SCHOOL OF
COMMUNITY & GLOBAL HEALTH
Claremont Graduate University

Master of Public Health (MPH)
Annual Self-Assessment Survey Report

Academic Year 2020-2021

Claremont Graduate University

Claremont Graduate University School of Community and Global Health

Master of Public Health (MPH) Annual Self-Assessment Survey Report Academic Year 2020-2021

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Introduction

The Master of Public Health (MPH) Annual Self-Assessment Survey is a comprehensive self-reported assessment for current MPH students to (1) reflect on experiences during the academic year, (2) understand current career-related skills, interest, and challenges, and (3) determine desired academic and professional goals. Claremont Graduate University (CGU) School of Community and Global Health (SCGH) aims to ensure student success in the MPH program by providing students with opportunities to achieve public health competencies in the full range of academic and professional roles within community practice, research, and teaching. These aims align with CGU's Strategic Plan and CEPH Accreditation requirements.

This report shows demographic trends to illustrate a diverse pool of CGU and SCGH student population that is representative of the various communities served locally, nationally, and globally. It also highlights student successes and challenges during the academic year and propose a need for more student mentorship with faculty, alumni, community members, or other stakeholders. In understanding the student's academic and professional goals and competency levels, SCGH staff and faculty can determine future directions in ensuring that gaps and challenges are addressed. Information acquired from various data sources informs an Action Plan and recommendations with short-term and long-term initiatives for responsible committees to accomplish within a recommended timeline in order to achieve the goals and objectives of CEPH Accreditation. See Appendix 1.

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CGU Overview

Claremont Graduate University has indicated six (6) goals with a total of 18 long-term objectives. See Appendix D for a comprehensive overview.

- **Goal 1: Enhance Student Success** through strong academic programs, expanded pedagogies, and meaningful learning outcomes and supportive processes and services that proactively address student needs.

- **Goal 2: Expand Impact, Quality, and Visibility** through research, scholarship, innovation, and creative work.

- **Goal 3: Engage the Global Community** with integrity to make the university more connected, responsive, and impactful.

- **Goal 4: Foster an Academic Community of Inclusive Excellence.**

- **Goal 5: Build a Sustainable Learning Organization** that is fiscally responsible in its commitment and delivery of lifelong learning, and that has a meaningful, lasting impact on the lives of students and employees, as well as the professions and global communities served.

- **Goal 6: Implement a Bold Advancement Agenda** that supports student success and access and enhances research and scholarly work through effective outreach that reinforces CGU's institutional brand.

Council on Education for Public Health (CEPH) Accreditation

The Council on Education for Public Health (CEPH) is the nationally recognized accrediting body for both school of public health and public health programs. Accreditation assures that higher education programs and institutes meet professional standards of academic and operational integrity and quality. CEPH-accredited schools and programs of public health must meet six (6) components to provide a quality learning environment for students to thrive: **comprehensiveness, rigor**, **flexibility**, **qualifications**, **opportunity**, and **recognition**. CGU SCGH has agreed upon 7 goals and 31 evaluation measures to meet the qualifications of CEPH Accreditation. The Annual Self-Assessment Survey provides a summation of student accomplishments and challenges during the program academic year and overall satisfaction of the program, which provides a quantitative and qualitative evaluation data to support the goals and evaluation measures for CEPH Accreditation. A full list of the goals and objectives is listed in Appendix C.

MPH Self-Assessment Survey Completion

In the 2020-2021 academic year, fifty-seven (57) students are currently enrolled in the Master of Public Health (MPH) program at Claremont Graduate University (CGU) School of Community and Global Health (SCGH). Of the 57 enrolled, 38 were invited to complete the Annual Self-Assessment Survey collected between May 3, 2021 to May 23, 2021 and 19 MPH students were not included during this survey collection. Survey questionnaires are indicated in Appendix B. Twenty-three (40.3%) MPH students responded, 19 (82.6%) completed and 4 (17.4%) did not finish. In addition to the Annual Self-Assessment Survey, data collected from the 2021 Alumni Survey and the CGU

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Enrollment Dashboard maintained by the Office of Institutional Effectiveness are included in this report.

MPH Student Demographics

The U.S. currently faces many public health challenges, including a need for competent, diverse, and younger public health workforce. Recent data from 2017 Public Health Workforce Interests and Needs Survey (PH WINS) highlights current challenges related to a rapidly diversifying demographic population, expanding fields in public health, and growing number of the workforce who are retired or eligible for retirement.[1] An ongoing ecological analysis of future trends in public health is needed to prepare academic institutions in ensuring that future public health leaders are prepared for the workforce.

The nation's most culturally diverse state is California with the fastest growing ethnic groups and the largest population of nonimmigrants and undocumented, according to the latest and historic findings of the 2020 U.S. Census data.[2] Claremont Graduate University demographic data from the 2020-2021 Student Enrollment Dashboard of nearly 2,000 graduate students who were admitted in Fall 2021 parallels the states' demographic trends with higher percentage of minority and ethnic groups among Hispanic or Latino (17.9%), Asian or Asian Americans (10.5%) and Black or African Americans (8.2%) compared to non-Hispanic Whites (31.3%).[3] At the School of Community and Global Health, 141 enrolled students predominantly identify as Hispanic or Latino (22.0%), Asian or Asian American (19.1%), female (68.1%), international student (18.4%), and age 20-29 (43.3%) to 30-39 (41.8%). Comparatively, 57 CGU SCGH MPH students largely comprise of Asian or Asian American (24.6%), Hispanic or Latino (22.8%), international student (21.1%), age 20-29 (68.4%) and female (66.7%). See Figure 1a for demographic data on race and ethnicity. The demographic data of MPH students who completed the Annual Self-Assessment Survey comprise of predominantly Asian or Asian American (34.8%) and Hispanic or Latino (26.1%), female (60.9%), age 25-34 (78.3%), and immigrant (21.7%). In comparison to the past four academic years, the current 2021-2022 academic year enrolls the highest percentage of Native Hawaiian or Pacific Islander and Caucasian or White. Compared to CGU and SCGH student population, higher percentage of the MPH student population identify as Asian or Asian American, Hispanic or Latino, Native Hawaiian or Pacific Islander, and international student. CGU's MPH program greatly represents the diverse population of student demographics, especially having higher representation of students abroad, women, and with diverse ethnic backgrounds.

The demographic characteristics of graduate students from CGU represent the national trend of doctoral degree conferrals awarded in public health at Association of Schools and Programs of Public Health (ASPPH).[4] There is a growing interest in pursuing a graduate level degree in public health, especially in the field of Leadership, Applied Biostatistics, and Community Health Educator as many higher paying jobs require at least a master's or doctorate degree. Compared to CGU and SCGH student population, there is a higher percentage of MPH students who are ages 20-29 (68.4%) and

[1] Katie Sellers et al. "The State of the US Governmental Public Health Workforce, 2014–2017", American Journal of Public Health 109, no. 5 (May 1, 2019): pp. 674-680. https://doi.org/10.2105/AJPH.2019.305011

[2] Bureau, U. (2021). Local Population Changes and Nation's Racial and Ethnic Diversity. Retrieved 7 September 2021, from https://www.census.gov/newsroom/press-releases/2021/population-changes-nations-diversity.html

[3] Claremont Graduate University - Office of Institutional Effectiveness. (2021). Enrollment Dashboard. Enrollment Dashboard. https://my.cgu.edu/institutional-effectiveness/cgu-facts/enrollment/.

[4] Trends in the Conferral of Graduate Public Health Degrees: A Triangulated Approach - Jonathon P. Leider, Christine M. Plepys, Brian C. Castrucci, Emily M. Burke, Craig H. Blakely, 2018. (2021). Public Health Reports. Retrieved from https://journals.sagepub.com/doi/full/10.1177/0033354918791542

70+ (1.8%), while in the past four academic years, there has been an increase in the number of enrolled MPH students who are ages 40-49 (0.0% to 8.2%). Higher percentage of women enrolled in the MPH program reflects the higher percentage of women in CGU and SCGH, and this trend is continuing to increase. The higher percentage of women is typical in public health organizations; however, national trends indicate higher percentage of men and non-Hispanic Whites in leadership and management positions.[3] A focus on creating strategies to incorporate workforce development and succession planning to continuously recruit, retain, and train diverse and competent public health professionals must be prioritized. Moreover, MPH student enrollment has significantly increased in the past four years from enrolling 57 MPH students in the 2018-2019 academic year to 73 MPH students in the current 2021-2022 academic year, projecting even higher enrollment rates in the next decade especially with the recognition of the role of public health professionals in protecting population health during the COVID-19 pandemic.

In an effort to increase diversity in the public health workforce *(ref. SCGH Diversity Goal 2)* and prepare future public health professionals to serve the unique needs of community and global health *(ref. SCGH Diversity Goal 1),* CGU Director of Admissions and Human Resources must continue to examine its recruitment and retention strategies to build a strong, diverse leadership bench by attracting candidates with diverse backgrounds and field experiences. Moreover, defining the meaning of *diversity* must be determined to ensure that SCGH upholds its commitment to diversity, inclusion, and equity. It is recommended that SCGH's Diversity, Equity, and Inclusion (DEI) Committee propose a definition of *diversity* and suggest improvements to evaluation measures and languages used in survey questionnaires, such as inclusion of veteran status, accessibility needs, or gender identity and sex orientation. Increasing awareness on diversity, inclusion, and equity not only provides a safe environment for students to thrive, but also gives an opportunity to understand and celebrate distinct characteristics within each individual.

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Figure 1a. Demographic Data – Race and Ethnicity. Comparisons of CGU, SCGH, and MPH Students in 2020-2021 Academic Year

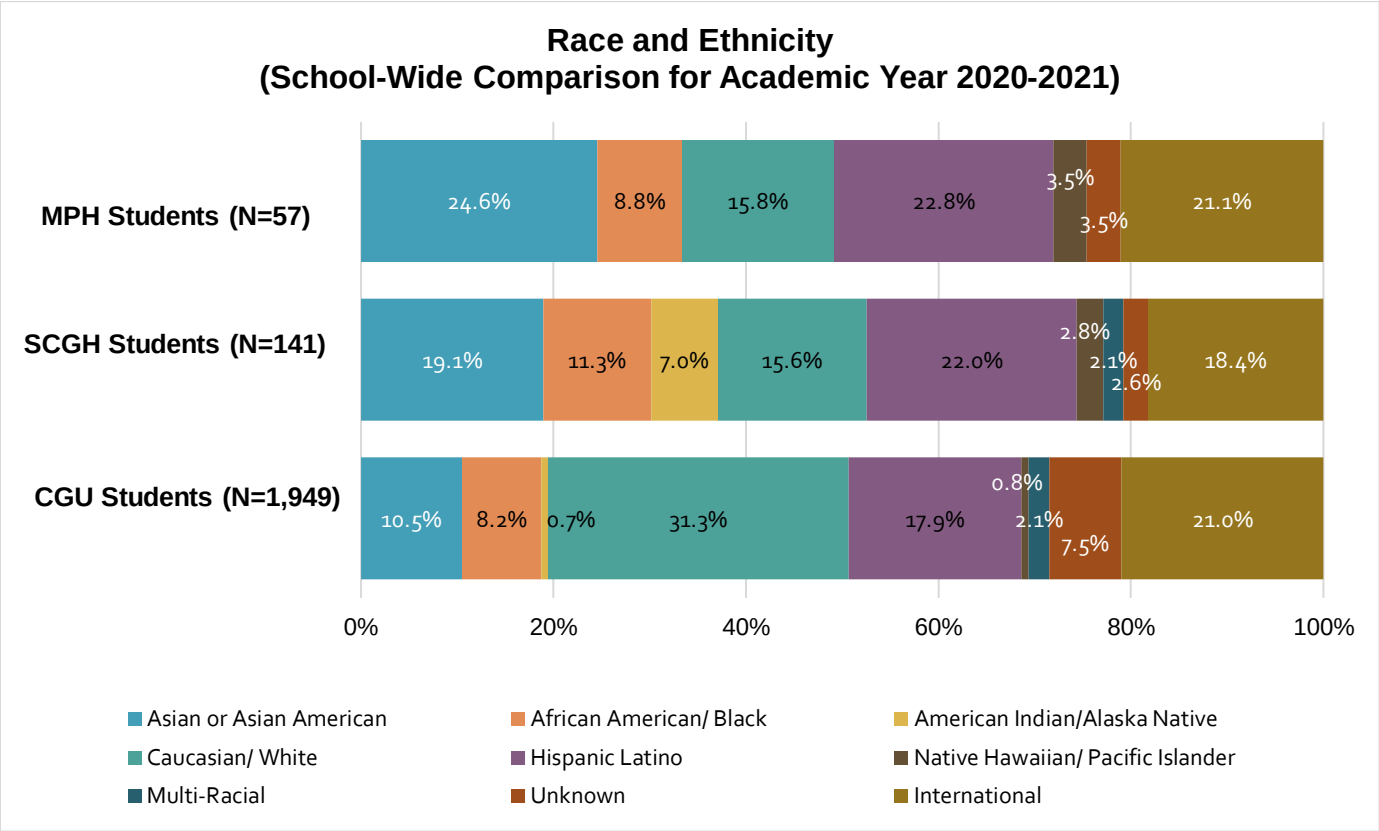

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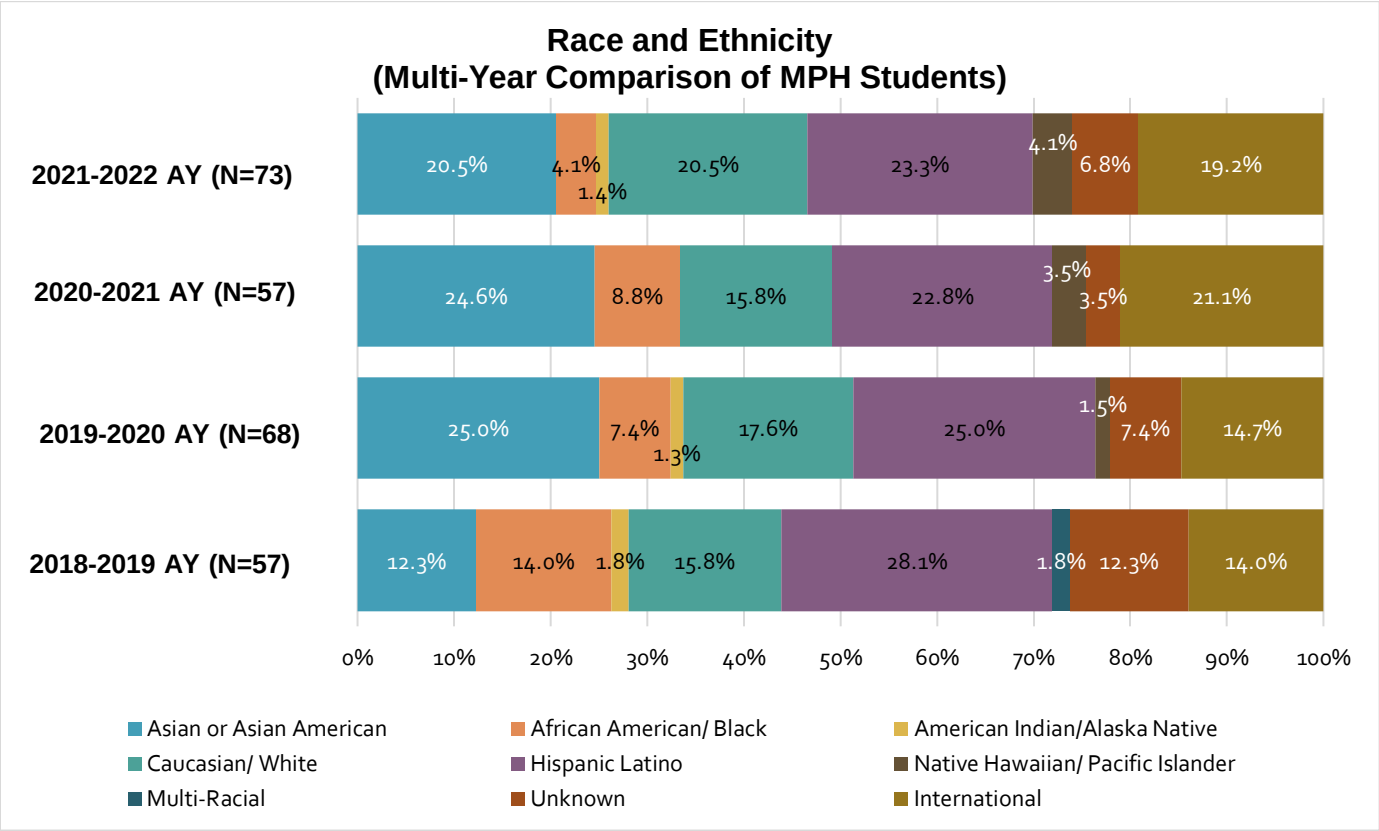
Figure 1b. Demographic Data – Race and Ethnicity. Comparisons of MPH Student Enrollment in Past 4 Academic Years



Source: CGU Enrollment Dashboard, Office of Institutional Effectiveness

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Figure 2a. Demographic Data – Age. Comparisons of CGU, SCGH, and MPH Students in 2020-2021 Academic Year

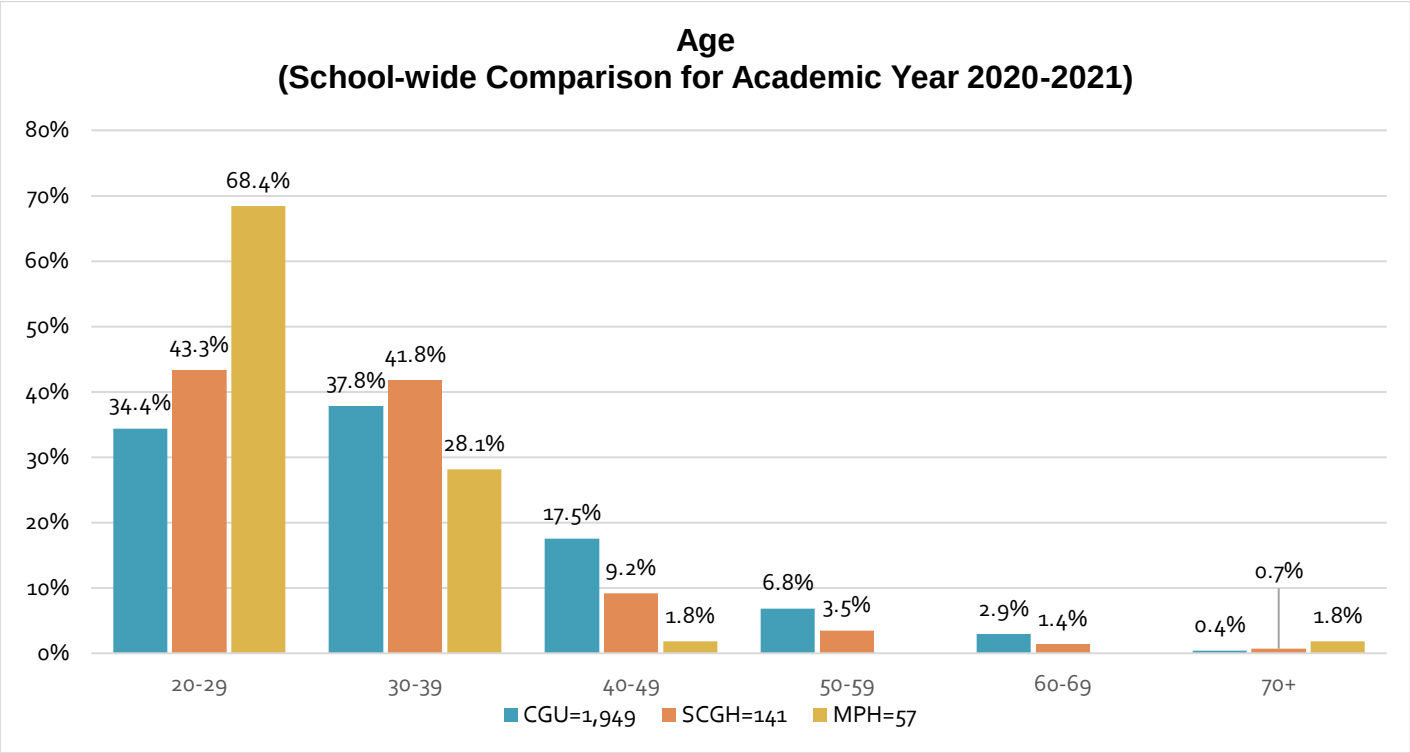
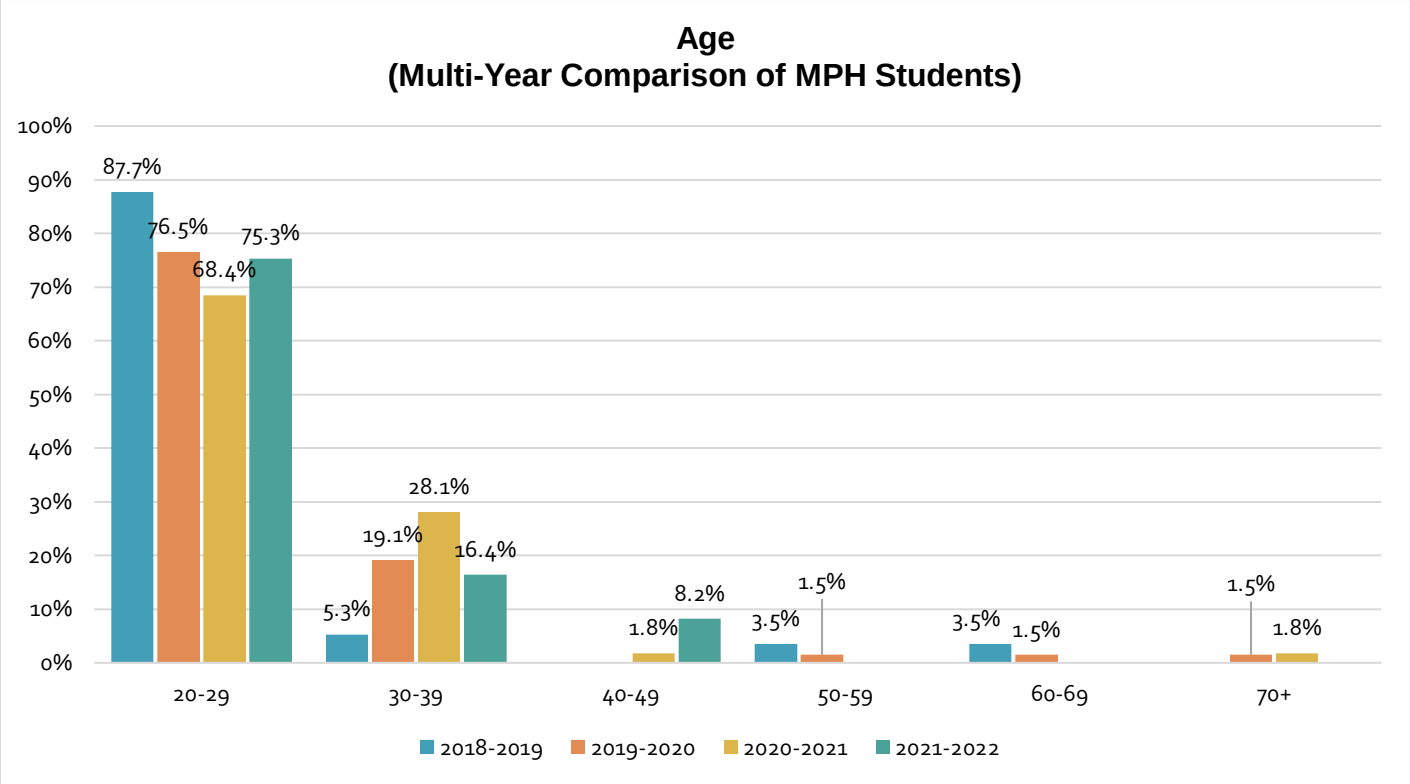
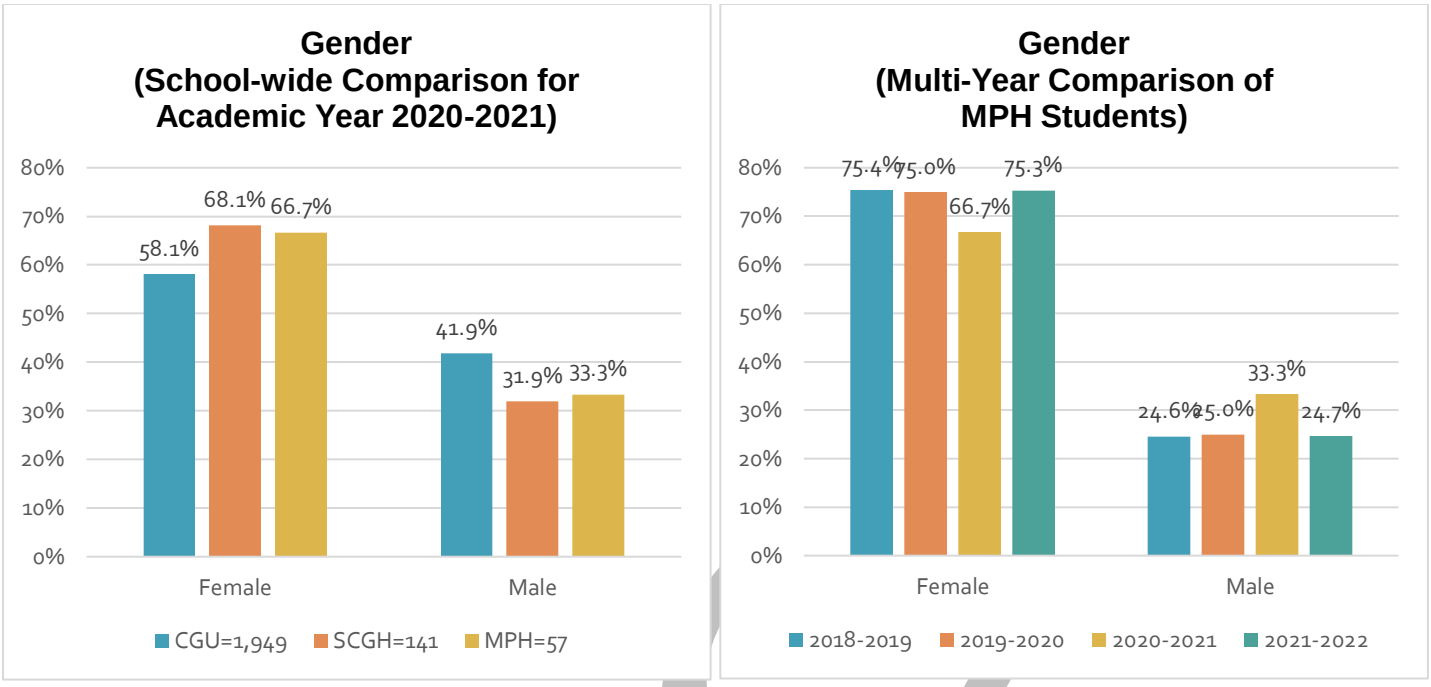


Figure 2b. Demographic Data – Age. Comparisons of MPH Student Enrollment in Past 4 Academic Years



Source: CGU Enrollment Dashboard, Office of Institutional Effectiveness

Figure 2c. Demographic Data – Gender. Comparisons of CGU, SCGH, and MPH Students in 2020-2021 Academic Year and Comparison of MPH Student Enrollment in Past 4 Academic Years



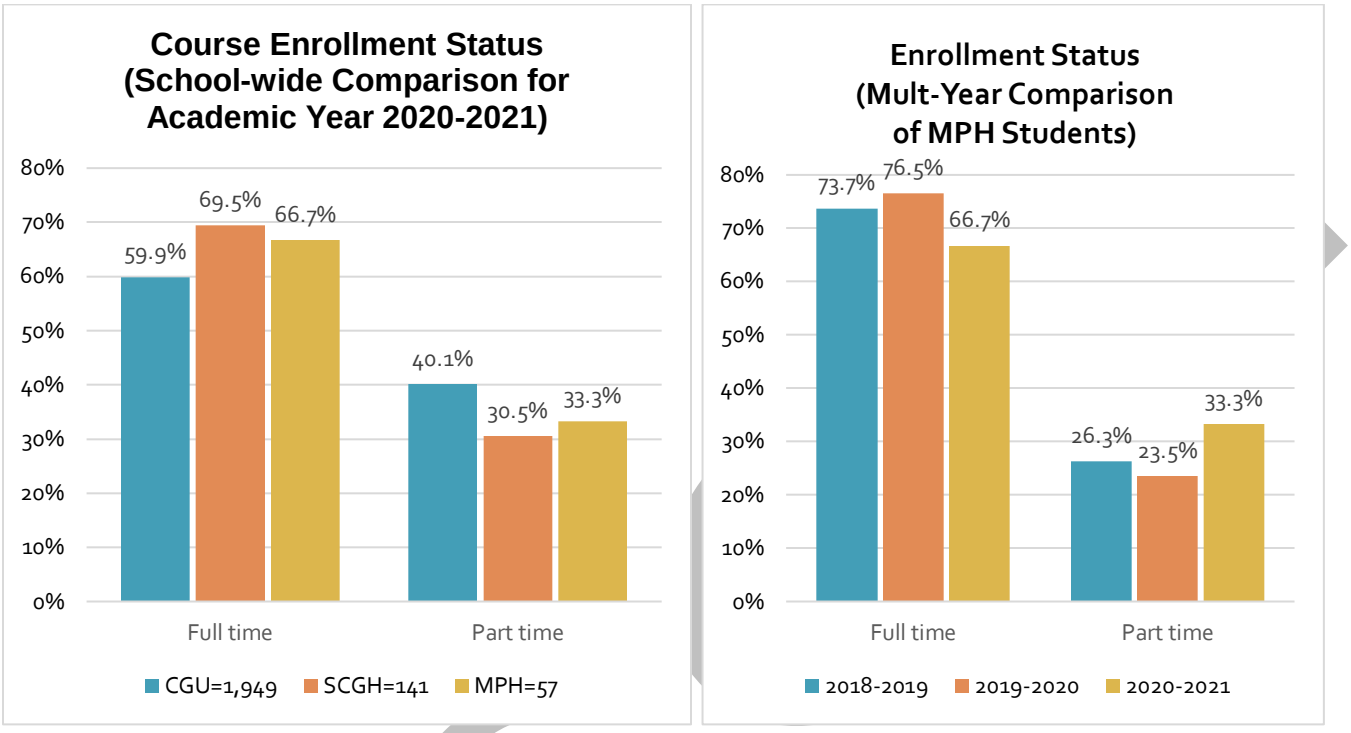
Source: CGU Enrollment Dashboard, Office of Institutional

Higher percentage of graduate students are enrolled as a full-time student taking eight units or more (66.7%) during the 2020-2021 academic year; however, there is a significant increase in part-time course enrollment compared to previous academic years. See Figure 2d demographic data on course enrollment status. While completing coursework, there is a higher percentage of MPH students who are currently unemployed and looking for employment (43.5%) compared to MPH students who are working full-time with 30 hours or more per week (26%) and/or having paid or unpaid internship/ fellowship (30.4%). These trends may suggest that some MPH students are not able to work while completing the program possibly due to conflicting scheduling of class times, rigorous course load, or lack of knowledge of available resources. MPH students are largely selecting Applied Biostatistics and Epidemiology (39%) as their concentration followed by Health Promotion, Education and Evaluation (35%).

To provide an environment conducive to student learning and professional development *(ref. Instructional Goal 2),* flexible scheduling of courses should be considered to accommodate the majority of seeking employment and taking classes part-time. Career and professional developmental opportunities should be further communicated and coordinated, especially targeting students who are currently looking for employment. Offering research and teaching assistantships will ensure that future public health professionals graduating in the next few years are equipped with the knowledge, skills, and abilities to successfully serve the public and address the unique needs of the community. Additionally, a third (38.9%) of MPH students are expected to graduate in the next two academic years. See Figure 2e demographic data on anticipated graduation. The demand for faculty and program support is projected to significantly increase to provide mentorship in career advancement in public health; hence, it is recommended to build organizational capacity to ensure that faculty staff are able to provide students with adequate mentorship at any phase of the MPH program. Expanding

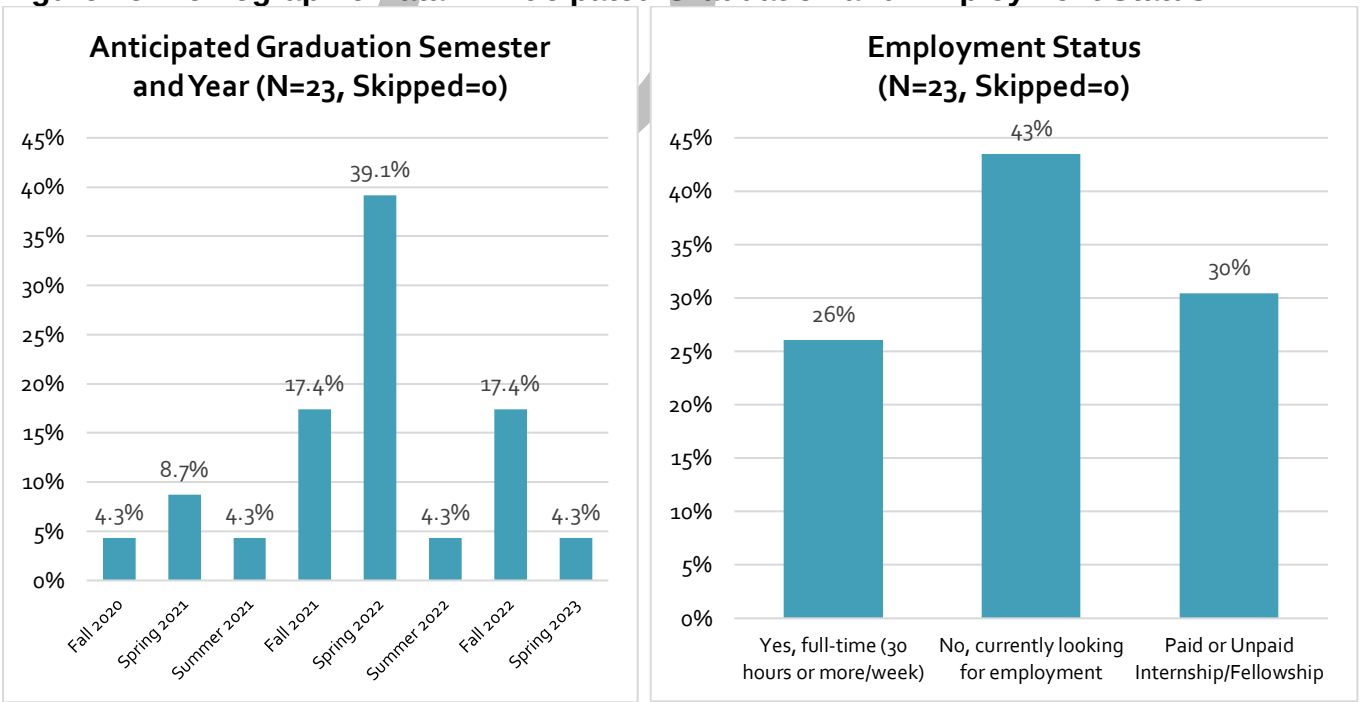
support staff such as program coordinators, statisticians, and consultants, especially for the Center for Writing and Rhetoric and Career Development Office.

Figure 2d. Demographic Data – Course Enrollment Status. Comparisons of CGU, SCGH, and MPH Students in 2020-2021 Academic Year and Comparison of MPH Student Enrollment in Past 4 Academic Years



Source: CGU Enrollment Dashboard, Office of Institutional Effectiveness

Figure 2e. Demographic Data – Anticipated Graduation and Employment Status



Source: 2021 MPH Student Self-Assessment Survey

Academic and/or Professional Accomplishments

CGU MPH students have achieved notable accomplishments in their academic and professional careers. CGU MPH students have been involved in leadership positions, oral/poster presentations at conferences, and speaking engagements to name a few.

Oral or Poster Presentation. MPH students have presented in the following events by CGU and the community: SCGH Research Day, SOPHE Case Competition, CGU Research Symposium, and Pilipino American Public Health Conference. An MPH student shared two speaking engagements on topics related to *"A Healthy Perspective on the COVID-19 Pandemic among Filipinx/a/o Seniors"* and *"Effects of the Pandemic and Civic Unrest on Mental Health Among Filipinx/Filipinx Americans".* Another MPH student shared a reflection on presenting at SCGH poster presentation day, *"It showed me all of the accomplishments I made during my internship, especially working in the midst of a pandemic while working completely remotely."* Other comments from an MPH student:

> *"I'm most proud of the speaking engagements that I have done during the academic year. These conferences and symposiums allow students and even communities to share voices, ideas, and call to action, especially in regard to the impact of COVID-19 pandemic, civic unrest, and hate crimes. I'm proud to have had the opportunity to inform and inspire even to the small groups and communities."*

Leadership. MPH students are involved in the SCGH Student Association Board as a chairperson or board member leading initiatives to engage students through mentorship, public health conversations, and many more. Other students are involved in leadership roles in the community. One MPH student shared their leadership role as *"Volunteer Publicity and Outreach Lead for (COMMUNITY PARTNERSHIP)"*.

> *"I am most proud of pushing myself out of my comfort zone and participating in the Case Competition Team for SOPHE. I was able to apply the knowledge obtained in the classes I have taken and apply them to address a public health issue relevant to current events, which was COVID-19 vaccine distributions."*
>
> *"I am proud of winning Runner-Up and being (LEADERSHIP ROLE) for (TEAM) this year. I never expected to do well with my team or learn more about myself as a leader. After all, I only have a little bit of health promotion experience compared to those who have that as a focus for their MPH."*
>
> *"I am also proud of my current intern position with the County of Los Angeles Public Health (LAPH) because I made a goal to join LAPH. I am right on track!"*

Academic Excellence. MPH students are proud of maintaining high academic remarks, engaging in conferences and symposiums, and finding internship positions for professional development despite challenges related to the COVID-19 pandemic. MPH students are most proud of the following accomplishments during the academic year:

> "*Despite all of the stress and uncertainty from the pandemic, I'm most proud of maintaining a high GPA during my coursework and being able to maintain a forward-facing outlook by continuing to look for opportunities (e.g., research, internships, informational interviews)."*

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"I am proud of my academic standing after experiencing several obstacles with my job. My job would not allow me to take time off for school, so I had to find a part-time position with my full-time school schedule. This amounted to financial issues but eventually overcame them with the help of loved ones and CGU. However, I wish I had the time to be able to assist my professors with their research. I want to try and make it happen before I finish in the Fall of 2021."

"I am most proud of taking on the separate degree because I feel as though I've awakened a heightened sense of understanding of problems on a large and small scale."

These student academic and professional accomplishments reflect SCGH's aim to enhance student learning through professional development *(ref. SCGH Instructional Goal 2)* by offering research assistantships to support the public health community *(ref. SCGH Service Goal 1).* Increased opportunities through CGU and SCGH network for professional development is needed as most of the accomplishments were obtained through previous job experiences or other academic institutions. Furthermore, highlighting student accomplishments foster peer engagement and create opportunities for collaboration. More emphasis on highlighting student academic and/or accomplishments is needed to encourage more student participation in CGU and SCGH activities and opportunities.

SCGH

Challenges and Resources Utilized

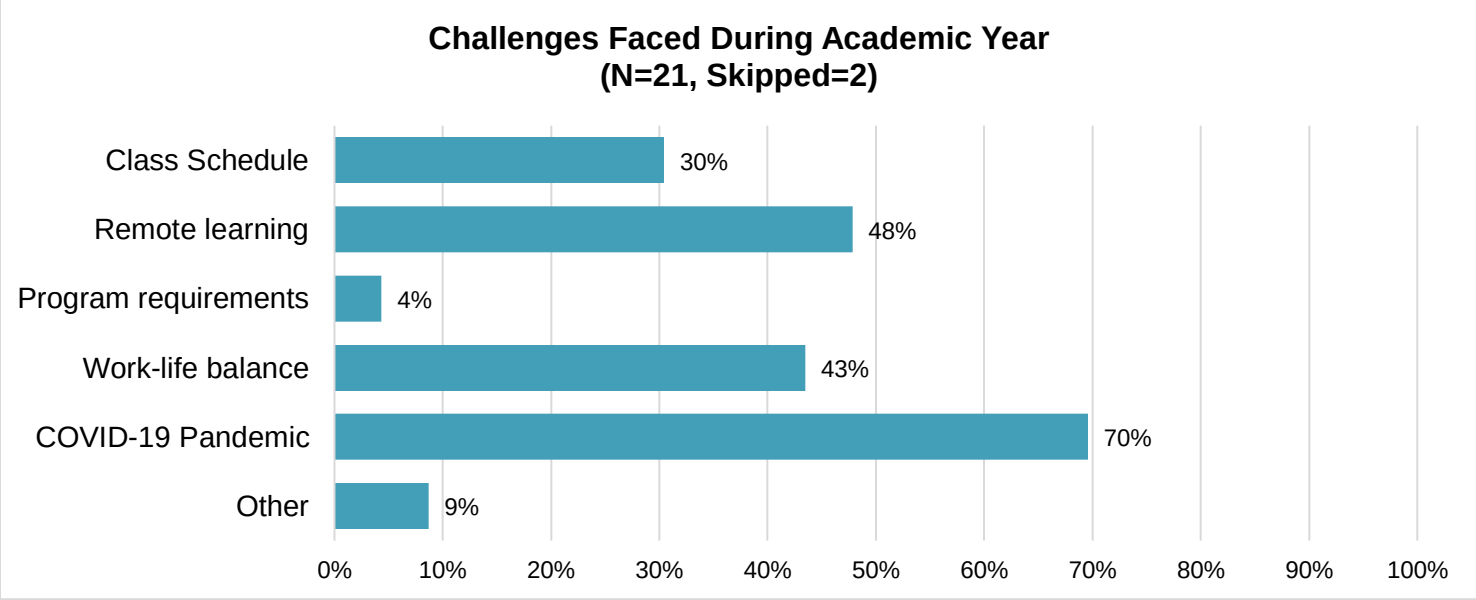
The COVID-19 pandemic impacted the overall wellness of all CGU MPH students and disrupted their learning environment. During the academic year, MPH students indicated the pandemic has impacted their overall physical, emotional, social, environmental, and financial health, while experiencing challenges with remote learning (48.0%), work-life balance (43.0%), and class scheduling (30%). See Figure 3a. An MPH student expressed,

> *"When I took the tour of CGU, I was told the student-teacher ratio was 12-14 students to 1 teacher. Some of my courses have been 30+. I was also told most classes would be later in the evening to accommodate working students. Most of my courses have been in the morning, forcing me to change my work hours. Luckily, I was able to and didn't have to quit my job because finding a new job would have been impossible during the pandemic."*

Other students have expressed concerns about classroom safety. An MPH student expressed concern, *"Experiencing racism in class, and the professor and co-professor/physician was dismissive of it and the school didn't address it to the class."* [5]

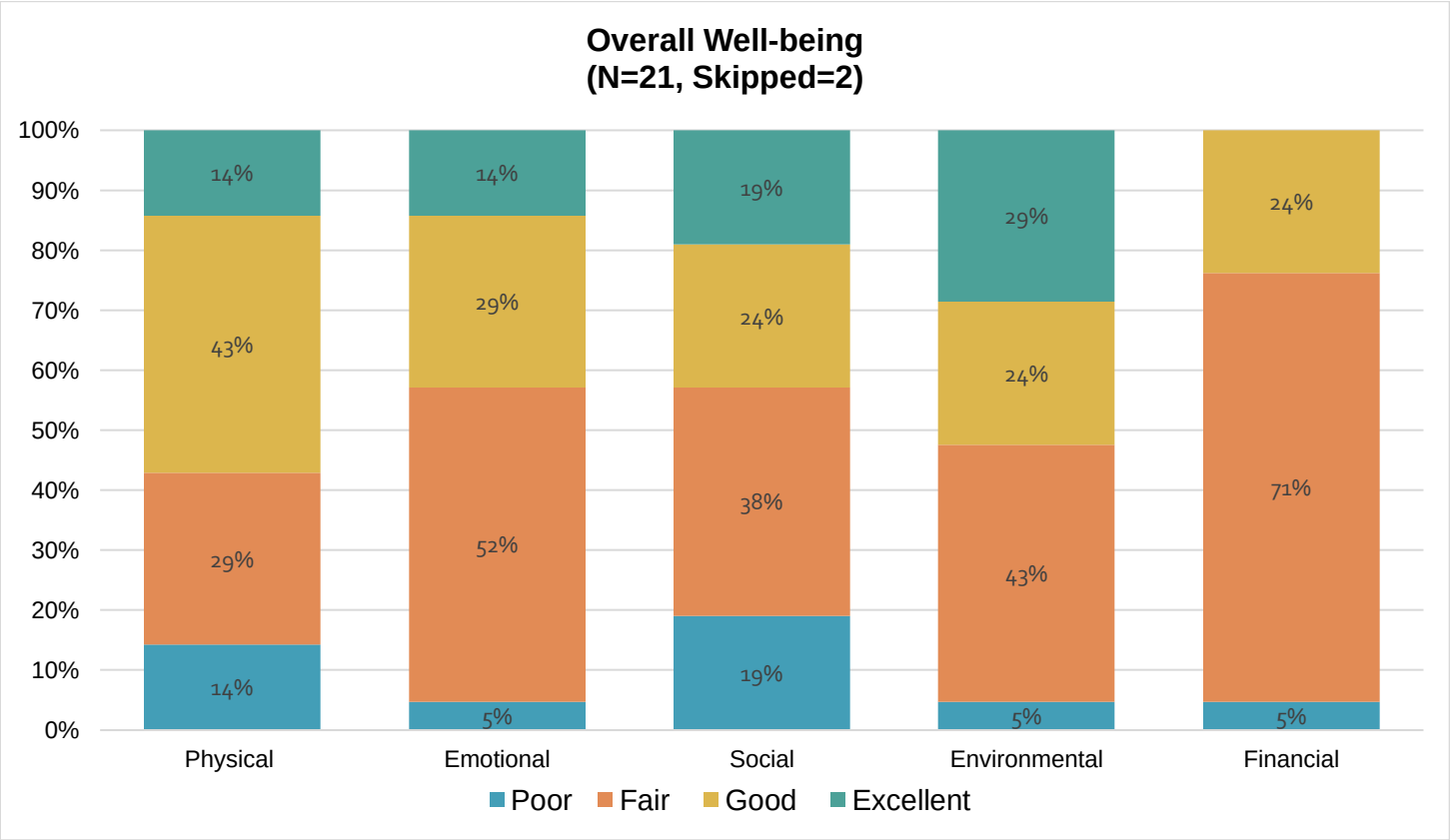
Additionally, students indicated that they are experiencing challenges with remote learning and have reported that 40.0% prefer in person, 25.0% prefer hybrid, and 20.0% prefer online/remote learning. See Figure 3c.

Figure 3a. Challenges During the 2020-2021 Academic Year



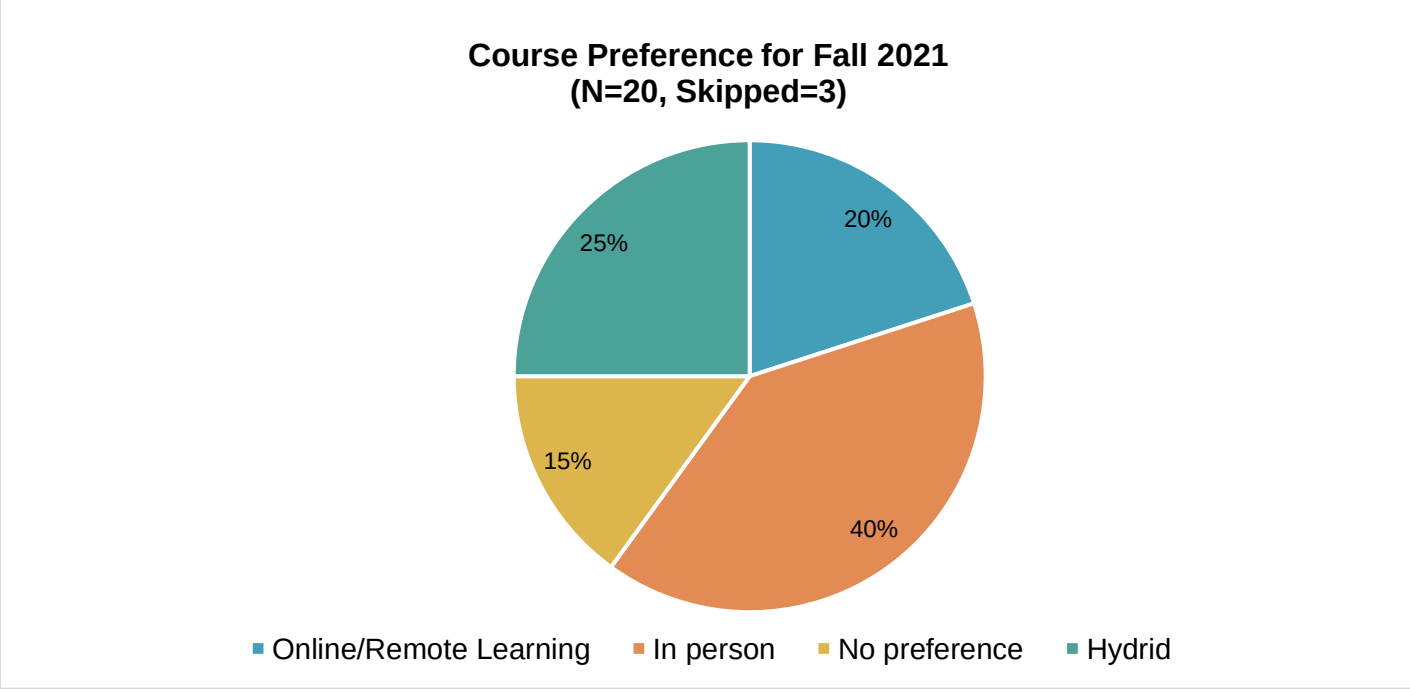
[5] CGU has immediately addressed student concerns on diversity and inclusion in multiple occasions to ensure proper action was taken to resolve issues.

Figure 3b. Overall Well-being



Source: 2021 MPH Student Self-Assessment Survey

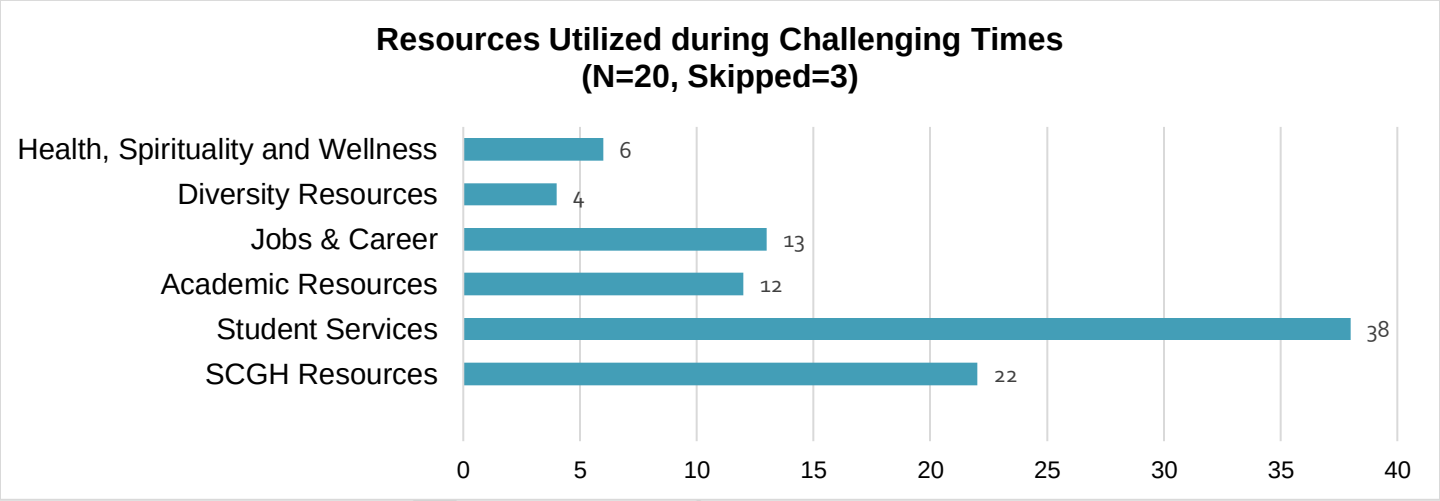
Figure 3c. Course Preference for Fall 2021



Source: 2021 MPH Student Self-Assessment Survey

To seek support during these challenging times, MPH students heavily utilized Student Services, such as the Financial Aid Office, Office of Student Services, International Student Services, Disability Services, Student Disability Resource Center, Information Technology Help Desk, and Campus Safety. Utilizing SCGH program and faculty staff have been helpful in navigating coursework requirements, acquiring research opportunities, and obtaining other professional development opportunities. MPH students also utilized Jobs and Career related services, such as Career Development Office, Handshake, and Human Resources. Additionally, students utilized other CGU resources, such as Student Life, Diversity & Leadership, Monsour Counseling, and Preparing Future Faculty. CGU SCGH provides various services and opportunities for students to meet student satisfaction of the program (*ref. Instructional Goal 1*). See Figure 4.

Figure 4. Resources to Address Academic and Professional Development Challenges



Source: 2021 MPH Student Self-Assessment Survey

Student Recommendations to Address Current Challenges

Class schedule

"Maybe a poll if classes are best in the morning, afternoon, evening for those that have to take them. As a full time employee mid-day classes are really stressful."

"Accommodating classes, course rigor etc. during the time of working remotely and having classes 100% online. I did not feel CGU supported students during this time."

"I wish CGU took more into consideration students who have jobs and need to work on a day-to-day basis."

Diversity and Inclusion

"I need the Dean of [SCGH] to address the racist rhetoric that occurred in the class that was dismissed by the professors. Allowing the semester to end without addressing it, gives shelter to people that harbor racist, and biased thoughts about black communities. Addressing it would help students to process what was experiences so we can begin to heal."

Evaluation

"While we're looking forward to returning to in-person learning, mid-course evaluations would have been extremely helpful during the remote learning courses so that students could give professors feedback about the remote-structure of courses while there was still time for professors to make appropriate adjustments. Given that the Fall 2021 semester will entail some degree of remote/hybrid learning, mid-course evaluations would be a great resource for faculty to utilize so that students feel more supported as we adjust back from 100% remote learning."

Other

"I personally believe that CGU would not be able to help me with these challenges."

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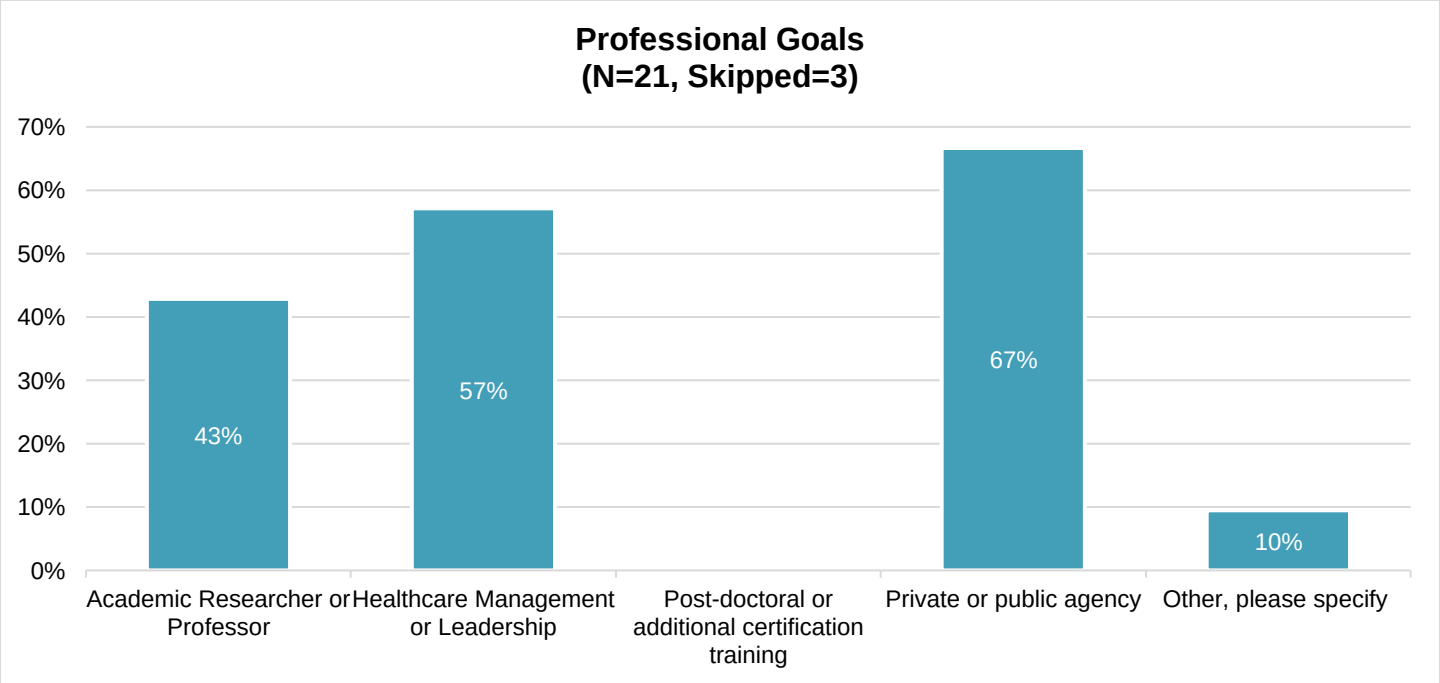
Professional Goals

MPH students have indicated that they are planning to pursue a career in a private or public agency (67.0%) or in healthcare management or leadership (57.0%). Interestingly, students did not indicate that they are planning on pursuing post-doctoral or additional certification trainings after graduation, as most students are planning to work in the field prior to advancing their educational degrees. One student stated, *"I plan to find a job after I graduate and work for a couple of years. I eventually want to pursue a Doctoral Program in Epidemiology."* Since most students will be pursuing a career after graduation, it is important that CGU SCGH prepares students as public health professionals to address the needs of the communities served. To provide further navigation of future profession, identifying career pathways by interviewing public health leaders and changemakers starting with CGU alumna is important in ensuring successions of public health professionals and knowledge transfer. Conducting focus group interviews and creating competency profiles on public health professionals in key leadership positions provide students with deeper understanding of the knowledge, skills, and abilities to perform specific roles of public health professionals. See Figure 5a.

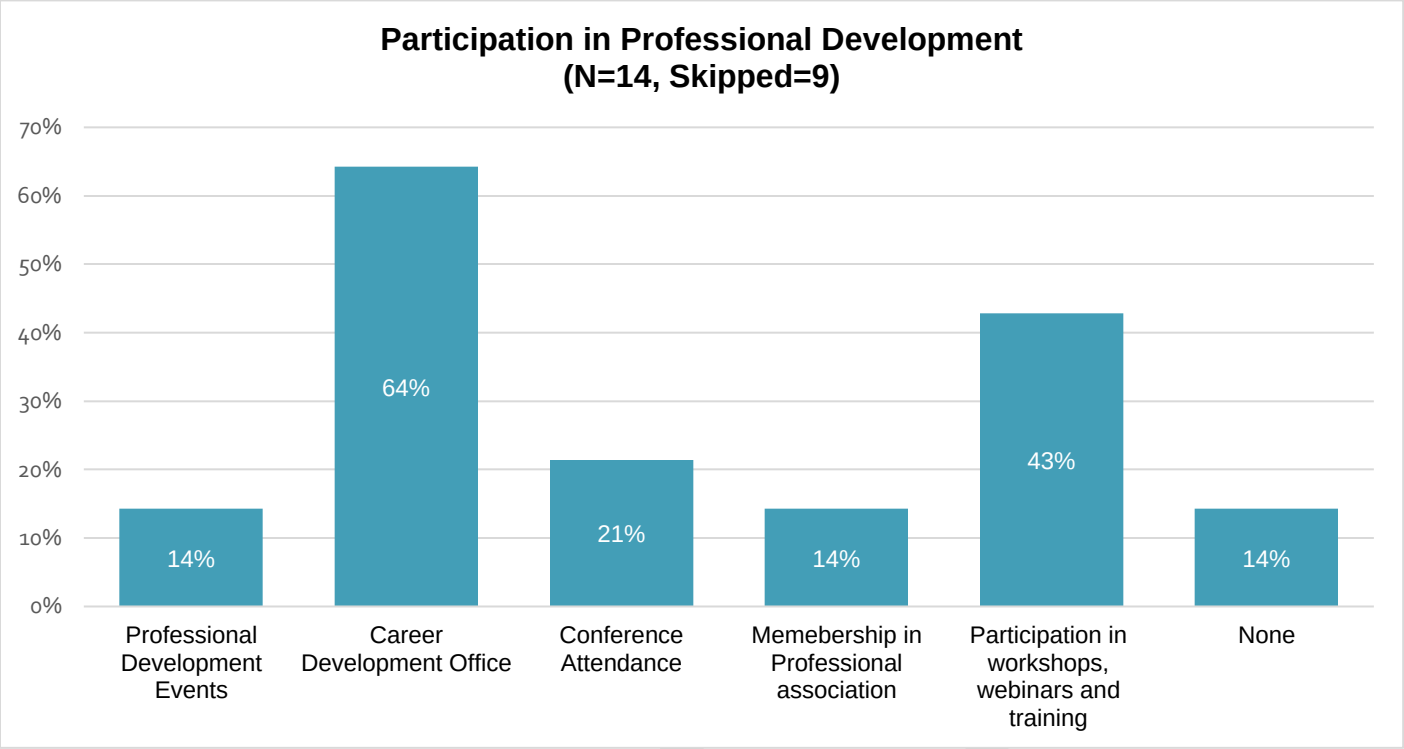
Figure 5a. Professional Goals



Source: 2021 MPH Student Self-Assessment Survey

To prepare for the public health field: 64.0% utilized the Career Development Office to seek for job opportunities and review resume with career development staff, 43.0% participated in workshops, webinars, and trainings, and 21% attended conferences, such as American Public Health Association Annual Meeting to expand network and learn other disciplines in public health. Students participate in CGU and SCGH events, non-profit/community-led workshops, and various webinars hosted by health association. See Figure 5b and the list of various conferences, professional associations, workshops that MPH students are engaged in.

Figure 5b. Participation in Professional Development



Conference Attendance

- American Public Health Association Conference
- UCLA CommUNITY Health Fair
- CDO Career Conference
- Mental Health America: COVID-19, Mental Health, and the Need for Equity Sept

Membership in Professional association

- American Public Health Association
- Student Board Association

Participation in workshops, webinars, and training

- UCLA PCH Health Graduate Student Panel
- Public Health Talks
- Career readiness conference
- CHES exam webinar
- Mental Health First Aid training
- Fulbright webinars
- PFF webinars
- UCSF Curry International Tuberculosis (TB) Center's TB Contact Investigation Virtual Training
- Aggregate Reports for Program Eval (ARPE) training.

Academic Goals

Currently, 84.0% of MPH students are in coursework, while others are completing internship requirement (37.0%) and capstone (3.0%). See 6a for current phase in the MPH program. Students have indicated positive experiences with program staff, faculty, and coursework during the first year of the program. Some of the feedback from students include:

"CGU program staff and faculty have been very helpful in my professional and academic career. I'm definitely enjoying my first-year experience at CGU SCGH!!"

"Friendly learning environments (Faculties, peers), the resources are sufficient, and faculties reply to questions in a fast pace."

"I am enjoying my public health program so far, despite the things that happened this semester. I can't wait to go to my second year soon!"

"I really love it. The professors are amazing, and quality of education is extraordinary. I have learned a lot and advance a lot in my personal and educational goals. Thanks for the opportunity."

"I think this is a very well-rounded program! I think that there is a bit of redundancy in Program Planning and Curriculum building, I think it would be beneficial to spend more time on evaluation in 308."

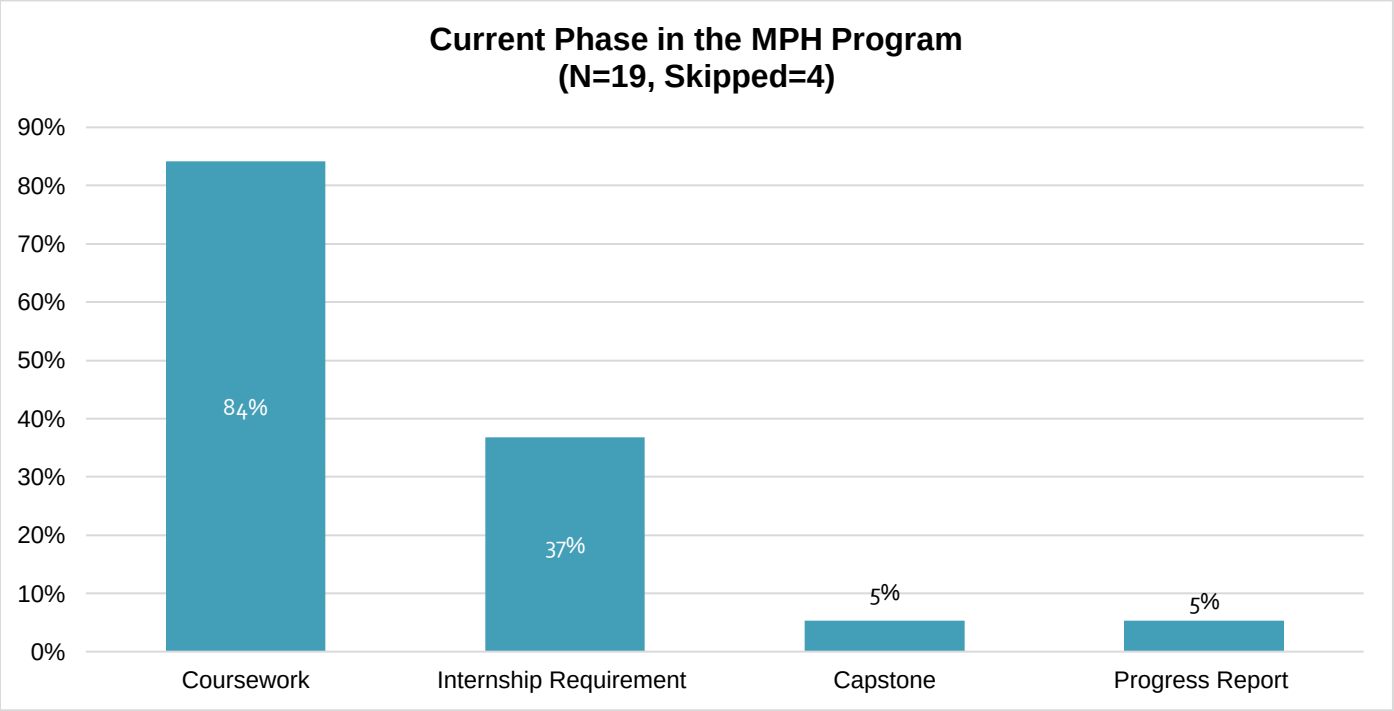
"My overall experience in the MPH program is very positive. I think the coursework is laid out really effectively; the process of molding the student is effective in me too. I learned a lot this past year, and I am glad to have done it at CGU."

"I appreciate the opportunity CGU has given me; I am deeply grateful."

Further analysis of SCGH student satisfaction utilizing CGU dataset should be explored to further understand effectiveness of the MPH program. Similarly, understanding specific needs to achieve academic goals. Some of the resources that MPH students need to achieve academic goals include SCGH-related resources, student services, and academic resources. See Figure 6b.

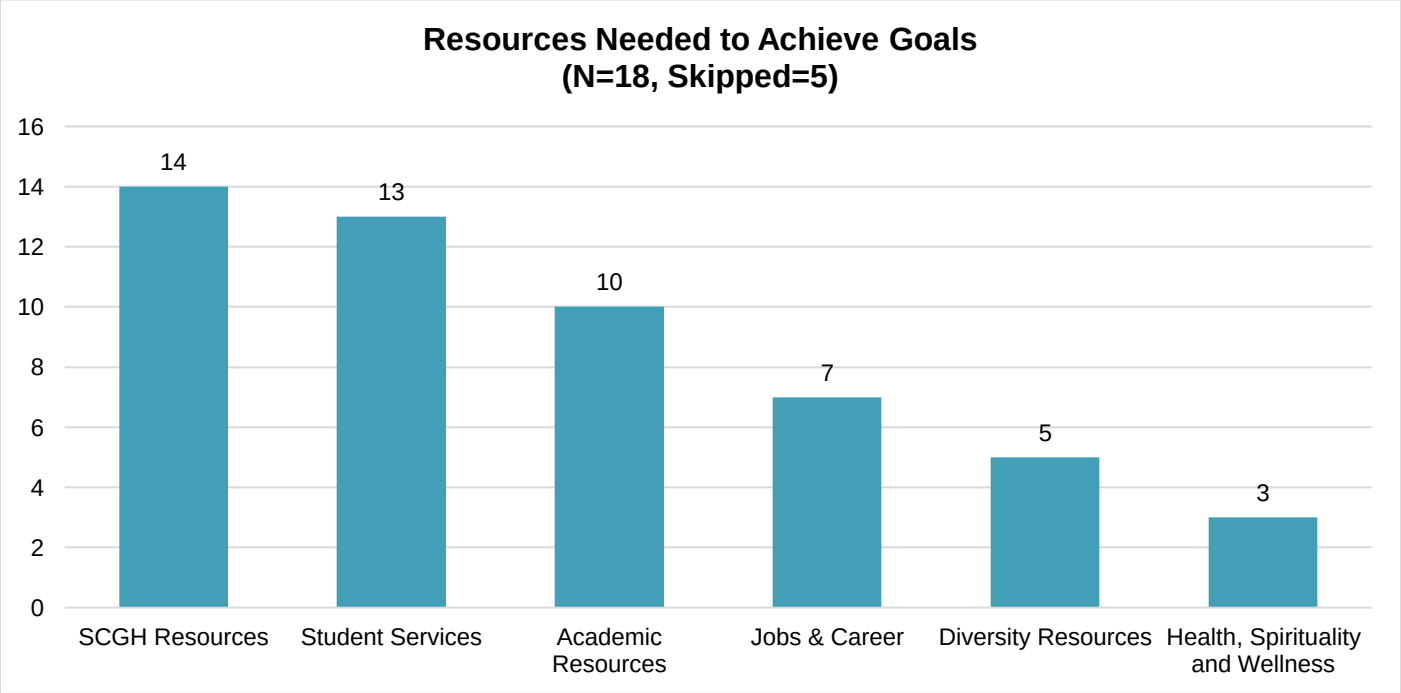
SCGH

Figure 6a. Current Phase in the MPH Program



Source: 2021 MPH Student Self-Assessment Survey

Figure 6b. Resources Needed to Achieve Goals

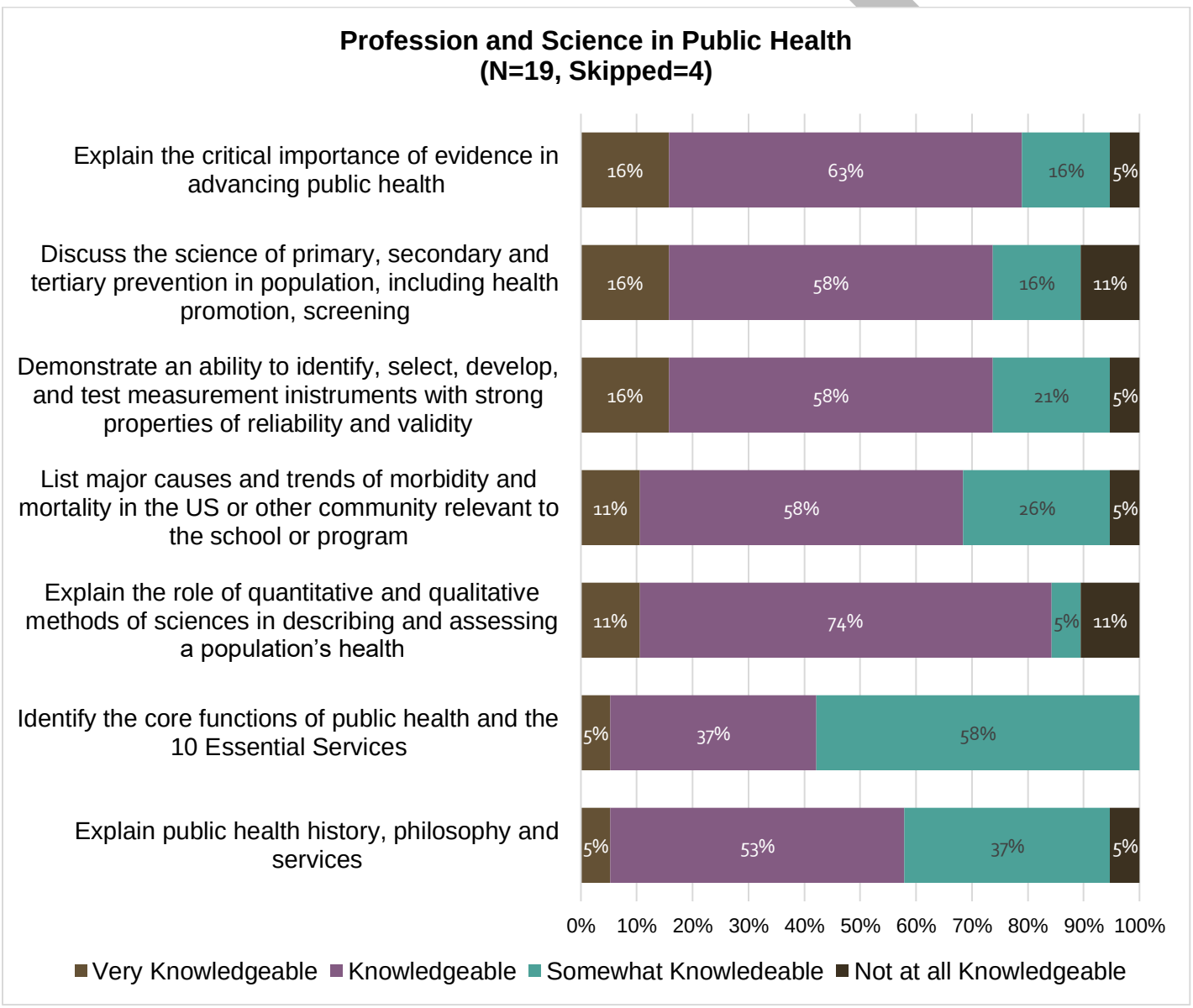


Source: 2021 MPH Student Self-Assessment Survey

Competency

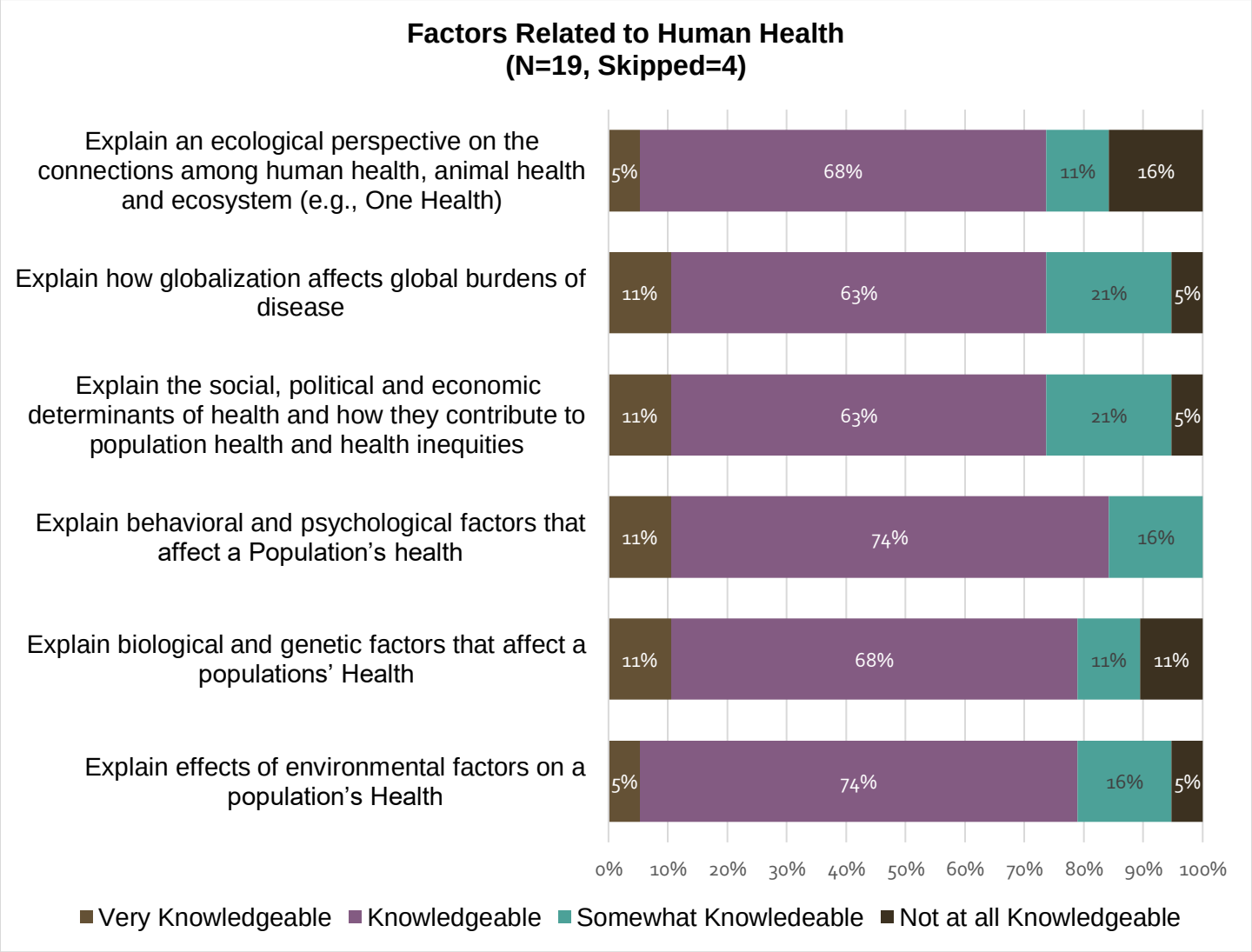
Competencies are the knowledge, skills, and abilities needed for students to succeed in graduate school. CGU SCGH MPH program has a total of four (10) domains and twenty (22) competencies to demonstrate proficiency and preparedness of MPH students as public health scholars and experts. These competencies are those specified by the accrediting agency in public health, CEPH. Understanding current competency levels of MPH students allow for a targeted approach to ensure that students meet program competencies upon graduation *(ref. Instructional Goal 1).*

Profession and Science in Public Health: There are seven (7) competencies to demonstrate proficiency in Profession and Science in Public Health. Most MPH students have self-reported that they are knowledgeable and very knowledgeable in applying science in public health, especially in explaining the role of quantitative and qualitative methods in assessing population health, although there are at least 5% of the students who are not at all knowledgeable in these areas. More emphasis on teaching the history, philosophy, and core functions of public health is needed as most MPH students are unfamiliar with these concepts.



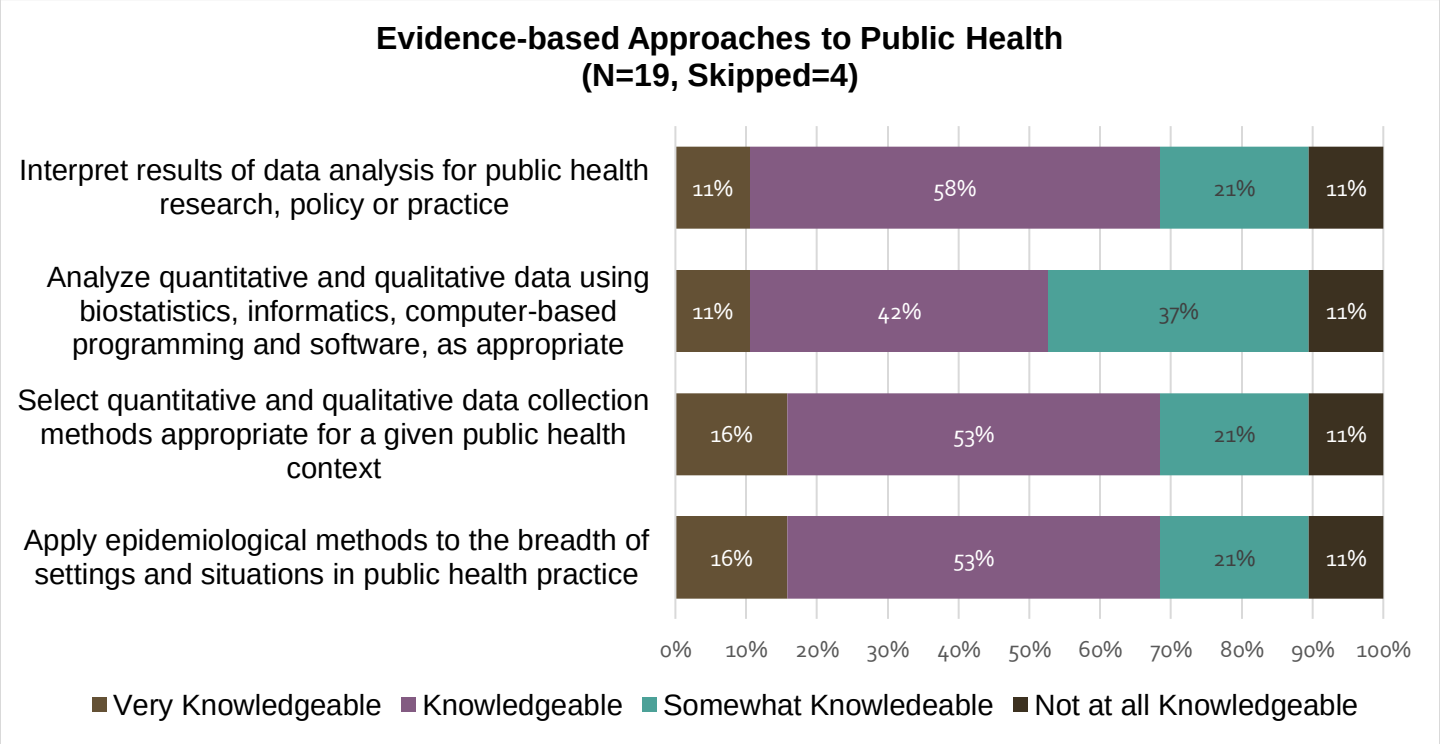
Source: 2021 MPH Student Self-Assessment Survey

Factors Related to Human Health: There are six (6) competencies to demonstrate proficiency in Factors Related to Human Health. Most MPH students have self-reported that they are knowledgeable in these competency areas, although 16.0% have indicated that they are not at all knowledgeable in explaining the ecological perspective on the connections among human health, animal health and ecosystems. Slightly more emphasis is needed to enhance students' understanding in the intersection of various factors that impact human health and public health.



Source: 2021 MPH Student Self-Assessment Survey

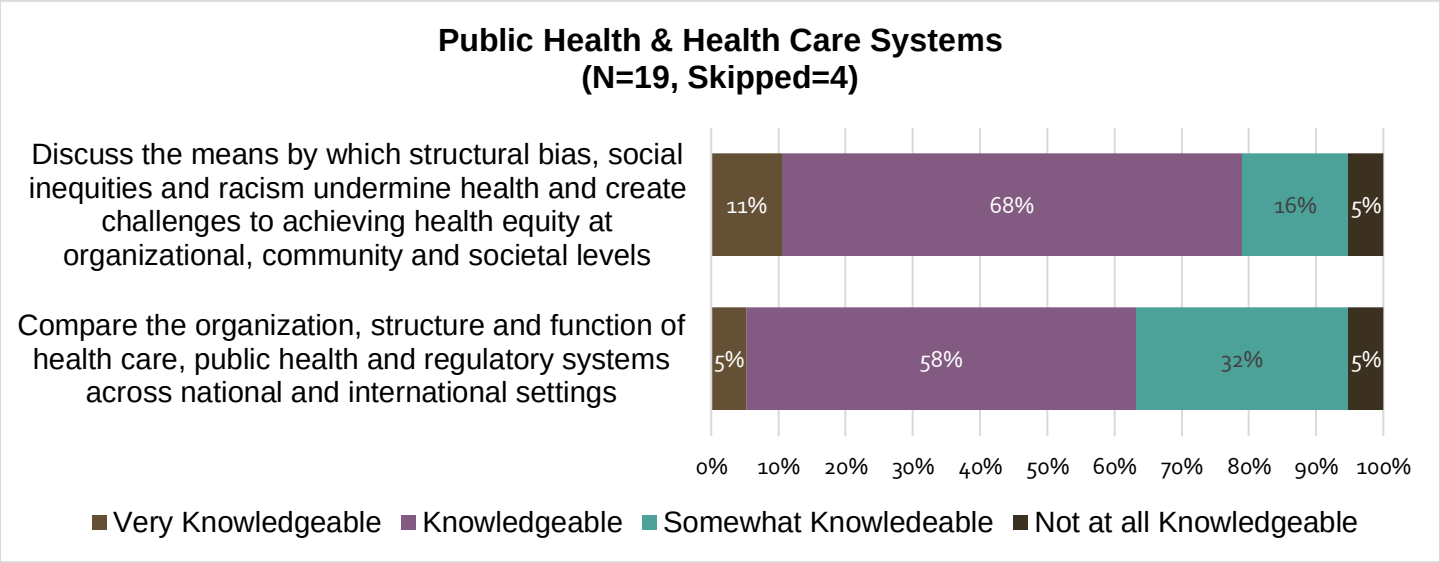
Evidence-based Approaches to Public Health: There are four (4) competencies to demonstrate proficiency in Evidence-based Approaches to Public Health. Most MPH students have self-reported that they are knowledgeable and very knowledgeable in each competency areas; however, there are still at least 10.0% of MPH students who are not at all knowledgeable in each of the competency areas, especially in analyzing quantitative and qualitative data using biostatistics, informatics, computer-based programming, and software as about 37% are somewhat knowledgeable in this competency area.



Source: 2021 MPH Student Self-Assessment Survey

SC

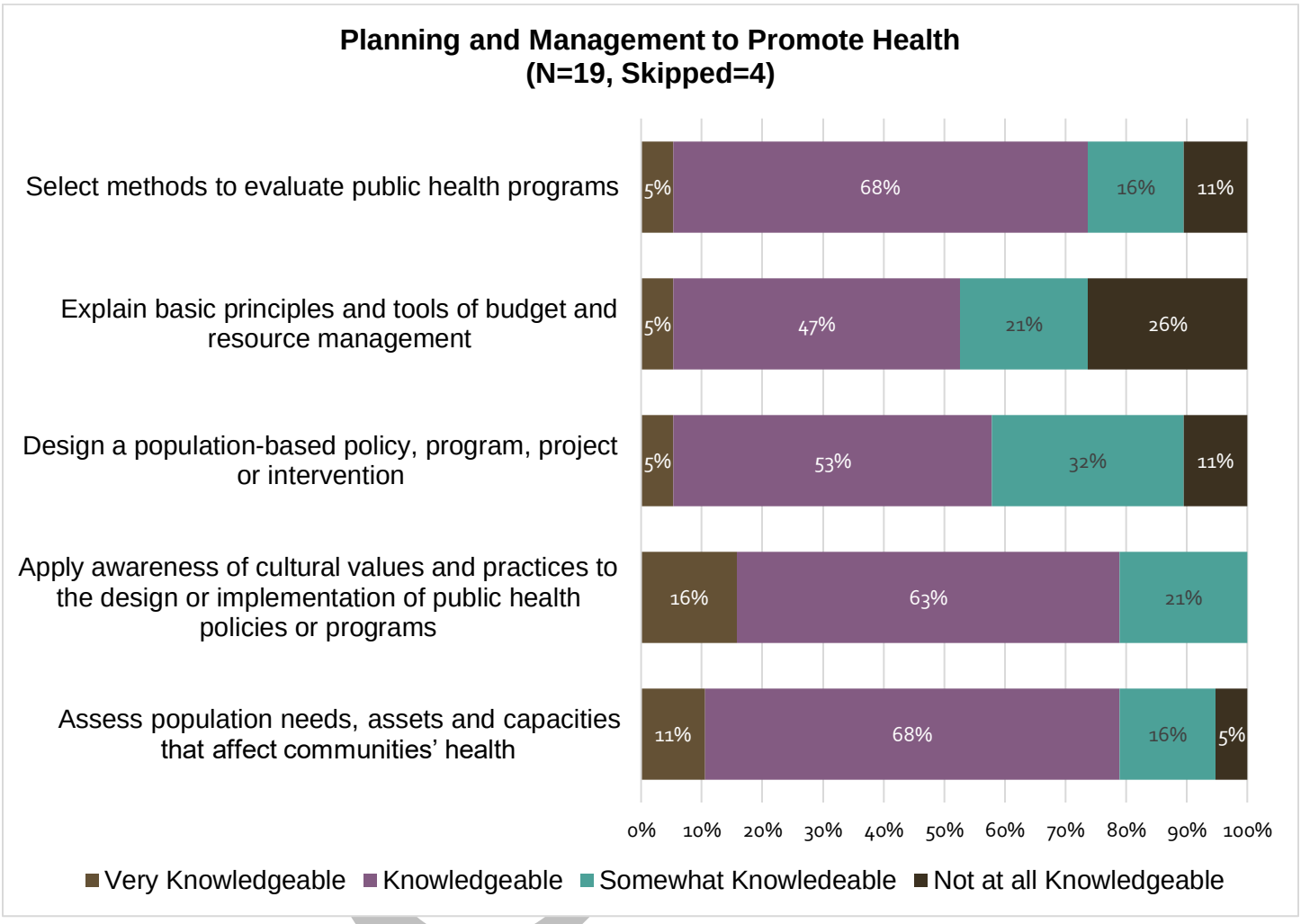
Public Health & Health Care Systems: There is two (2) competencies to demonstrate proficiency in Public Health & Health Care Systems. More than half have indicated proficiency, although there are some who are somewhat knowledgeable and not at all knowledgeable in discussing structural bias, inequities, or racism at an organizational, community, or societal levels.



Source: 2021 MPH Student Self-Assessment Survey

SCCE

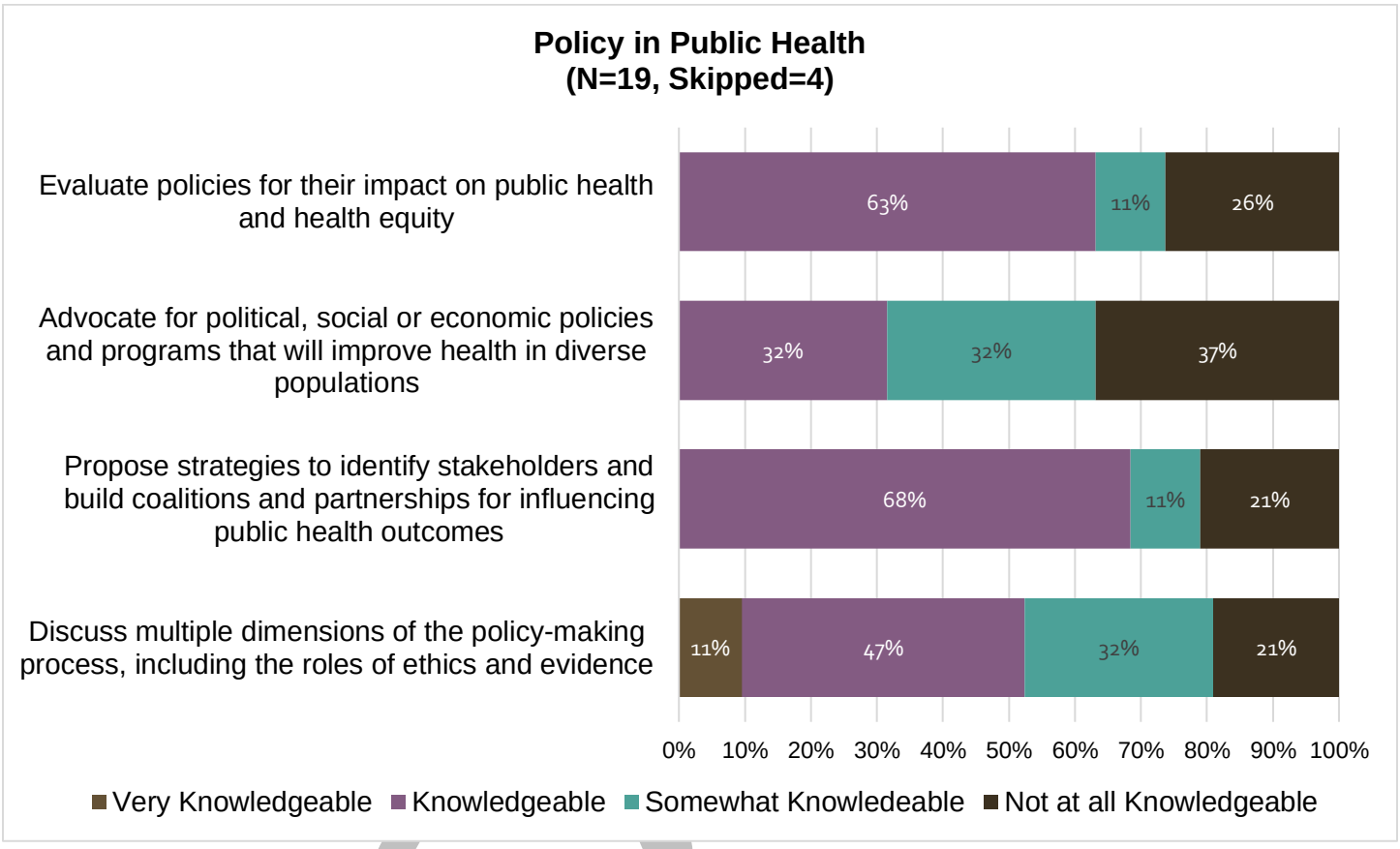
Planning & Management to Promote Health: There are five (5) competencies to demonstrate proficiency in Planning and Management to Promote Health. More emphasis is needed in teaching the basic principles and tools of budget and resource management, as well as evaluation in public health and intervention design.



Source: 2021 MPH Student Self-Assessment Survey

SC

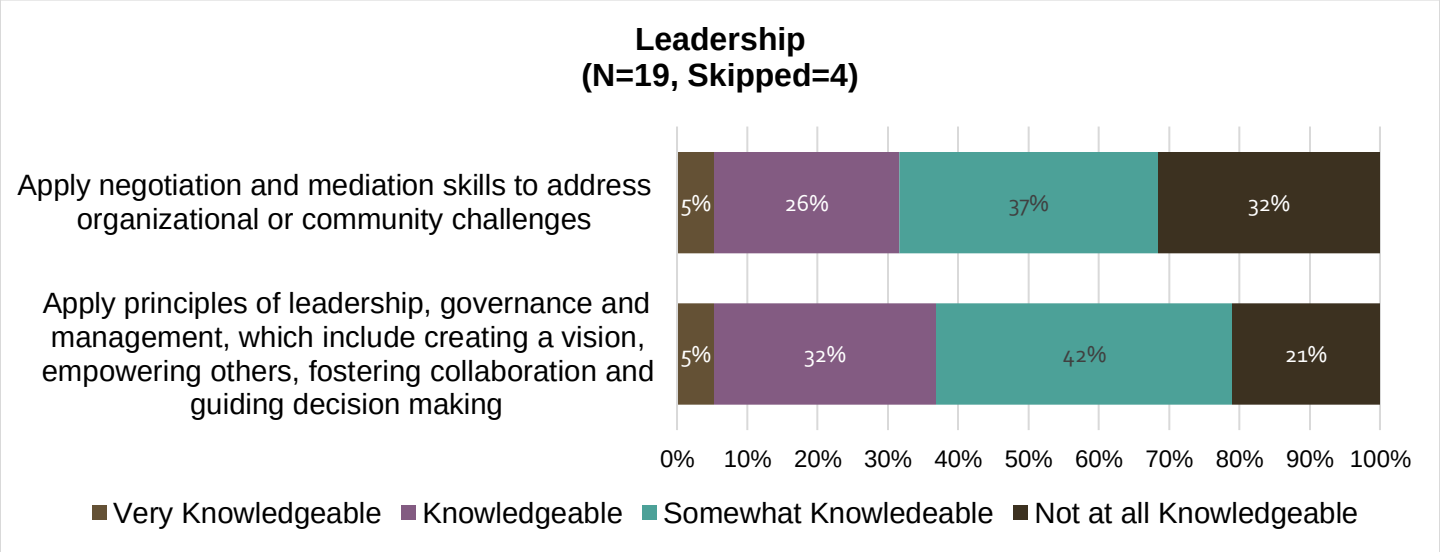
Policy in Public Health. There are four (4) competencies to demonstrate proficiency in Policy in Public Health. Compared to other competencies, there is a greater need to provide more tools and resources for MPH students to understand the intersectionality of policies and programs in population health.



Source: 2021 MPH Student Self-Assessment Survey

SC

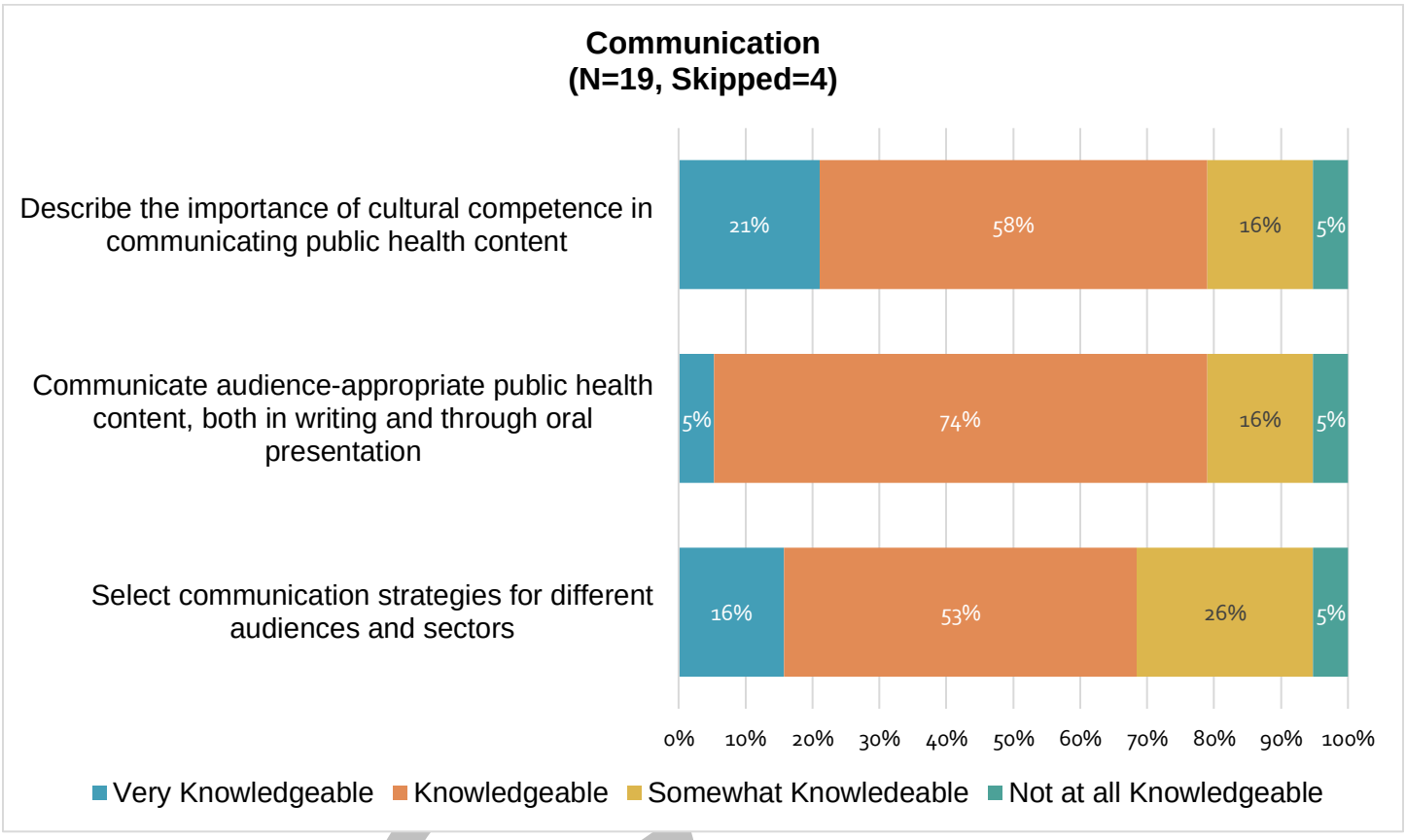
Leadership: There are two (2) competencies to demonstrate proficiency in Leadership. A large percentage of MPH students are not at all knowledgeable in applying principles of leadership, governance, and management. More emphasis in teaching negotiation and mediation in addressing organization and community challenges, as well as, providing tools to create vision, collaboration, and empowerment.



Source: 2021 MPH Student Self-Assessment Survey

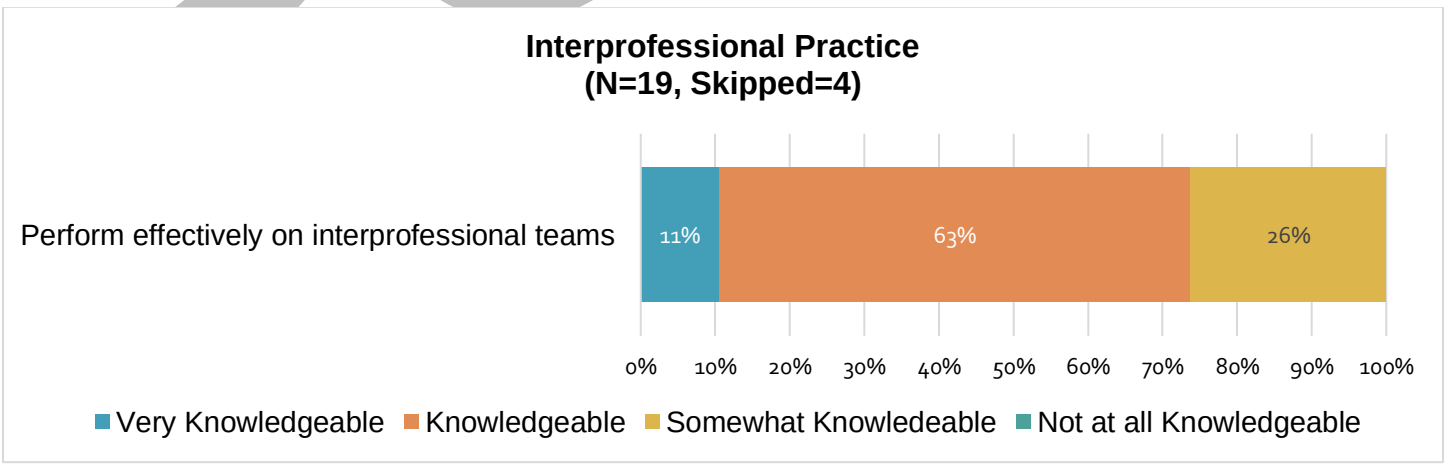
SCC

Communication: There are three (3) competencies to demonstrate proficiency in Communications. More than half of the students are knowledgeable in effective communication strategies that appropriate for the public health audience; however, there are at least 5.0% of the MPH students who are not at all knowledgeable in communicating effectively.



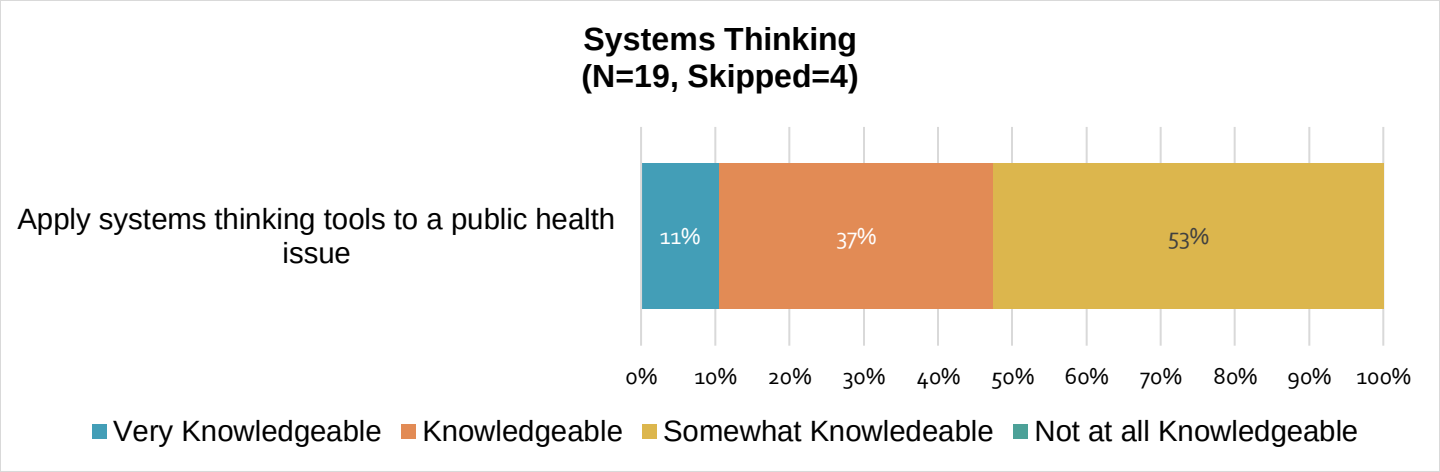
Source: 2021 MPH Student Self-Assessment Survey

Interprofessional Practice: There is one competency to demonstrate proficiency in Interprofessional Practice. More than half of the students show proficiency in working effectively with interprofessional teams which may be due instructional emphasis on collaborative work.



Source: 2021 MPH Student Self-Assessment Survey

Systems Thinking: There is one competency to demonstrate proficiency in Systems Thinking. More than half are somewhat knowledgeable in its application to a public health issue. More emphasis in teaching the application of systems thinking is needed.



Source: 2021 MPH Student Self-Assessment Survey

SCGI

Ongoing SCGH Efforts

CGU School of Community and Global Health continues to the improve the quality and student satisfaction in the MPH program through existing practices and programs.

Professional Development

SCGH Student Association

The Student Association provides students with opportunities to engage with other students, gain valuable leadership experience, and work to achieve common goals, while developing social and professional relationships. SCGH Student Association activities include:

- Racism in Public Health Talk Series
- American Red Cross Blood Drive
- Mentorship Program
- Emory Global Health Case Competition
- SOPHE Case Competition

Professional Development Awards

Awards and scholarships are expanded to provide students the opportunities to attend professional development trainings, obtain certifications (i.e., Certified Health Education Specialist), and participate in workshops and conferences to enhance experience and knowledge in the public health field.

SCGH Committees

MPH students have the opportunity to join various committees as student representatives to provide overall guidance to academic programs. Currently, there are seven school and program committees, which include (1) Steering Committee, (2) Curriculum Committee, (3) Self-Study/Accreditation Committee, (4) Admissions, Recruitment and Retention Committee, (5) Community Advisory Committee, (6) Assessment Committee, and (7) Diversity, Equity, and Inclusion Committee.

Delta Omega Honorary Society in Public Health

Top-performing students, alumni, faculty, and honorariums are recognized annually for their outstanding achievements. Since Spring 2016, there have been 33 Student Members, 23 Alumni Members, 7 Faculty Members, and 4 Honorary Members who have been recognized for their academic excellence and exceptional qualifications in the field of public health.

Academic Development

Coffee-W/-A-Prof Program

All currently enrolled SCGH students have the opportunity to build positive relationships with SCGH faculty to discuss topics related to current research projects and interests through an informal, out-of-classroom interaction. Students are eligible for a $10 Starbucks gift card to cover cost of coffee.

Resources and Opportunities

SCGH compiled resources and tools to equip students with opportunities to learn, network, and reach academic and professional goals. These resources are shared on SharePoint site, Handshake, and email blasts.

- Jobs, Internships, and Practicum Opportunities
- Scholarships, Fellowships and Other Programs
- Conferences and Symposiums
- Community and Global Engagement

SCGH

- Certifications and Trainings
- Research Opportunities
- Lectures, Talks, Webinars, and Workshops
- Meet the Faculty webinars

Diversity

SCGH Diversity, Equity and Inclusion Committee is committed to creating a welcoming and inclusive learning environment where differences between people and perspectives are recognized, respected, and regarded as strengths. The committee guides and maintains accountability in SCGH's efforts and goals specific for promoting diversity, equity, and inclusivity within the School and the academic programs and student professional development activities.

SCGH

Recommendations: CGU SCGH's Approach to Student Success

An Action Plan is created with short and long-term initiatives and performance indicators to continuously evaluate progress and track success and challenges of each initiative that aligns with the goals and objectives for CEPH Accreditation and CGU Strategic Plan. See Appendix A. The Action Plan is in its development stage and would require input from all committees, program directors and staff. The Action Plan serves as a framework to achieve the goals and objectives of the program.

Collecting, Tracking, and Reporting Data

Data management is vital in tracking progress, identifying gaps and challenges, and understanding opportunities for continuous improvement. To date, there is currently no centralized data management platform to share data collected from various surveys and assessments with SCGH students, faculty, and community. Centralized data management platform, such as Tableau, can streamline processes and provide transparency of program initiatives and inform recommendations for improvements. Further consideration of establishing a data management platform is recommended to efficiently track historical and future data.

Identifying various sources of data sets that are needed to compile an ecological analysis of current trends at CGU, SCGH, and the public health workforce is important in streamlining surveys and assessment measures to eliminate duplication of data collection. Moreover, it is recommended for each program or committee to track successes and challenges (i.e., number of webinars hosted by SCGH, number of internships/scholarships/research opportunities shared, academic counseling sessions, etc.) Currently, existing assessments used are as follows:

- Students
  - **SCGH Student Entrance Survey** – evaluates newly admitted students on their public health experience, competency level, and expectations in the program
  - **SCGH Annual Self-Assessment Study** – evaluates first year student on current public health experience, academic and professional goals, challenges/barriers, and competency level
  - **Exit Survey –** evaluates overall satisfaction of program
  - **CGU Campus Climate Survey** – CGU evaluates school-wide student climate and student satisfaction
- Alumni
  - **SCGH Annual Alumni Survey –** evaluates notable achievements, job/internship/fellowship experiences one year after graduation
- Faculty
  - **Course Evaluation**
  - **Faculty Annual Report/CV Review**
- Community
  - **Community Partners and Workforce Survey** - Local, state, and federal agencies, and private and public organizations
  - **Applied Practice Experience Supervisor Evaluation** – Evaluation completed by Applied Practice Experience Preceptors/Supervisor

SCGH

Research Community Lab

Fostering a research community enhances student learning and involvement in the identification, management, and resolution of community and global public health problems. Sharing and collaboratively working on research projects with peers, faculty, staff, and diverse community partners strengthen relationship across disciplines to achieve a common goal of social justice. Working with a diverse group of individuals provides students with an opportunity to learn different careers in public health, explore emerging public health issues, and use theoretical framework into real world application.

Class Schedule, Class Size, and Student Resources

Flexible scheduling of classes allows working students to balance competing priorities, such a school, work, internship and/or family affairs. It is important to identify a classroom environment that is conducive to the best student learning outcome. A consideration of rescheduling courses in the evening or weekend can allow full-time and part-time students to keep their jobs and a steady income. Moreover, the increase in student enrollment has impacted class size ratio, which may impose a challenge for both students and faculty members. Additional staffing is needed to accommodate the increasing demand for quality mentorship and engagement. Lastly, further emphasis on navigating resources in SharePoint Site, email blast, and other online tools can provide students with the tools to identify their interests.

Diversity, Equity, and Inclusion

CGU SCGH program and faculty staff will continue its effort to recruit and retain culturally diverse and representative candidates to reflect the communities served and address the needs of the diverse populations. DEI committee will foster a safe venue for SCGH diverse students to feel included and represented through various activities that empower the voices of the community.

SCGH

Appendices

Appendix A: Action Plan
Appendix B: Survey Questionnaire
Appendix C: CEPH Accreditation Goals and Objections
Appendix D: CGU Strategic Plan

SCGH

Appendix A: Action Plan

Initiative	Responsibility	Performance Indicators	Due Date	CEPH Accreditation Alignment
One to Two Year Initiatives				
Improve collecting, tracking, and managing of student data, faculty research, and public health workforce trends	• Steering Committee	• Identify various sources of data collected (qualitative or quantitative) and create a tracking of location, types of information collected, duration of data collection, and other relevant information. Ensure information are reviewed and analyzed on a quarterly and yearly basis using a timeline for reporting. • Identify gaps and/or duplication of information in surveys and assessments and improve current surveys/assessments. Refer to the requirements of information needed from CEPH Accreditation • Assess current trends in public health and public health workforce to prepare future public health professionals • Create an interactive data dashboard to share information collected with SCGH students, staff, and faculty for transparency of progress in achieving goals and objectives. • Conduct focus groups, interviews, faculty survey	August 2022	None
Integrate competencies into SCGH's culture to prepare competent graduate students	• Curriculum Committee • Steering Committee	• Collect, analyze, and report student self-assessment surveys at the beginning, during and after the program • Create SWOT analysis to determine student competency skills, knowledge, and ability	August 2022	Instructional Goal 1 (Evaluation Measure 1a, 1c)

SCGH

		• Develop resource guides and toolkits describing and tracking competencies used for advising and student reference • Develop training or counseling sessions to provide an overview of each competency • Develop competency profiles of public health professions to determine specific competencies		
Explore, develop, and implement strategies to increase student satisfaction	• Steering Committee • Human Resources	• Collect, analyze, and report student satisfaction using existing data sources (i.e., CGU's climate survey) • Implement and evaluate student engagement and professional development activities	May 2022	Instructional Goal 1 (Evaluation Measure 1b)
Enhance and increase awareness on diversity, inclusion, and health equity	• Diversity, Equity, and Inclusion Committee • Student Association	• Provide at least 2 webinars with guest speakers each semester • Collect, analyze, and report student preparedness in working with diverse community and experiences	May 2022	Diversity Goal 1 (Evaluation Measure 1d)
Develop a working definition of "Diversity"	• Diversity, Equity, and Inclusion Committee	• Implement the usage of the identified definition of "Diversity" in communications, evaluation measures, etc.	May 2022	Diversity Goal 1 (Evaluation Measure 1e)
Determine workforce needs in public health	• Advisory Committee	• Conduct quarterly ecological assessment of workforce needs in public health	August 2022	Service Goal 2 (Evaluation Measure 2a)
Increase outreach and engagement with local organizations and partners and develop trainings for professional development	• Steering Committee	• Collaborate with local public health organizations to expand network		Service Goal 2 (Evaluation Measure 2b, 2c, 2d)
Increase research opportunities with faculty for professional development	Faculty CV, how many students are you working with	• Identify strategies to communicate research opportunities • Encourage students to participate in faculty research projects, speaking engagements,	August 2022	Research Goal 1 (Evaluation Measure 1a, 1b, 1c, 1d)

SCOT

		grant applications or other professional development opportunities		
Three to Five Year Initiatives				
Determine key public health leadership competencies and create competency profiles to assist with career development Demand, salary range, by types of jobs, interviews with community partners		Identify public health leaders and create competency profiles to develop succession planning	May 2025	Instructional goal 1 (Evaluation Measure 1c)
Review Recommendation for CEPH Accreditation	Steering Committee	Evaluate and revise goals and objectives	May 2025	None

SCGH

Appendix B: Survey Questionnaire

CGU MPH Annual Self-Assessment Survey Academic Year 2020-2021

You are invited to participate in the MPH Annual Self-Assessment Survey. This survey is intended to (1) gain a deeper understanding of your experiences during the academic year, (2) determine your current career-related skills, interests and challenges, and (3) identify resources for you to achieve your desired academic and professional goals. Claremont Graduate University School of Community and Global Health aims to ensure student success in the MPH program.

Your participation in this survey is voluntary. All responses will be protected and visible by SCGH faculty and staff only. To adhere with FERPA guidelines, no identifying information will be shared without your permission or as required by the law. The survey will take approximately 15 minutes to complete. All completed surveys will be entered in a raffle, where *you will get a chance to win a $25 gift card.*

The survey does not take the place of your faculty mentorship and academic advising as it is designed to offer an additional touch point for students. Upon review, Student Support Specialist, Shellyn Liska, may contact you to discuss opportunities and relevant resources to support your academic and professional goals.

Please complete the MPH Self-Assessment Survey by Sunday, May 23, 2021 at 11:59 PM PST.

If you have any questions about this survey, please email Bree Hemingway at Bree.L.Hemingway@cgu.edu.

Student Information

Student Enrollment Status for the 2020-2021 Academic Year
- Half-time (4 units)
- Full-time (8 units or more)

Select your concentration in the MPH program
- Health Promotion, Education & Evaluation
- Applied Biostatistics & Epidemiology
- Leadership & Management
- Undecided

Are you in a dual/joint degree program?
- Yes
- No
- Don't know

If "yes", Which dual/joint degree program are you in?
- Accelerated Bachelors/Master of Public Health Degree
- Master of Business Administration/Master of Public Health Dual Degree
- Masters in Applied Psychology/Master of Public Health Dual Degree

SCGH

- Masters in Health Evaluation
- Masters in Positive Health Psychology
- Other, please specify ☐

Anticipated graduation

Semester ☐

Year ☐

Gender

- Male
- Female
- Prefer to self-describe: _____
- Prefer not to answer

Age group

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 64
- 65+

Race/Ethnicity

- African American/Black
- American Indian/Alaskan Native
- Asian
- Caucasian/ White
- Native Hawaiian/ Other Pacific Islander
- Hispanic/Latino
- Mixed Race, please specify: ☐
- Other, please specify: ☐
- Prefer not to answer

Are you currently employed/working while enrolled in school?

- Yes, full-time (~30-40 hours+/week)
- Yes, part-time (~20 hours/week)
- No, looking for employment
- No, not currently looking for employment
- Unpaid Internship/Fellowship

Are you a U.S. Citizen?

- Yes
- No, please specify your country of origin: ☐

This section will ask you about your academic or professional accomplishments during this academic year.

Indicate any academic or professional accomplishments you have had this academic year (select all that apply).

- Publications. Please specify:

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- Oral or poster presentations at symposiums, conferences, etc. Please specify:
- Speaking engagements. Please specify:
- Teaching or TA opportunities. Please Specify:
- Leadership positions. Please specify:
- Community Service
- Other, please specify:

1. Which of your academic or professional accomplishments are you most proud of and why?

This section will ask you about any academic or professional challenges you have encountered during this academic year.

If applicable, indicate any challenges you have encountered this academic year that have affected your academic or professional progress.

- COVID-19 pandemic
- Work-life balance
- Remote learning
- Class schedule
- Program requirements
- Other, please specify:

In the past 12 months, how would you rate your wellness on the following areas? (poor, fair, good, excellent)

- Physical
- Emotional

SOGH

- Social
- Environmental
- Financial

What campus, academic or professional resources did you utilize to address them, if any?

SCGH Resources
- Academic Advisor
- Program Staff

Student Services
- Financial Aid
- Office of Student Services
- Dean of Students and Campus Life
- Graduate Student Council
- Ombudsman
- International Student Services
- Disability Services
- Student Disability Resource Center
- Information Technology Help Desk
- Campus Safety

Academic Resources
- Academic Professional Development
- Center for Writing & Rhetoric
- Preparing Future Faculty
- Transdisciplinary Studies Program

Jobs & Career
- Career Development Office
- Handshake
- GoinGlobal
- Human Resources

Diversity Resources
- Office of Black Student Affairs
- Chicano Latino Student Affairs
- 7C Asian American Advisory Board
- Intercollegiate Feminist Center
- Queer Resource Center
- Student Life, Diversity & Leadership

Health, Spirituality and Wellness
- Student Health Services
- Monsour Counseling and Psychological Services

- Other, please specify:
- Not sure

What additional support do you need from CGU to address these challenges?

SCGH

This section will ask you about your professional goals.

What are your professional goals after graduation?

- Academic Researcher or Professor
- Healthcare Management or Leadership
- Post-doctoral or additional certification training
- Private or public agency
- Other, please specify
- I don't know yet

Select professional development events you have participated in this academic year. Select all that apply.

- Career Development Office Visit. Please specify:
- Conference attendance. Please specify:
- Membership in Professional association. Please specify:
- Participation in workshops, webinars or trainings. Please specify:
- Other, please specify:
- None

This section will ask you about your academic goals and next steps in the MPH Program.

What phase of the MPH program are you currently in? Select all that apply.

- Coursework
- Internship requirement (CGH 306)
- Capstone: MPH Portfolio
- Capstone: Paper
- Capstone: Progress Report
- Other, please specify:
- Not sure

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Identify any campus, academic or professional resources that can help you progress to the next steps (select all that apply).

SCGH Resources
- Program Staff
- Faculty Staff

Student Services
- Financial Aid
- Office of Student Services
- Dean of Students and Campus Life
- Graduate Student Council
- Ombudsman
- International Student Services
- Disability Services
- Student Disability Resource Center
- Information Technology Help Desk
- Campus Safety

Academic Resources
- Academic Professional Development
- Center for Writing & Rhetoric
- Preparing Future Faculty
- Transdisciplinary Studies Program

Jobs & Career
- Career Development Office
- Handshake
- GoinGlobal
- Human Resources

Diversity Resources
- Office of Black Student Affairs
- Chicano Latino Student Affairs
- 7C Asian American Advisory Board
- Intercollegiate Feminist Center
- Queer Resource Center
- Student Life, Diversity & Leadership

Health, Spirituality and Wellness
- Student Health Services
- Monsour Counseling and Psychological Services

- Other, please specify:
- Not sure

What is your course format preference for Fall 2021?

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- Online/Remote Learning
- In person
- Hybrid
- No preference

This section will ask you to rate your knowledge, skills, and abilities in each competency areas.

Competencies	Novice	Intermediate	Advanced	Expert
Profession & Science of Public Health				
Explain public health history, philosophy and services				
Identify the core functions of public health and the 10 Essential Services				
Explain the role of quantitative and qualitative methods of sciences in describing and assessing a population's health				
List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program				
Discuss the science of primary, secondary and tertiary prevention in population, including health promotion, screening				
Explain the critical importance of evidence in advancing public health				
Factors Related to Human Health				
Explain effects of environmental factors on a population's Health				
Explain biological and genetic factors that affect a populations' Health				
Explain behavioral and psychological factors that affect a Population's health				
Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities				
Explain how globalization affects global burdens of disease				
Explain an ecological perspective on the connections among human health, animal health and ecosystem (e.g., One Health)				
Evidence-based Approaches to Public Health				

SCGT

Apply epidemiological methods to the breadth of settings and situations in public health practice				
Select quantitative and qualitative data collection methods appropriate for a given public health context				
Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate				
Interpret results of data analysis for public health research, policy or practice				
Public Health & Health Care Systems				
Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings				
Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels				
Planning & Management to Promote Health				
Assess population needs, assets and capacities that affect communities' health				
Apply awareness of cultural values and practices to the design or implementation of public health policies or programs				
Design a population-based policy, program, project or intervention				
Explain basic principles and tools of budget and resource management				
Select methods to evaluate public health programs				
Policy in Public Health				
Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence				
Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public				

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health outcomes				
Advocate for political, social or economic policies and programs that will improve health in diverse populations				
Evaluate policies for their impact on public health and health equity				
Leadership				
Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making				
Apply negotiation and mediation skills to address organizational or community challenges				
Communication				
Select communication strategies for different audiences and sectors				
Communicate audience-appropriate public health content, both in writing and through oral presentation				
Describe the importance of cultural competence in communicating public health content				
Interprofessional Practice				
Perform effectively on interprofessional teams				
Systems Thinking				
Apply systems thinking tools to a public health issue				

This section will ask you about faculty consultation.

Would you like to be contacted by Shelly Liska, Student Support Specialist, for additional support on student resources, campus services, class scheduling, etc.? Please note that your responses will be shared to the identified staff for review.

- Yes
- No

14(a) [If indicated "yes"] Please specify which additional support you will need.

- *Student resources*
- *Campus services*
- *Course requirements*
- *Class scheduling*

SOGH

- *Student advising*
- *None*

Would you like to be contacted by faculty staff for additional support on your MPH milestone? Please not that your responses will be shared to the identified faculty for review.

- *Yes*
- *No*

[If indicated "yes"] Which additional SCGH faculty member would you like your responses reviewed by?

- Jessica Clague DeHart
- Stewart Donaldson
- Deborah Freund
- Nicole Gatto
- C. Anderson Johnson
- Jay Orr
- Paula Palmer
- Darleen Peterson
- Kim D. Reynolds
- Alan Stacy
- Bin Xie
- Other, please specify:

[If indicated "yes" on additional support from staff OR faculty member(s)]

How would you like to interact with the faculty member you selected this year to review this document?

- Phone
- Zoom meeting
- Written comments only
- In-person* *(may not be possible due to COVID-19 circumstances)*

Please share any additional feedback that you have about your overall experience in the MPH program.

Contact Information

First Name
Last Name
CGU Student ID Number
Address
City
State
Postal Code
Email Address
Phone Number

SCGH

Thank you for completing the MPH Annual Self-Assessment Survey for this academic year. Your responses are valuable in the continuous improvement of our program. With your input, CGU SCGH staff and faculty will aim to address your current challenges and barriers in achieving your professional, academic, and personal goals by providing support, resources, and opportunities for success. If you have any further questions, please email Bree Hemingway at Bree.L.Hemingway@cgu.edu.

Appendix C: CEPH Accreditation Goals and Objectives

Template B.5-1 Public Health Program Goals/Objective Evaluation Methods and Measures		
Evaluation Measures	**Data Collection Method for Measure**	**Responsibility for Review**
Instructional Goal 1: To educate qualified individuals for professional careers in public health through the operation of programs that prepare students to apply knowledge and skills to research and practice.		
Evaluation Measure 1a: *Students meet program competencies upon graduation*	Assessment at the beginning of the program and upon graduation in the exit survey	Program Director; Assistant Director; Curriculum Committee; Steering Committee
Evaluation Measure 1b: *Student satisfaction of the program*	Exit surveys	Program Director; Assistant Director; Steering Committee
Evaluation Measure 1c: *Student perception of preparedness to practice as a public health professional*	Alumni surveys	Program Director; Assistant Director; Curriculum Committee
Evaluation Measure 1d*: Performance ratings from applied practice experience supervisors*	Applied practice supervisor evaluation	Program Director; Applied Practice Instructors; Assistant Director (APE Coordinator); Community Advisory Committee
Instructional Goal 2: To provide an environment conducive to student learning and professional development.		
Evaluation Measure 2a: *Student professional development opportunities though the offering of research/teaching assistantships*	Budget/assistantship offer letters	Budget Director; Program Director
Evaluation Measure 2b: *Travel awards to students presenting at professional conferences and/sitting for certification exams*	Budget/travel award letters	Budget Director; Program Director
Evaluation Measure 2c: *Faculty teaching evaluations that exceed university averages*	Course Evaluations	Program Director; Dean
Evaluation Measure 2d: *Faculty participation in teaching workshops and training*	Annual faculty evaluation	Faculty review; Dean; Program Director
Evaluation Measure 2e: *Student participation in pedagogy-focused courses*	Attendance in pedagogy classes or college teaching certificate program	Program Director; Curriculum Committee
Evaluation Measure 2f: *Student participation in career development activities*	Attendance in career development activities as evidenced in capstone course. Attendance at career fairs	Program Director; Capstone course instructor, Community Advisory Committee

SCGH

Evaluation Measure 2g: *Student satisfaction with faculty availability, class size, academic and career advising*	Exit surveys	Program Director; Assistant Director; Steering committee
Diversity Goal 1: To prepare graduates to practice successfully in public health/social service settings that address the needs of diverse populations		
Evaluation Measure 1a*: Applied practice sites that service diverse populations*	Annual applied practice experience supervisor list	APE Coordinator; Community Advisory Committee; Diversity, Equity & Inclusion Committee
Evaluation Measure 1b*: Preparedness ratings from applied practice experience supervisors*	Applied practice supervisor evaluation	Program Director; Applied Practice Instructors; and Assistant Director (APE Coordinator); Curriculum Committee; Community Advisory Committee
Evaluation Measure 1c*: Students are exposed to working with diverse populations through coursework projects*	Program syllabi Exit survey	Program Director; Curriculum Committee; Diversity, Equity & Inclusion Committee
Evaluation Measure 1d: *Invite guest speakers to address issues of diversity, inclusion and health equity*	Flyers of local events Event sign-in sheets Public Health course syllabi featuring guest speakers Annual Student Association Report	Student Association; Diversity, Equity & Inclusion Committee
Evaluation Measure 1e: *Student self-reported commitment to diversity and inclusion*	Diversity statement in capstone portfolio	Program Director; Capstone course instructor, Diversity, Equity & Inclusion Committee
Evaluation Measure 1f: *Faculty participation in diversity training*	Annual faculty evaluation	Faculty review; Dean; Program Director; Diversity, Equity & Inclusion Committee
Diversity Goal 2: Increase diversity in the public health workforce by recruiting a diverse study body, staff and faculty that reflects the communities we serve		
Evaluation Measure 2a: *University representatives attend recruitment events targeting minority and/or international prospective student populations*	Admissions department records/recruitment plan	Director of admissions; Dean; Program Director; Program Assistant Director
Evaluation Measure 2b: *Program applicants who self-identify as a person of color or nonimmigrant*	Applicant demographic data available by SOPHAS	Director of Admissions; Dean; Program Director
Evaluation Measure 2c: *Utilization of publications/job posting sites that focus on multiculturalism*	Human Resources documentation; Copy of faculty posting in Dean's office	Search committee; review by Dean and Program Director; Diversity & Inclusion Committee
Research Goal 1: Pursue research that contributes to the identification, management, and resolution of global public health problems		
Evaluation Measure 1a*: Submission of grant proposals responsive to issues involving public health research and practice*	Faculty annual report/CVs School budget	Dean; Program Director; Budget Manager
Evaluation Measure 1b: *Publication of peer-reviewed articles in public health*	Faculty annual report/CVs	Dean; Program Director; Program Assistant Director
Evaluation Measure 1c: *Faculty and student presentation of public health scholarship at professional conferences/events*	Faculty annual report/CVs Current student survey	Dean; Program Director; Program Assistant Director
Evaluation Measure 1d: *Student participation in faculty research projects*	Current student survey	Program Director; Program Assistant Director

SOPHAS

Service Goal 1: Involve faculty and students in service and leadership positions that support the public health community		
Evaluation Measure 1a*: Opportunities for students to participate in professional or community service activities*	Annual student association report Current student survey; Syllabi demonstrating courses with service component	Student association board; Program Director; Program Assistant Director
Evaluation Measure 1b*: Faculty participation in service to the university and public health community*	Faculty annual report/CVs	Dean; Program Director; Program Assistant Director
Evaluation Measure 1c: *Faculty providing technical assistance to public health organizations and programs*	Faculty annual report/CVs	Dean; Program Director; Program Assistant Director
Service Goal 2: Improve the skill set of the local public health workforce so it may address health issues characteristic of the region		
Evaluation Measure 2a: *Assessment of workforce development needs*	Report to the Community Advisory Committee Employer interviews	Program Director; Program Assistant Director; Community Advisory Committee
Evaluation Measure 2b: *Conduct of annual trainings that will reach local public health professionals*	Program flyers Event sign-in sheets	Program Director; Program Assistant Director; Community Advisory Committee
Evaluation Measure 2c: *Sponsor trainings that provide continuing education credits*	Program flyers Event sign-in sheets with those requesting units	Program Director; Program Assistant Director; Community Advisory Committee
Evaluation Measure 2d: *Satisfaction of participants who attend sponsored trainings*	Survey of program attendees	Program Director; Program Assistant Director; Community Advisory Committee

SCCH

Appendix D. CGU Strategic Plan

Claremont Graduate University has indicated six (6) goals with a total of 18 long-term objectives.

- **Goal 1: Enhance Student Success** through strong academic programs, expanded pedagogies, and meaningful learning outcomes and supportive processes and services that proactively address student needs.
    - Ensure a great academic experience, with meaningful learning outcomes, including success in chosen fields and professions.
    - Be leaders in student retention and engagement.
    - Magnify CGU's distinctive success-centered programs.
- **Goal 2: Expand Impact, Quality, and Visibility** through research, scholarship, innovation, and creative work.
    - Recognize, incentivize, and invest in areas of academic strength and mission while increasing visibility and brand awareness.
    - Expand research and creative opportunities, grant activity, collaborations, and infrastructure.
    - Facilitate innovation in developing high-quality programs.
- **Goal 3: Engage the Global Community** with integrity to make the university more connected, responsive, and impactful.
    - Seek academic partnerships locally, nationally, and globally to extend our impact through research, creative works, teaching, and community outreach.
    - Earn recognition as a place where students and faculty provide and integrate diverse perspectives, cultures, and skills in the search for knowledge to address a rapidly changing and increasingly complex world.
    - Instill in CGU graduates the confidence and capacity to apply transdisciplinary mindsets and approaches that impact local and global transformation.
- **Goal 4: Foster an Academic Community of Inclusive Excellence.**
    - Prioritize diversity planning and the implementation of initiatives that positively and measurably impact the campus community.
    - Promote the recruitment, retention, success, and full participation of diverse faculty, staff, students, alumni, and trustees.
    - Foster a sense of respect and just practice across the campus while promoting research, creative work, and community outreach that impact positive social change.
- **Goal 5: Build a Sustainable Learning Organization** that is fiscally responsible in its commitment and delivery of lifelong learning, and that has a meaningful, lasting impact on the lives of students and employees, as well as the professions and global communities served.
    - Grow and optimize student enrollment to achieve our goals.
    - Strengthen and diversify our financial base in keeping with our mission.
    - Prioritize the development of leadership, faculty, and staff capacity.
- **Goal 6: Implement a Bold Advancement Agenda** that supports student success and access and enhances research and scholarly work through effective outreach that reinforces CGU's institutional brand.
    - Be clear about who we are and what we do at CGU: Tell our story.
    - Identify and support key university priorities including research, student access and success, physical plant, partnerships, and alumni fund-raising.
    - Deepen engagement with and cultivate loyalty among alumni and the wider CGU network – including students, faculty, staff, emeriti faculty, trustees, and friends.

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