute for Health Disparities Research, and her team, have established several regular events for faculty and students to enhance research capacity. For the last three years, an annual regional conference has provided opportunities to present research and network with government and community participants; this year the conference will focus exclusively on student research. Every month, a Border Health Breakfast Hour showcases interdisciplinary research from a different NMSU college; and triweekly student Brown Bag Seminars feature student research in various stages of development. These events raise the visibility of NMSU students and faculty on campus and in the community and have served as stepping stones to employment opportunities for CHSS students.
- Through the NIH-funded NMSU and Fred Hutchinson Cancer Research Center Partnership, a wide array of specialists are brought to NMSU in order to provide training on a variety of cancer topics (e.g., cancer diagnostics and treatment strategies, cancer prevention, survivorship, palliative care). The partnership has also provided continuing education opportunities for the Annual Meeting of the New Mexico Academy of Family Physicians, Memorial Medical Center's Grand Rounds, as well as for a variety of health specialists serving southern NMSU and the surrounding border region. The partnership also offers a Small Research Grant opportunity to help build Community-Academic partnerships for the purpose of addressing cancer health disparities in the border region. This Small Research Grant opportunity provides a 2-day grant writing workshop for community health agencies and their academic partners. Many of the trainings are available to students and interested community members and stakeholders.

b. A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/ continuing education activities may be reported in a separate table. See CEPH Data Template 3.3.1 (ie, optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Template 3.1.1 (research) or Template 3.2.2 (funded service), respectively.

New Mexico State University is the only designated a multiple event provider (Provider # 105908) in NM of continuing education contact hours (CECH) through NCHEC. Under this designation NMSU Department of Public Health Sciences offers a CHES CECH.

Table 3.3.b. Summary of Continuing Education Events Approved for CHES CECHs 2014-2017.

Program ID	Start	End	Credits	Advanced Credits	Active	Title	# attendees CEUs
*	4/4/2017	4/6/2017	10.5	0	N	NMPHA 2017 Annual Conference	6
*	4/18/2017	4/20/2017	5	0	N	2017 Head to Toe Conference	2
*	4/28/2017	4/28/2017	1	2	N	Paso del Norte SOPHE Spring 2017 Conference	6
28781	3/3/2017	3/3/2017	3	0	N	NMDAC - Diabetes and Sleep Disorders: is there a link between diabetes and sleep apnea?	1
28780	2/22/2017	2/23/2017	3.5	8	N	Treating Tobacco Dependence in Behavioral Health Settings	4
27877	12/2/2016	12/2/2016	2	0	N	NMDAC: Is diabetes causing your depression?	1
27876	11/4/2016	11/4/2016	3.5	1	N	Paso Del Norte SOPHE: Chapter Connections Version 2.0	3
27489	9/23/2016	9/23/2016	3.5	0	N	Paso Del Norte SOPHE: Chapter Connections	7
27488	9/15/2016	9/15/2016	3.5	0	N	Discovering and Uncovering Patients' Experiences and Frames of Reference Using	2
27487	9/9/2016	9/9/2016	3	0	N	From Giving Life to Living Life: Understanding Proper Care to Prevent and Manage Diabetes	1
27186	6/8/2016	6/10/2016	9.5	0	N	NMDOH Partners for Better Health Summit	5

Program ID	Start	End	Credits	Advanced Credits	Active	Title	# attendees CEUs
26609	6/3/2016	6/3/2016	3.5	0	N	NMDAC Tools to Help Manage Diabetes & Other Chronic Diseases	1
26608	4/20/2016	4/22/2016	18.5	0	N	Head to Toe Conference	2
26607	4/1/2016	4/1/2016	3	0	N	NMDAC Spring into Better Health: Happy Heart, Positive Thoughts, and Food as Medicine	5
25153	12/4/2015	12/4/2015	3	0	N	NMDAC-12/4/15	3
25152	10/16/2015	10/16/2015	5.5	0	N	2015 Ethics Conference	2
24454	9/11/2015	9/11/2015	2.5	0	N	What's New in Diabetes Medications and Treatments	3
23858	5/16/2015	5/16/2015			N	Adolescent Mental Health Conference	6
23857	5/1/2015	5/1/2015	4	0	N	NMSU CHES Dean's Health Symposium	3
23856	4/22/2015		6	0	N	2015 New Mexico Cancer Conference	1
23855	4/17/2015		10.5	0	N	Head to Toe Conference 2015	4
23356	3/30/2015	4/1/2015	15		N	NMPHA 2015 Conference 3/30-4/1/15	19
21835	12/5/2014	12/5/2014	2.5	0	N	Addressing Childhood Obesity and Improving Family Health	2
21860	10/15/2014	10/15/2014	1	0	N	Place Matters: Addressing Social Determinants of Health in Dona Ana County	3
21861	6/20/2014	6/20/2014	3	0	N	Improving Diabetes Care in NM	1
21894	6/9/2014	6/9/2014	13	13	N	Coordinated School & Physical Activity Programs: A Key to the Nation's Future	1
21895	4/30/2014	4/30/2014	8	0	N	Train the Trianer Workshops for Health and Community Educators	1
21896	4/29/2014	5/1/2014	12	0	N	Head to Toe Conference	4
21897	4/15/2014	4/15/2014	2	0	N	Nutrigenomics 101: Growing your holistic practice with genetic testing	
21898	4/9/2014	4/9/2014	1	0	N	Opportunities for Professional Development in Disability and Public Health	4
21899	4/4/2014	4/4/2014	2	0	N	Traditional Foods in Modern Times	1

Program ID	Start	End	Credits	Advanced Credits	Active	Title	# attendees CEUs
21900	3/31/2014	4/2/2014	13.5	0	N	National Health Disparities 2014 Joint Conference	13

* Awaiting the official event ID

Table 3.2.2. Funded training/service/workforce development activities

Project Name	Principal Investigator & Concentration	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2015-2016	Amount 2016-2017	Amount Fall 2017	Community-Based Y/N	Student Participation Y/N
: NMSU/FHCRC STATA Bootcamp	Amatya, A. CHE	NIH	9/01/2014 to 8/31/2016 .	NA	$5040	$3000	0	N	Y
Explore how CHES can support and expand work of CHWs to assist with alignment of the two professions in NM.	Forster-Cox CHE	NMDOH	5/29/16-6/29/16	$5,000	$5,000	0	0	N	N
A grant to engage students titled “Fetal Alcohol Spectrum Disorders (FASD) Awareness Campaign	Rao, Satya CHE	Statewide Fetal Alcohol Syndrome Prevention; UNM, Center on Alcoholism, Substance Abuse, & Addictions	01/01/15-06/30/15	$1080	$1080	0	0	Y	Y

1

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

The program offers the graduate certificate program in public health (GCPH) for practitioners and others in health-related fields who may want some introduction and background into the field of public health. The certificate is not an official graduate degree offered by NMSU but rather a focused collection of courses in public health that enrolled students complete. These courses provide and/or enhance students' knowledge of and skills in public health practice. Those students who successfully complete the required courses receive a certificate of completion statement on their official transcript and a formal certificate from the university. The following are the required courses for the Certificate Program:

MPH 510	Community and Psychosocial Aspects of Public Health	3 cr.
MPH 530	Epidemiological Approaches to Disease Control and Prevention	3 cr.
MPH 540	Health Services System: Administration and Organization	3 cr.
MPH 550	Environmental Public Health Issues	3 cr.
MPH	Elective	3 cr.

Students are required to complete one three-credit elective. The program recommends selection of MPH 520 as their elective to those without background or experience in biostatistics. In addition to receiving certificate from NMSU, students who complete the Graduate Certificate are also eligible to sit for the Certified Public Health (CPH) examination.

Enrollment: Graduate Certificate in Community Health			
	2014-15	2015-16*	2016-17
Enrolled	14	26	15
Graduated	3	5	5

* 9 students have withdrawn from the program based on the administrative decision made by MMC's Residency Program in spring 2016

The program also offers undergraduate students a minor in Public Health. Coursework for the PH minor offers exposure to the concepts and applications of public health. To obtain the academic minor in public health, the undergraduate students must complete three public health core courses and two elective courses from BPH curriculum. A successful completion of the minor requires grade of C or higher in all coursework. Undergraduate students from various programs at NMSU, including Nursing, Social Work, and Kinesiology choose minor in public health to complement their major field of study.

Enrollment: Undergraduate minor in Public Health minor			
	2014-15	2015-16	2016-17
Enrolled	72	73	77

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

Department, College, and University P & T policies support participation in Continuing education practice under the Extension and Outreach criteria. As stated in the policy, extension and outreach are essential to the University's mission because they disseminate information to the public and serve as a basis for sustainable, community-oriented, informal education that addresses needs through faculty that are affiliated with communities, programs, and agencies

across the region. The program supports workforce development, through graduate certificate program, by allocating up to 10 seats (online and face-to-face) for this program within the MPH core courses.

A Participant Evaluation Form is completed by each person receiving CHES credits, at an approved event. This feedback form is compiled by the event organizer and returned to the CHES Continuing Education Review Committee Chair for review. If the Department sponsors other continuing education events, evaluation forms are distributed to obtain feedback about the speaker, topic, venue, and related information.

The courses completed for the GCPH program described in section 3.3.c are the core courses required for the MPH program. Each of these courses undergo the same evaluations of teaching as utilized for the MPH program.

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

The program has worked with other institutions and agencies to deliver continuing education credits including the University of New Mexico Public Health Program, Fred Hutchinson Cancer Research Center, the New Mexico Department of Health, the New Mexico Public Health Association, and the Wellness Coalition. Faculty and staff from the PH program have also been involved with the planning, organization, and delivery of the Paso del Norte SOPHE chapter (see ERF for an example) and New Mexico Public Health Association annual meetings.

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

This criterion is met. The program's workforce development activities consist of graduate certificate in public health, undergraduate public health minor, and continuing education events that offers CHES contact hours.

Strengths

The program engages its faculty in activities that support the professional development of the public health workforce. New Mexico State University received redesignation as a multiple event provider of continuing education contact hours (CECH) through the National Commission for Health Education Credentialing, Inc. The program faculty have delivered continuing education through events in various conferences, chapter meetings, and by offering community education workshops.

Weaknesses

The program does not have set schedule for professional development offerings. The majority of these opportunities arise as the events embedded in professional conferences.

Plans

- Continue encouraging faculty to offer more continuing education activities at NMSU and to provide advance schedule of event they have planned as part of their funded activities.
- Conduct a formal workforce assessment of needs to tailor continuing education offerings to the local workforce.

4. FACULTY, STAFF AND STUDENTS

4.1. Faculty Qualifications. The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, research and teaching competence, and practice experience, is able to fully support the program's mission, goals and objectives.

a. A table showing primary faculty who support the degree programs offered by the program. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format and include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests. See CEPH Data Template 4.1.1.

Please see table that follows:

Table 4.1.a. Current Core Faculty Supporting Degree Offerings of School or Program by Department/Specialty Area

Dept. Specialty Area	Name	Title/ Academic Rank	Tenure Status	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current/Past PH Activities
Community Health Education	Sue Forster-Cox	Professor	Tenured	1.0	Female	White	PhD MPH	Univ. of NM; Univ. of HI-Manoa	Health Promotion and Public Health Education	Foundations of PH Ed; Field Exper; Program Planning, Rural Health, , US/Mexico Border Health Issues	Tribal, rural and US/Mexico border health issues and workforce development	Please see vita
Community Health Education	Chuck Kozel	Associate professor	Tenured	1.0	Male	White	PhD MPH	U. of NM; CA State U. Northridge	Health Education; Community Health Education	Community Health Education; Health Program Plan., Eval & Res; Advocacy & Policy; Gerontology	U.S.-Mexico border health issues and public health policy formulation; healthy aging/gerontology	Please see vita
Health Management, Administration, and Policy	Cindy Kratzke	Associate Professor	Tenured	1.0	Female	White	PhD, MS	Old Dominion University	Health Services Research Adult Education	Health Admin., Health Comm., Prog. Planning, Social & Behav. Aspects of Health	Cancer, community health workers, health disparities	Please see vita
Community Health Education	Rebecca Palacios	Associate Professor	Tenured	1.0	Female	Hispanic	PhD, MS	U. of Texas at El Paso	Health Psychology, Experimental Psych	Evaluation /Research, Health Disparities, Border Studies	Risk Behaviors for Obesity, Diabetes, Hypertension	Please see vita
Community Health Education	Satya Rao	Professor	Tenured	1.0	Female	Asian Indian	PhD, MBA, MS	Texas Woman's University	Community Health	Health communications, Behavioral Theories, Community organizing, media advocacy	Violence against women, border and immigrant health issues, HIV/AIDS, mental health and substance use/ abuse	Please see vita

Dept. Specialty Area	Name	Title/ Academic Rank	Tenure Status	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest	Current/Past PH Activities
Community Health Education	*Joe Tomaka	Professor	Tenured	1.0	Male	White	PhD	U. of Buffalo	Social and Health Psychology	Health education, statistics	health behavior, program evaluation	Please see vita
Community Health Education	#Anup Amatya	Associate Professor	Tenured	1.0	Male	Asian	PhD M.S.	Univ. of Illinois at Chicago	Biostatistics	Biostatistics	Drug safety, Sample size determination, Meta-analysis, Random number generation	Please see vita
Health Management, Administration, and Policy	Susan L. Wilson	Associate Professor	Tenured	1.0	Female	Native American / White	PhD	Southern Methodist University	Biomedical Anthropology	Health Planning & Policy; Healthcare Administration; International Health; Rural	Health Policy; Rural Health; Disparities Preparedness; International	Please see vita
Community Health Education	†Jill McDonald	Professor	Tenured	1.0	Female	White	PhD	University of Washington	Epidemiology	Epidemiology	Maternal Child Health, US/Mexico border health and disparity	Please see vita
Health Management, Administration, and Policy	⁂Joseph Scott Gladstone	Assistant professor	Tenure Track	1.0	Male	Native American Indian	PhD, MPH	New Mexico State University	Business Administration (Management)	Program planning, Public health Service design and operation, American Indian Health	Intersection of Business and society, organization theory	Please see vita
Community Health Education	Ernesto Moralez	Assistant Professor	Tenure Track	1.0	Male	Hispanic	PhD	Univ. of Colorado, Denver	Health and Behavioral Science	Health education Program evaluation	motivation, health behavior change	Please see vita

* Includes .25 FTE assignment as Graduate Coordinator and .25 FTE as director of Crimson Research & Stan Fulton Endowed Chair

† .3 FTE as director of Southwest Institute for Health Disparities Research & Stan Fulton Endowed Chair

Includes .375 FTE as the Academic Department Head; ⁂ Vacated position in the end of Summer 2017

b. If Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.). Data should be provided in table format and include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the program, e) highest degree earned (optional: programs may also list all graduate degrees earned to more accurately reflect faculty expertise), f) disciplines in which listed degrees were earned and g) contributions to the program. See CEPH Data Template 4.1.2.

Please see table that follows:

Table 4.1.b. Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.)

Department/Specialty Area	Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
Community Health Education									
	Cardenas, Susan	College Associate Professor	College Associate Professor, NMSU Public Health Sciences	.25 FTE	Female	Hispanic	Ph.D. New Mexico State University	Educational Administration (Higher Education)	Human sexuality
	Collins, Amy	College Associate Professor	Professor, Dona Ana Community College Social Sciences Department	.25 FTE	Female	White	MS, University of Texas	Health Science	Human sexuality
	Ford, Tami	College Assistant Professor	Adjunct Faculty School of Health Sciences Kaplan University	.25 FTE	Female	White	MA	Education	Women's Health issues
	Grossman, Francoise	College Assistant Professor	Clinical Assistant Professor, Department of Global Community Health and Behavioral Sciences, Tulane University School of Public Health and Tropical Medicine	.25 FTE	Female	White	MPH, Tulane University	Public Health	Foundation of Public Health/ Health Education

Department/Specialty Area	Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
	Jackson, Winston	College Associate Professor	Not Applicable	.375 FTE	Male	White	MPH, University of Texas Health Science Center	Public Health	Epidemiology/ Health informatics
	Kelly, Michael	College Assistant Professor	Vice President of Programs, Paso Del Norte Health Foundation	.125 FTE	Male	White	Ph.D. Texas A&M University	Health Education with a minor in Educational Technology	Program Evaluation
	Larson, Karl	College Associate Professor	Associate Professor, and Chair, Health and Exercise Science, Gustavus Adolphus College	.25 FTE	Male	White	Ph.D., Southern Illinois University	Health Education	Personal Health
	Little, Donald	College Associate Professor	Not Applicable	.25 FTE	Male	White	Ph.D. Southern Illinois University	Health Education	Personal Health
	Mata, HollyJill	College Assistant Professor	Research Scientist Associate, Paso del Norte Institute for Healthy Living	.25 FTE	Female	White	Ph.D., University of Texas at El Paso	Health Sciences	Health Education
	McDermott, Robert	College Associate Professor	Retired faculty Community and Family Health, University of South Florida	.125 FTE	Male	White	Ph.D. , University of Wisconsin	Curriculum and Instruction	Health Education
	Monks, Stormy	College Assistant Professor	Assistant Professor, Paul L. Foster School of Medicine, Texas Tech University Health Sciences Center El Paso	.25 FTE	Female	Hispanic	Ph.D., University of Texas at El Paso	Health Sciences	Research Methods
	Oushy, Mai	College Assistant Professor	College Assistant Professor, NMSU Public Health Sciences	.25 FTE	Female	Asian	MPH, New Mexico State University	Public Health	Women's Health issues

Department/Specialty Area	Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Highest Degree Earned	Discipline	Teaching Areas
	Ratnapridipa, Dhitinut	College Associate Professor	Assistant Professor of Health Education, Health Education and Recreation Southern Illinois University	.125 FTE	Male	Asian	Ph.D., University of Utah	Health Promotion and Education	Env. Health
	Ritzel, Dale	College Assistant Professor	Professor Emeritus, Health Education and Recreation, Southern Illinois University	.25 FTE	Male	White	Ph.D., Southern Illinois University	Health Education	Global Env. health
	Robinson, James	Emeritus Professor	Not Applicable	.08 FTE	Male	White	Doctor of Education, University of Northern Colorado	Health & Physical Ed.	Health Education
	Ruiz, Thomas	College Associate Professor	EPA	.125 FTE	Male	Hispanic	M.S., New Mexico State University	Molecular Biology	Env. Health

Figures are based on Fall Semester, 2017.

c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the program. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

The diverse training and professional experience of the faculty cover a broad range of areas in the field of health. These include research and expertise in areas such as community health education, drug education, US/Mexican border health, rural/tribal/Hispanic health, epidemiology, biostatistics, health care management, health psychology, biomedical anthropology, rehabilitation, health services, adolescent health, adult education, medical sociology, women's issues, ethics committees, clinical practice/hospital administration, and human sexuality. Faculty members have held numerous professional positions, including public health offices, public school teaching, non-profit directors, and academic appointments at other institutions. Faculty members have served as statistics consultant, military, administrators, and as Peace Corps volunteer. These areas of faculty experience and expertise provide a solid foundation for students in the health education field as they confront issues that have cultural, political, and socioeconomic implications.

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

NMSU Administrative Rules and Procedures 5.41 [ERF] requires each program to ensure that its faculty have the academic preparation, the appropriate discipline, the expertise and sufficient training and/or equivalent professional experience in the area in which they teach. Primary indicators of faculty qualifications are the earned credentials that establish his/her credibility as a content expert and thus competence to teach college-level content. All Instructors of Record for BPH or MPH courses should possess a degree in the health sciences or closely related discipline with coursework at least One Level Above that of the courses being taught or developed. In some cases, extensive and appropriate professional or research experience may be used to establish equivalent tested experience that may be considered in determining qualification to teach a particular content. The regular faculty members of the program determine the criteria for equivalent tested experience. The faculty search committee evaluates qualification of the candidates for faculty complement against the above policy and other departmental and/or programmatic requirements. If a candidate is deemed qualified by the faculty search committee, but does not possess a terminal degree in the field, the Department Head writes a memo to the Dean providing justification of how the candidate meets the minimum qualification. The Dean forwards his/her approval to the Provost for the final approval. To maintain high quality faculty in the program, the departmental P&T evaluates professional growth of individual faculty members on tenure track according to the policies and criteria outlined in the Public Health Sciences P&T document [ERF].

The program works to recruit and retain the highest quality faculty and enhance their ability to contribute to public health. The program office houses documents related to qualifications of its faculty. The Department Head, in consultation with the CHSS Associate Dean for Academic Affairs, conducts evaluations of new adjunct faculty qualification prior to the course assignment.

Table 4.1.d. Faculty Qualifications Outcome Measures

Outcome Measure	Target	2014-15	2015-16	2016-17
Proportion of primary faculty with credentials related to degree program (doctoral degree, MPH related masters) or public health practice experience	100%	100%	100%	100%
Proportion of primary faculty with professional certification or licensure (CHES, MCHES, etc.)	40%	36%	36%	36%
Proportion of faculty satisfactorily progressing toward tenure	100%	100%	100%	100%
Proportion of faculty receiving satisfactory overall annual performance evaluation	100%	100%	100%	100%

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

This criterion is met. The program has a clearly defined, multidisciplinary faculty with well-defined qualifications and relevant backgrounds including formal training in public health.

Strengths
All primary faculty members have doctoral degrees. Faculty members also have a wide range of experiences in various aspects of public health. The faculty includes members who have received national recognition for their work. The program faculty members are able to fully support the program's mission, goals, and objectives.

Weaknesses
The program requires a few more faculty lines to be able to expand the program. Nonetheless, the current faculty members are fully qualified and engaged in activities that support the program's mission, goals, and objectives.

Plans
The number one priority for the program is to recruit highly qualified faculty to reduce reliance on adjunct faculty for some of the program's courses. The program will also explore the possibility of collaborating with other departments within NMSU to share faculty FTE to facilitate hiring in this adverse economic condition facing the state of New Mexico. The program will develop a policy to support faculty members taking CHES/MCHES exam. The support may be in the form of course release for test preparation or reimbursement of testing fees.

4.2. Faculty Policies and Procedures. The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

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

The Regents Policy Manual and the Administrative Rules and Procedures of NMSU, available online and in ERF, describes the overall policies governing recruitment, appointment, retention, and promotion of faculty at NMSU. Additionally, the College of Health and Social Services, which houses the Department of Public Health Sciences, has promotion and tenure guidelines applicable to the recruitment, appointment, retention, and promotion of all college faculty members. This document is consistent with the University document. In the fall of 2013, the program's promotion and Tenure Committee revised its faculty promotion, tenure, competence, and performance evaluation guidelines. The Department Head and the CHSS Dean approved this document in May-June 2014 to become effective on July 1, 2014. The P & T committee of the program updated this document again in May 2017. The update was approved by the entire faculty members, Department Head, and the Dean. All faculty members teaching in the program are subject to the policies and procedures set forth in the above documents. The department website contains both the college and department P & T policies and procedures: https://publichealth.nmsu.edu/welcome/important-documents/.

The program has operating paper that governs the internal affairs. The operating paper is essential in helping the department map out its purpose and the practical day-to-day details of how it will go about its business. It outlines role and responsibilities of faculty, Program Coordinators, advisor, staff and Department Head in the shared governance of the department. The operating paper is on the department web site: https://publichealth.nmsu.edu/welcome/important-documents/ [ERF]. Any faculty or staff member can request modification to the document.

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

The program encourages and supports the development of faculty in the areas of teaching, scholarship and creative activity, service, leadership/administration, as well as extension and outreach efforts. Each faculty member meets with the Department Head annually to develop formative performance evaluation goals and objectives in each of the above areas, to discuss any perceived challenges and barriers, and explore potential solutions.

The program encourages junior faculty members to identify senior faculty members within and/or outside the Department who share their research interest. The Department Head assists, as needed, in this process and facilitates the first meeting with the identified faculty. Junior faculty members are advised to routinely consult with senior faculty mentors, and seek guidance and support in their professional endeavors. Peer review of teaching is strongly recommended to support the continuous improvement of the teaching skills. This review can be mandatory for

junior faculty without significant prior teaching experience. Additionally, regular attendance in the Teaching Academy is suggested for acquiring new knowledge and refining evolving skills in teaching. Teaching Academy offers several programs to enhance scholarship of junior and emerging faculty members. Details of these offerings are described below. The program grants course releases and lower service load to junior faculty to support these activities, and allows reassigned time for scholarship. The program prioritizes professional development funds to junior faculty to encourage attendance, networking, and presentation in various professional conferences and meetings.

The Teaching Academy at NMSU offers promotion and tenure workshops for faculty across the campus to assist faculty in navigating the various steps involved in the process and to provide them with assistance in preparing their dossier for submission. Junior faculty members benefit from a discussion session among senior faculty members who have successfully gone through the promotion and tenure process themselves. A faculty member can register for these workshops on their own accord or the Department Head may recommend them. The Teaching Academy offers these workshops at various times during the year.

In addition to promotion and tenure workshops, the Teaching Academy offers a number of mentoring programs to faculty members at New Mexico State University, including Team Mentoring, One-on-One Mentoring, and "Getting the Edge in Academe: A Ph.D. Is Not Enough." The Team Mentoring program helps faculty new to NMSU (protégés) progress professionally by getting the information they need and by establishing enduring relationships with peers and with a mentor. Team Mentoring reduces isolation and increases connection by building a true cohort of protégés and helping them connect with supportive faculty across campus. The program supports up to 10 protégés who volunteer to participate.

The NMSU Teaching Academy offers workshops, seminars, and educational development and support sessions for faculty including part-time/adjunct faculty on a variety of topics pertaining to teaching, assessment tools for the classroom and student learning, innovative teaching techniques, service learning, cultural competency, and student-centered teaching skills. The Teaching Academy offers these workshops throughout the year and they are open to all faculty members including non-regular faculty. The Teaching Academy extends these efforts to integrate the university's mission of providing effective and accessible education through a variety of means to diverse learners. The Teaching Academy offers seminars and workshops on enhancing the research and scholarship efforts of faculty by assisting and supporting peer-reviewed publication and grant proposal-writing efforts. The Teaching Academy also works with individual faculty members to help them prepare their dossiers for promotion and tenure reviews.

The Department of Distance Education plays a key role in preparing and training faculty to teach web-based or web-enhanced courses. The Department of Distance Education offers seminars and workshops throughout the year concerned with developing and managing web-based courses. The Teaching Academy helps coordinate the workshops, available to all faculty, including adjunct faculty and teaching assistants. The program also offers individual consulting assistance to faculty who need help in developing the skills necessary for

successful online teaching. This support and guidance is a critical component of the success of the department's online courses, and particularly important in the successful delivery of the program in online format.

The Online Course Improvement Program (OCIP) offers professional development opportunities for part-time and regular NMSU faculty focusing on improving the quality of online teaching and learning. One program is the One-Year-Plus Fellowship (1Yr +), which is a 16-month program that provides an in-depth experience for a small cohort of NMSU faculty. This program assists faculty in improving the quality of their online courses, reducing the cost of materials in their courses, and helping them become effective online teachers.

OCIP provides a range of professional development services to include:

- QM at NMSU includes two types of reviews: informal or formal QM reviews and training to become a QM Certified Peer Reviewer.
- OCIP Events include a wide range of professional development workshops related to online teaching and learning.
- Online Conference Access - OCIP provides access to online conferences about online teaching and learning as they are offered by relevant organizations.
- OCIP Resource Center which includes a range of unique topics that faculty can access, depending on need and interest, to include: Course Design, Course Mapping, Templates and Examples, including Course Samples, and Quality Matters checklist, as a few examples.

The New2Online is a 16-month program that provides an in-depth experience for a small cohort of NMSU faculty. This program assists faculty that want to learn how to move their current course to a blended or online format. The cohort of participants will learn how to use Canvas as their learning management system, design a blended or online course following Quality Matters best practices, establish content on Canvas, and participate in self-selected professional development.

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

The Department Head, in consultation with the CHSS Dean, conducts faculty competence and performance evaluations annually. The annual evaluation process utilizes allocation of effort form, annual evaluation form, the end of semester student evaluations, and faculty portfolio [ERF]. Allocation of effort form was developed collaboratively by faculty members and the Department Head. Each year faculty members complete allocation of effort form to present their teaching/scholarly activity/service goals for the upcoming academic year. Those goals provide the formative measures for the following year's evaluation. Student evaluation include, among others, assessment of perceived instructor's knowledge of the subject matter taught and satisfaction with a quality of delivery of the course components. Faculty portfolio must include current CV, executive summary or highlights of achievements for the year, self-assessment of performance against the goals established in last year's allocation of effort form, and any additional evidence including peer evaluation of teaching. Portfolio provide faculty with an opportunity to "showcase" their work.

Annual evaluation process begins early in the month of April when each faculty member submits the allocation of effort forms and portfolio to the Department Head. Faculty members are encouraged to update their Digital Measures profile simultaneously. The Department Head reviews submitted portfolios in May, along with student evaluation of the courses each faculty members taught during the last academic year. The Department Head completes the annual evaluation form for each faculty member which include summative evaluation of their productivity in teaching/advising, scholarly activity/research, and service. This evaluation takes consideration of percentage of FTE allocated to each of the above three areas. The Department Head invites faculty members to one-on-one meetings where the evaluation is finalized and signed by the both parties. The Department Head submits the signed evaluation forms to the Dean of the College for review and approval. The Dean may invite the Department Head and/or a faculty member if further discussion is necessary. When the evaluation process is complete, the Dean or designee uploads the portfolio on the faculty member's Digital Measures. The Dean retains a copy of the annual evaluation form and may distributes the appropriate copies to the Department Head.

As part of the annual evaluation process, the department P & T Committee also evaluates untenured faculty below the rank of full professor. The committee presents its assessment of annual performance to the Department Head. The department provides tenure-track faculty with a full dossier assessment of their first three years, with commentary from the P & T committee, on their progress toward tenure. The committee sends a copy of that assessment to the Department Head, who uses the committee's commentary to construct his assessment letter to the candidate.

Other faculty members listed in Table 4.1.b. have from time to time taught as adjunct or part-time faculty and/or hold secondary appointments in the departmental programs. The Department Head may evaluate their performance annually as teaching faculty using the "Annual Teaching Performance Review Evaluation Form." The form is available at http://provost.nmsu.edu/wp-content/uploads/2016/11/Annual-Teaching-Eval-Supervisor-Report-PT.Temp_.TA-2016.10.20.doc [ERF]. Additionally, for all faculty members, the Department Head can schedule class visits (for on campus classes) and be added to the class roster as an observer (for online classes).

The Departmental guidelines for faculty annual performance review, the three-year mid-tenure review, tenure and promotion review, and post-tenure review are consistent with CHSS and NMSU requirements, guidelines, and policies. All detail the formal procedures for evaluating faculty performance and procedures that units must follow when reviewing faculty for promotion and tenure consideration. The program website contains both the college and departmental promotion and tenure documents: https://publichealth.nmsu.edu/welcome/important-documents/.

The documents above highlight the criteria for advancement. They require adequate qualifications and progress in the areas of teaching, scholarship and creative activity, service, leadership/administration, as well as extension and outreach efforts. The Departmental document describes the timelines for the evaluation and review process, the requirements for the dossier and supporting documentation, solicitation of external letters of recommendation, the role and involvement of the Department Head, Dean, and Provost, the composition and

formation of the departmental and college Promotion and Tenure committees, and the levels of decision-making involved in the process. Additionally, the Provost's office provides an annual memorandum to faculty that details the key dates applicable to the review and evaluation process. Finally, the Departmental operating paper outlines expectations regarding scholarly productivity based on the faculty allocation of effort.

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

The program uses an online course evaluation system for all online and on-campus courses. This system gives students the opportunity to provide feedback concerning the courses in which they enrolled and their perception of the instructor effectiveness. These course evaluations serve as one important marker of faculty performance in the area of teaching. In addition, faculty members may use other informal assessment tools to evaluate the course content and their teaching effectiveness. The program requests formal evaluations at the end of the semester for each course and keeps student responses anonymous. The Department Head collates the results into a report for each course and given to the instructor after the submission of the final grades.

The student course evaluations include several questions about course content, its relevance in the PH programs, teaching techniques used during the semester, strengths and weaknesses of the course and the instructor, and suggestions for improvement. The Department Head reviews course evaluations regularly and meets with a faculty member to discuss areas of concern or poor overall course evaluations when necessary. The Department Head may advise faculty members with poor course evaluations to attend workshops offered by the Teaching Academy or to work closely with a mentor.

Students also provide feedback on instructional quality, effectiveness, and relevance to PH field via the exit survey at the end of their degree program. They also rate the quality of academic advising and career counseling received during their time in the program.

The electronic resource files contain summaries of all teaching evaluations for the past three years [ERF], for the CEPH site-visit team to review. If the site visit team feels a need to review student evaluations for selected courses, the Department Head will provide them during the site visit.

e. Assessment of the extent to which this criterion is met.

This criterion is met. The program policies, procedures, and guidelines pertaining to the recruitment, appointment, and promotion of faculty are published and readily available to the faculty. Program faculty members receive evaluation according to the policies and procedures of NMSU and the Department.

Strengths

Policies and procedures are in place for recruitment and appointment of faculty, evaluation, and promotion of faculty, and faculty development. Teaching Academy provides programs and services to support faculty success in teaching, research, and scholarly excellence.

Weaknesses
College and department have implemented online faculty evaluation using Digital Measure system. This entails a significant time commitment from faculty to enter records from long academic career. The program lacks support and incentives to encourage faculty to make full use of this system.

Plans
Provide training on use of Digital Measure and educate faculty on the advantages of using Digital Measure system in the future, with the hope of increasing faculty participation.

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

a. Description of the program's recruitment policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

The program uses both formal and informal networks and outreach efforts to recruit prospective students. The College, Department, and Programs maintain current, attractive, and informative web sites, which serve as excellent recruiting tools. For example, the Departmental web site contains information about the program and faculty, and includes links to application process for the PH programs and the PH program Handbooks.

Bachelor of Public Health
BPH degree program recruitment includes efforts of the Undergraduate Coordinator, Academic Advisor, Department Head, Department faculty, and other college staff. Active outreach to New Mexico students occurs in various ways. First, high school seniors attend the Aggie Experience each fall on campus. Aggie Experience provides high school seniors the opportunity to explore a day in the life of an NMSU student. As an Aggie Experience participant, students and parents are able to actively engage with academic colleges, meet with representatives from a variety of student organizations, and wrap up the day cheering on the Aggies at a football game.

Faculty members participate in community education programs where they present information about the educational options available to students. In addition to active recruitment efforts listed here, each year hundreds of students seek additional information about the program through the NMSU Admissions Office. The program is prompt in responding to such requests by sending links to key Department, College and University sites.

The university Academic Catalog is also instrumental in recruitment (https://catalogs.nmsu.edu/nmsu/) by describing the BPH program and listing Department contact information, BPH degree requirements, available minors, and a brief description of all relevant courses. The catalog lists application dates for both spring and fall semesters. Finally, the catalog emphasizes the BPH program's accreditation status to assure students they are considering a nationally evaluated and approved program.

Community colleges are also an important recruitment resource for the BPH program. Specifically, the College of Health and Social Services and each of its departments/schools have articulation agreements with the 20+ community colleges, including tribal colleges in New Mexico, providing for a seamless transition to the BPH Program. Locally, the Dona Ana Community College (DACC) has an Associate of Public Health program. An articulation agreement is in place between DACC and the Department to assure a smooth transition between those students completing their Associate in Public Health and the ability to segue, seamlessly, into the BPH. The agencies reviewed and updated this agreement in October 2010 [ERF].

Recruitment also occurs through faculty participation at national conferences and meetings. The College often exhibits at professional meetings and recruits for all programs in the College, including the BPH program. In addition, instructors of PHLS 150G Personal Health, PHLS 301V Human Sexuality and PHLS 380V Women's Health all take time, typically toward the end of the semester, to encourage students to look at the BPH as a major.

Master of Public Health

The program sends a personal letter along with program information including a brochure about the program and the application process, departmental and graduate school application, information about courses, and the fact sheet about the program to all those who request information and/or express interest. Prospective students contact the department through letters, e-mail, phone, meetings with faculty, and as walk-ins. Individual faculty members actively recruit at professional conferences, meeting with prospective students, alumni, and faculty at other institutions who might refer their graduates to NMSU. The College also exhibits at professional meetings and recruits for all programs in the College, including the MPH program. As NMSU's Public Information Office, the divisions of University Communications and Marketing Services also promoted MPH program, specifically, in fall 2015. Additionally, the program maintains a website that provides information about the graduate programs offered, as does the NMSU Graduate School, with a direct link to the Department of Public Health Sciences web page. This communication channel has been particularly useful for recruiting prospective international students. The program web pages are regularly updated to reflect the evolution and expansion of the graduate program.

The program does not have written policies regarding recruitment of applicants. Program faculty and staff actively visit with prospective students at professional meetings and respond to prospective students who contact them. The program responds quickly to inquiries and helps interested students feel comfortable with coming to a small program where they can get personal attention.

Although the BPH program is a feeder program for the MPH, the program tends to accept only those undergraduate students with very high academic qualities, and a mature outlook on public health practice. Because the BPH program is similar to the MPH, it may be best for BPH students to attend graduate school at another institution. The stronger students from the BPH are likely to get more out of the program because they possess stronger critical thinking skills and academic performance scores.

The program has two other recruitment strategies. First, because the program is accredited, it receives numerous requests from potential applicants who have learned about the program from the CEPH website. Second, the program has a direct connection with the Peace Corps Paul C. Coverdell Fellows program. The program receives numerous applications from Returning or Returned Peace Corps Volunteers, and their acceptance rate is quite high. In general, they bring maturity, intelligence, and experience to their MPH or dual MSW/MPH studies. The role of Online Coordinator in the recruitment of online MPH students is described in Section 2.12.c.

Besides these recruitment efforts, prospective students may contact the department through letter, e-mail, phone, meetings with faculty, and as walk-ins. The program sends a personal,

electronic letter from the Department Head, along with program information and the application process, information about courses, and pertinent links on the websites to all who request information and/or express interest.

b. Statement of admissions policies and procedures. If these differ by degree (eg, bachelor's vs. graduate degrees), a description should be provided for each.

In order to apply to the BPH program:

Students must have completed with the grade of a C or better or be enrolled in all of the prerequisite coursework: all Common Core requirements; all department requirements; Math 120/121, PHLS 150, PHLS 375, PHLS 395 (DACC students – CHSS 101 and HLS 275 and 295 transfer for 375 and 395) and a grade of B or better for STAT 251 (or A ST 311). And have a minimum cumulative GPA of 2.5.

The Public Health Application for admission includes:
a. A completed application form
b. A two page, double spaced Purpose Statement describing why you want to be in the program and what you hope to accomplish with the degree.
c. A score of 37 or better on the Conventions of Written English assessment and an 80% or better on the Math assessment. Students must have permission from the BPH advisor to sit for the assessment.

Each application must be submitted to the Department of Public Health Sciences Room 326 by 5:00pm on February 15th (for fall admission) or September 15th (for spring admission). Files for applicants include the application, the purpose statement, the assessments, and a current degree audit. The Undergraduate Coordinator reviews the applications and notifies of a conditional/final acceptance decision via NMSU email. Additional details on general admission policies are available from the NMSU registrar's office, or online at https://catalogs.nmsu.edu/nmsu/health-social-services/public-health-sciences/.

Application to the MPH program is a two-step process. Prospective students must first apply to and be accepted by the NMSU graduate school. They may also submit an application to the Public Health Sciences Department at the same time, but cannot not be admitted to the MPH program until after they have been admitted to graduate school. See https://publichealth.nmsu.edu/graduate-programs/graduate-admission/. Once the Graduate School admits an applicant, it sends a referral to the Department informing that the particular student is eligible for graduate education at NMSU.

According to the NMSU Graduate School, students seeking admission to graduate status at NMSU must hold a minimum of a bachelor's degree or an advanced degree from an institution of acceptable standing. The minimum grade-point-average required for admission to the NMSU graduate school is an overall 3.0/4.0 or a grade average of 3.0/4.0 in the last 60 hours of undergraduate work. Additional details on general admission policies are available from the NMSU Graduate School, or online at https://catalogs.nmsu.edu/nmsu/health-social-services/public-health-sciences/.

Students applying to the MPH program must complete either an application for the on-campus program or an application for the online MPH program. Faculty members review applications for both programs in the spring semester. The department admits for the fall semester only. The program also caps admissions at 20-23 students admitted to each program, each year in order to manage class enrollment and maintain good student-faculty ratios. All students must confirm their intention to matriculate, and confirm that they will attend the mandatory MPH student orientation at the start of the fall semester.

The MPH program admits both part-time and full-time students annually. Because the online program was developed for working professionals, the department strongly encourages these working students to be part-time students. In addition to meeting all admissions requirements of the Graduate School, applicants must meet the following departmental requirements

- Have completed a minimum of 6 semester credits in social and behavioral sciences, 3 semester credits in statistical methods, 4 semester credits in biology or a related field. Students who lack any of these requirements may have to complete make-up course work prior to being admitted to the program.
- Scores from a recent administration of the GRE or similar graduate level examination.
- An essay describing the applicant's reasons for wishing to pursue the MPH degree at NMSU and a statement of career goals.
- Any paid or volunteer work performed in a public health or related agency setting should also be described in detail including length of work and descriptions of the work typically performed as part of the job.
- A current resume
- Submit at least three letters of reference from former faculty and/or employers. https://publichealth.nmsu.edu/graduate-programs/

Admissions information and the departmental application forms may be requested by writing the MPH Program Coordinator, Department of Public Health Sciences, MSC 3HLS, NMSU, P O Box 30001 Las Cruces, NM 88003-8001.

Beginning with the 2010 application period all forms necessary for the MPH application are available on the department website as fillable forms that applicants can be submit electronically to the department.

Each of the MPH program admission requirements have specific points assigned to them as indicated on the MPH admissions review form [ERF]. The program encourages applications from minorities and females. The departmental admission policies and procedures reflect its commitment to qualified students who can benefit from the program and who can forge competent careers in health education.

c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.

Potential applicants and individuals with interest in the PH programs are directed to the department web site: https://publichealth.nmsu.edu/, particularly the information about the application process. They are also directed to the link on the website for undergraduate, graduate, and certificate program page: https://publichealth.nmsu.edu/undergraduates/current-students-2/ or https://publichealth.nmsu.edu/welcome-2/ where they can find information about the curriculum, course sequencing, course descriptions, the Handbooks, Field Experience Manual and other policies and procedures. Recruitment and informational brochures will also be available within the Resource Files, available during the CEPH site visit.

d. Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.

Table 4.3.d. Applicants, Acceptances, and Enrollments, 2015 to 2018

Concentration		AY 2015-16	AY 2016-17	AY 2017-18
Master of Public Health				
CHE	Applied	42	40	40
	Accepted	33	31	30
	Enrolled	25	18	22
HMAP	Applied	25	25	21
	Accepted	14	16	8
	Enrolled	13	9	6
MPH/MSW	Applied	10	6	10
	Accepted	9	6	9
	Enrolled	6	5	7
Bachelor of Public Health				
CHE	Applied	43	39	18†
	Accepted	38	35	14
	Enrolled	37	35	12

† Only Fall 2017 data is available; CHE and HMAP numbers include MPH/MSW students.

e. Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full- and part-time students and an FTE conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.

Please see the table below.

Table 4.3.e. Students Enrolled in Each Degree Program by Concentration, 2015 to 2018

	AY 2015-16				AY 2016-17				AY 2017-18			
	Total	HC FT	HC PT	FTE	Total	HC FT	HC PT	FTE	Total	HC FT	HC PT	FTE
MPH Community Health Education	48	25	23	34.6	54	35	19	43.7	57	31	26	44.3
MPH Health Management, Administration, and Policy	21	9	12	13	22	3	19	11	23	5	18	11.3
MPH/MSW	10	10	0	11.8	13	12	1	15.8	18	18	0	21.3
BPH Community Health Education	90	70	20	74.2	78	58	20	61.1	79	52	27	61.7

CHE and HMAP numbers include MPH/MSW students

The program has observed a similar trend as before in student enrollment: Online enrollment is steady, whereas on-campus enrollment has varied. The preference to enroll online may be due to two factors: (1) online access by public health professionals who live in the immediate area, but cannot get to campus in the evenings when most graduate courses are taught, (2) online students are generally full-time working professionals who do not need assistantships to attend school. On-campus students, who are more likely to be full-time students, generally require an assistantship in order to attend graduate school. The program generally awards graduate assistantships in early summer. Some students accepted to the MPH program for fall entry do not attend NMSU because they accepted an assistantship offer elsewhere.

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

The program admits only highly qualified students. For this reason, the program eliminated its "open enrollment system" whereby it reviewed each application as soon as it was received and made an immediate admission decision. If approved, the student matriculated the following semester (fall or spring). This method interfered with enrollment management and at the beginning of any given semester, the program would have no idea how many students would matriculate. The program also implemented the GRE requirement beginning the fall 2009.

The program uses the yield rate measure to assess the program enrollment of a qualified student body. The program also uses the average verbal, quantitative, and analytical GRE scores as another measure. MPH program currently has not set a minimum required GRE score for admission. Faculty members determine the program's goal to be approximately the median national scores for the average verbal, quantitative and analytical GRE score.

Table 4.3.f. Outcome Measures for Enrolling a Qualified Student Body

Outcome Measure	Target	2014-15	2015-16	2016-17
Yield Rate (number of enrollees to the number of acceptances)				
MPH	70%	71%	80.9%	74%
BPH	95%	NA	97%	100%
GRE				
Quantitative	148	148	144	147
Verbal	150	153	149	147
Analytical	4.0	4.4	3.5	3.7

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

This criterion is met. The BPH degree program admission policy requires assessment of writing and mathematical skills. The MPH degree program admission policy requires a baccalaureate degree from an accredited institution, with a GPA of 3.0 or greater; GRE scores on quantitative, verbal and analytical writing; a personal statement; and letters of recommendation

Strengths
The program uses both formal and informal networks and outreach efforts to recruit prospective students. The College, Department, and PH Programs maintain current, attractive, and informative web sites, which serve as excellent recruiting tools. For example, the Departmental web site contains information about the program and faculty, and includes the links to application process for the PH programs and the PH program Handbooks.

The program recruitment strategy capitalizes on both formal and informal networks and outreach efforts of its faculty to recruit prospective students. The program coordinates with UCOMM for online ad campaigns. The College, Department, and PH programs maintain current, attractive, and informative web sites. The Department has clearly defined requirements the applicants must meet for admission in BPH and MPH degree programs.

Weaknesses
The program lacks student recruitment policies and procedures designed to locate qualified students. Formalized policies and procedures will allow the program to attract stronger students and will allow it to document its efforts.

Additional funds for competitive student stipends would increase on-campus enrolment. The program must frequently divide a competitive 20-hour/week assistantship, into two less-competitive 10-hour/week assistantships.

Plans

- The program faculty will work on developing a recruitment policies and procedure in consultation with the program's advisory board and community partners.
- The program leaders will seek additional funds for student stipends/assistantships.
- Analyze and evaluate current GRE score target

4.4. Advising and Career Counseling. There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

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

Until AY 2016-17 a professional Academic Advisor, Ms. Letty Gallegos, advised BPH students. Her office was located in the program's administrative office suite. She advised both the pre-public health and public health undergraduate students. She conducted advising for walk-ins, by appointment, phone, or email. Since the program has many distance education students enrolled in the BPH program, she took special care to make sure these students received attention without having to come into the office. She answered phone calls and emails generally within a couple of hours. She also worked closely with the DACC Associates of Public Health faculty to ensure a smooth transition from the associate's to the bachelor's program (this includes serving on their advisory board). She conducted undergraduate orientation and one of the assessment sessions at DACC each semester. In 2017, NMSU centralized undergraduate advising services. All professional advisors are now centrally located in the Garcia Annex. These advisors are cross-trained in multiple disciplines. The program expects to have similar quality of advising through this new system it has been providing for past several years.

Upon admission into the MPH program, students receive a letter from the Department Head noting their acceptance into the program. The Graduate Coordinator assigns each MPH student to a faculty advisor, the MPH/MSW Program coordinator advises all of the dual MPH/MSW students, and the Graduate Certificate Program Coordinator advises all of the GCPH students. The program policy requires students to meet with their advisors at least once each semester to plan courses for the next semester and discuss their progress in the program, possible thesis options, etc. On-campus students typically meet with their advisors in person, whereas online students communicate with their advisors via email, phone, or virtual meeting platforms (e.g., Skype, Zoom, etc.). Registration holds in Banner ensure that such meetings occur each semester. Once that meeting occurs, the Graduate Coordinator releases the advising hold thereby allowing the student to register for the next semester. This advising process has reduced the number of students taking courses out of the sequencing established for both the CHE and HMAP concentrations.

NMSU has implemented degree audit software that allows students and departments to track student progress toward the degree more easily. The Student Academic Requirements (STAR) program allows students to audit their progress during their program of study. The Graduate School uses STAR to assure that students are on track to complete their plan of study. STAR notifies the student if he/she is lacking a particular course on the program of study. Any changes in the Program of Study, e.g., course substitutions, transfer credit, must be filed with the Graduate School prior to applying for graduation. Once all courses in the program of study have been satisfied, the student's degree is certified.

As students move through the program, their faculty advisors help them identify the sequence in which they should take courses and help them define their areas of interest for

research in the program. Based on students' areas of interest, this advisor may serve as the permanent advisor or guide students to an advisor who better fits their needs. The advisor also uses these meetings to help clarify student career goals. That way it becomes easier to find a field experience match for the student.

Graduate students are encouraged to meet with their faculty advisors frequently and to meet with the Graduate Program Coordinator periodically, as needed. The MPH faculty and the Graduate Coordinator work closely and communicate often, both informally and formally, to help meet the emerging needs of students in the program, and those interested in the program.

Because the program requires all faculty members to advise MPH students, when tenured/tenure track faculty members join the program, the Department Head discusses their responsibility as advisors for MPH students. They are made aware of the prescribed sequence of courses for part-time and full-time CHE and HMAP concentration. The Graduate Program Coordinator provided ad-hoc advising orientation for a new faculty in the past. However, due to the rigid set course sequencing, implemented after last site visit, an extensive training has not been necessary for new faculty members to guide students through MPH curriculum. The program encourages faculty advisors to maintain advising logs as records of their meetings with students. There is no formal training to prepare faculty advisor as a career counselor. New faculty members develop these skills through experience and discussion with senior faculty members. The Graduate Coordinator and MPH Advisory Committee Chair share information on any new policies or requirements (added or eliminated) in a faculty meeting. Faculty advisors communicate any relevant changes to their advisees in a timely manner.

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

The University provides a wide range of support and guidance services for students. The programs noted below are a sample of key services available for students.

Career Services (http://www.careerservices.nmsu.edu/) offers a rich variety of career services to students and alumni that include virtual career advising and many career planning tools. The office administers fall and spring career fairs, workshops, an etiquette dinner, and mix and mingle reception training to help students understand the strategies necessary to make connections with employers, locally, regionally and globally. The individual career advising sessions, workshops, and class room presentations focus on topics such as resume and cover letter writing, interviewing guidance and job search strategies with appropriate resources. Additionally, the Learning Center at the University provides all students with special services, including: vocational testing and seminars and classes on time and financial management and writing skills.

The Field Experience preceptors provide students with extensive training experiences and assist them in networking with other professionals in the public health field. The preceptors involve students in diverse public health projects that match their interests. The preceptors provide students with increasing levels of responsibility once they demonstrate their maturity, reliability, and significant interest in the public health topic. For example, under the guidance of their

preceptor, PH students have developed full programs or presentations. Some preceptors have involved students in conducting scientific presentations at national conferences and in preparation of scientific manuscripts. When a good fit occurs between the student and the preceptor, students sometimes receive offers of employment following completion of their field experience and program completion. Individual students may also consult with faculty members to receive guidance in the PH fields of their specialization and learn career prospect in those areas.

MPH faculty members guide the career counseling and professional development of MPH students. A number of activities and programs to accomplish this goal are available to students. Specifically, MPH students develop valuable job skills and resources, and encounter significant employment opportunities via field experience, teaching assistant positions, research assistant positions, involvement in professional organizations, attendance at state and national conferences, and student organizations.

Graduate teaching assistantships also provide MPH students the opportunity to develop their teaching skills. Some graduates have an interest to teach in schools, others in community settings, and still others seek to become university faculty members. Almost all graduates will encounter job situations that require teaching and presentation skills. Thus, the skills gained as teaching assistants are valuable to students.

Faculty researchers also recruit and train MPH students in various research skills that are likely to make the students more marketable when they engage in their job search. In some cases, students may hold a research assistantship. In other cases, students may learn research skills as part of working on a class project, independent study, or thesis. Other students work on research projects with faculty members, for no credit or pay, because they want to have the experience and gain research skills. Specifically, the MPH students engaged in research may learn about data management and analysis, quality control, research design, survey development, assessments, program evaluation, qualitative and quantitative research methods, manuscript preparation, etc. Students engaged in research are encouraged by their mentoring faculty to submit abstracts for poster and oral presentations at professional conferences and are often involved in co-authoring manuscripts. Research faculty may also encourage top students, who are highly motivated, to pursue doctoral level training in public health. Finally, the research mentor helps the student to expand their professional network furthering opportunities for employment.

PH faculty members are instrumental in introducing students to different career paths in public health and to job opportunities that come to their attention. Specifically, the Public Health Sciences department maintains a listserv where faculty, friends of the Department, alumni, and health agencies can announce new job opportunities to students nearing graduation or post-graduation. The program sends announcements several times each week through the department listserv.

The program also encourages PH students to participate in student organizations. Students are encouraged to assume leadership positions within these organizations whenever the

opportunity is available. Serving in a leadership capacity provides students the opportunity to develop their leadership skills.

BPH students also take a one credit hour seminar course where experienced instructor provides guidance in resume building, cover letter preparation, and leadership skills, and offers overview of various areas where public health professionals are employed.

In summary, PH faculty members serving in various capacities (e.g., academic advisors, field experience advisory, research mentors, organization advisors, etc.) introduce their students to a variety of health professional contacts and job opportunities. These contacts help students in their job searches and in their future career planning.

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

The program assesses student satisfaction with advising and career counseling in different ways. First, the program encourages students to discuss concerns with the Program Coordinators or the Department Head. They also have the opportunity to express their comments and concerns when they complete their exit survey prior to graduation. In this online survey, students are encouraged to provide both positive and negative feedback, in order to better identify areas requiring improvement in the current system of advising and career counseling and in order to help validate those efforts that are working well.

Among other things, this survey assesses students' plans following graduation, the degree to which they felt prepared to fulfill these plans, and their satisfaction with overall academic advisement and career counseling from PH faculty following admission to the program. Table 1.2.c presents the percentage of MPH students expressing their level of satisfaction with advising and career counseling. More than 80% of these students have rated academic advising as "good" or "excellent". Similarly, on average 65% (33%-83%) of students have rated career counseling received as "above average" or "excellent". The program is just beginning to implement exit survey to BPH students. Therefore, it does not have reliable data on these outcomes for BPH students.

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

The program operates with an open door policy. Student can present concerns and complaints to the Program Coordinators and/or the Department Head. The Program Coordinators are often in contact with officers in the student organizations, and the PHSO brings student concerns to the Program Coordinators whenever the need arises. Moreover, the PHSO faculty advisor can bring issues of concern to the Program Coordinators or to department faculty meetings. In virtually all instances, the program has handled all matters of concern at the department level. If the matter is not resolved satisfactorily at the department level, the students can set up a meeting with the CHSS Associate Dean for Academic Affairs. In some instances, students who still feel unfairly treated can contact the NMSU Office of the Dean of Students (undergraduate) or graduate school. The policy and procedure to provide a method to initiate and resolve undergraduate

student academic grievance is included in NMSU student handbook and can be found at https://studenthandbook.nmsu.edu/grievance-process/student-academic-grievance-policy/. The link to student handbook is also included in BPH program student resource webpage https://publichealth.nmsu.edu/undergraduates/student-resources/. BPH Program Coordinator informs students of these resources at the new student orientation.

Graduate School Procedures:
Each academic year, the Dean of the Graduate School appoints a standing committee consisting of three members of the graduate faculty and two graduate students to handle grievance complaints including grade appeals. Any graduate student who perceives unfair or unjust treatment may proceed as far as necessary in the following steps to resolve his or her grievance. In general, there are three levels at which a grievance can be addressed: a course instructor or adviser, a Department Head, or the Dean of the Graduate School. If the initial grievance is with an instructor or adviser, the process begins at Step 1. If the initial grievance is with a departmental committee, the process begins at Step 3. In all instances, the process must begin at the lowest possible level.

1) Under normal circumstances, the student should discuss the issue with the instructor/adviser.
2) If the student is unable to resolve the issue through consultation with the faculty member, the student must submit a written memorandum detailing the grievance to the course instructor or adviser within 10 calendar days of the beginning of the following full (i.e., fall or spring) semester. The person to whom the memorandum is addressed must respond in writing within 10 calendar days to the student.
3) If the student is not satisfied with the response from Steps 1-2, he or she must submit a written appeal to the Department Head within ten working days of the initial decision. If the student is initiating the appeal at the departmental level, he or she must do so, in writing, within 10 calendar days of the beginning of the following full (i.e., fall or spring) semester. The Department Head must respond in writing within ten working days to the student, the instructor or adviser (if one is involved), and the Dean of the Graduate School.
4) If after the third step the student or any of the other parties involved is still not satisfied with the response, he or she must present to the Dean of the Graduate School, within ten working days, a formal letter that provides specific details regarding the nature of the grievance. In the letter, the student can request that his/her case be presented to the Graduate Student Appeals Board. After receiving a letter of complaint (not an email), the Dean of the Graduate School will determine whether the complaint has merit. If the Graduate Dean determines that the appeal does not have merit, he or she will inform the appellant and other parties, in writing, within ten working days of receiving the appeal. Please note that additional days may be required to collect information from the faculty and/or student involved in the case. If the Graduate Dean decides that the appeal does have merit, he or she will convene the Graduate Student Appeals Board, normally within three weeks. The Graduate Student Appeals Board will conduct, within 60 days of their convening, whatever investigations and deliberations are necessary, and will forward to the Dean of the Graduate School a recommendation to resolve the grievance.
5) After reviewing the recommendation of the Graduate Student Appeals Board, the Dean of the Graduate School will inform all parties involved of his or her decision, in writing, within ten working days. The decision of the Dean of the Graduate School is final.

The Dean of the Graduate School may waive the normal time frame for grievances when either party presents compelling evidence justifying such a delay, but grievances must be launched within one year. Grade appeals involving charges of plagiarism must follow the process established on academic misconduct in the Student Code of Conduct. The Graduate School strongly encourages students to study and use the Plagiarism web site of the Library to learn of ways to avoid plagiarism: http://lib.nmsu.edu/plagiarism .

The university published these procedures in the NMSU Graduate Student Catalog. The PH program does not maintain aggregate data on the number of complaints submitted, mostly because there are so very few. For example, only two students have submitted formal grievances to the department in the last three years [ERF].

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

This criterion is met. All students receive a professional or faculty advisor upon their acceptance to the program. Professional academic advising service is available for BPH students. Primary faculty members serve as advisors for MPH students. The graduate certificate coordinator serves as an advisor for all the GCPH students. Faculty and NMSU Career Service office provide career counseling.

Strengths
There is a clearly explained and accessible academic advising system for students. A professional academic advisor provides advising services to BPH students and faculty advisors provide academic advising to MPH and GCPH students. The program assesses student satisfaction with academic advising in the Exit survey given on their graduating semester.

The NMSU Career Service office provide individual career advising sessions, workshops and class room presentations focused on topics such as resume and cover letter writing, interviewing guidance and job search strategies with appropriate resources. It also routinely holds Health Professions Career Fair. Program faculty also provide career and placement counseling for MPH students.

Weaknesses
Although the Career Services Office provides essential service for undergraduate students and field experience provide a realistic view of a PH career, the program needs to provide more avenues for students to find employment. The program need to develop ways to make current PH jobs available on the department website and encourage students to apply to those jobs as they become available.

Plans
Enhance department website to include career opportunities page and include a list of job openings, including those distributed through the listserv. Program faculty may also develop relationship with public and private agencies for paid summer internship opportunities.

5. ELECTRONIC RESOURCE FILE [ERF] APPENDIX

1.1 Mission

- BPH Handbook
- MPH Handbook

1.2 Evaluation

- MPH Competency Assessment Checklist
- BPH Competency Assessment Checklist
- PHS Faculty Evaluation Form
- External Advisory Board members
- Field Experience Manual

1.3 Institutional Environment

- Administrative Rules and Procedures of NMSU (ARP)
- NMSU Regents Policy-Manual
- P and T Policy
- List of other accrediting bodies operating at university
- List of programs and degrees offered at the university

1.4 Organization and Administration

1.5 Governance

- MPH Applicant Review
- 2016 MPH Orientation Agenda
- Departmental Operating Paper
- Articulation Agreement
- Allocation of Effort Form
- Departmental P and T Policy
- Search Committee Process Flow

1.6 Fiscal Resources

- Summary of College Indirect Return and Salary Savings Policies

1.7 Faculty and Other Resources

- Library Facilities

1.8 Diversity

- ASPPH Graduate Employment Pilot Project Report (May 2015)
- Vision-2020 Plan
- Administrative Rules and Procedures of NMSU (ARP)
- Departmental Operating Paper
- Minority Doctoral Loan-For-Service Program

2.1 Degree Offerings

2.2 Program Length

- Administrative Rules and Procedures

2.3 Public Health Core Knowledge

2.4 Practical Skills

- Field Experience Manual

- Sample Affiliation Agreement

2.5 Culminating Experience
- Comprehensive exam sample
- Comprehensive exam Instruction
- Thesis guidelines
- Copies of MPH Theses

2.6 Required Competencies
- ASPPH health management and policy competencies
- Surveys

2.7 Assessment Procedures
- Survey Call Log

2.8 Bachelor's Degree in Public Health
- BPH Capstone sample

2.9 Academic Degrees

2.10 Doctoral Degrees

2.11 Joint Degrees

2.12 Distance Education or Executive Degree Programs

3.1 Research
- Appendix G: Administrative Rules and Procedures of NMSU (ARP)
- Appendix G: NMSU Regents Policy-Manual

3.2 Service

3.3 Workforce Development
- Paso del Norte SOPHE November 4
- Multiple Event Provider of Continuing Education Contact Hours Renewal Letter

4.1 Faculty Qualifications
- Administrative Rules and Procedures of NMSU (ARP)
- arp.nmsu.edu-650 Faculty Credentials Required of NMSU Instructors of Record
- arp.nmsu.edu-651 Qualification for Faculty Appointment Generally

4.2 Faculty Policies and Procedures
- Administrative Rules and Procedures
- NMSU Regents Policy-Manual
- Departmental Operating Paper
- Allocation of Effort Form
- Faculty Evaluation Form
- End of Semester Student Course Evaluation Instrument
- Annual Teaching Performance Review Evaluation Form
- Teaching Evaluation Summary

4.3 Student Recruitment and Admissions
- MPH Handbook
- MPH Applicant Review

- Articulation Agreement

4.4 Advertising and Career Counseling

- Student Grievance Policy
- GPA Appeal

(1) Committee Meeting Minutes
(2) Course Syllabi
(3) Schedule of Courses Offered (with instructor identified) Over the Last Three Years
(4) Examples of Student Theses, Practicum Reports, Portfolios or Culminating projects
(5) Preceptor Evaluation Forms
(6) Curriculum Vitae of Faculty
(7) Data Collection Instruments and Results for Alumni, Employer, Course Evaluation, and Other Surveys
(8) MPH Student and Practicum Handbooks
(9) Recruitment Materials
(10) Personnel Manuals
(11) Record of Written Student Complaints and Grievances
(12) Budget Table
(13) Instructional Matrix
(14) Research and Presentations