

REVIEW FOR ACCREDITATION
OF THE
BSPH: COMMUNITY HEALTH
AT
CUNY – YORK COLLEGE

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

September 28-29, 2023

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CRITERIA:

Accreditation Criteria for Standalone Baccalaureate Programs,
amended June 2018

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INTRODUCTION

York College was founded in 1967 as a campus of the City University of New York system. Located in Jamaica, Queens, it is a public college dedicated to the success of first-generation undergraduate students representative of the diversity in its surrounding communities. The college offers 64 bachelor's degrees and six master's degrees, as well as six certificates and five special programs. These degree programs are housed within three schools: Arts and Sciences, Business and Information Systems, and Health Sciences and Professional Programs. At the time of the site visit, the college employed 186 instructional faculty and eight library faculty, serving 6,769 undergraduate students. The college is accredited by the Middle States Commission on Higher Education and holds specialized accreditation in six fields: nursing, occupational therapy, physician assistant studies, social work, teacher education, and clinical laboratory science.

The public health program was established in 2016 and is housed within the Department of Health and Human Performance in the School of Health Sciences and Professional Programs. The department also houses bachelor's degrees in community health education, gerontological studies, school health education, movement science, physical education, and health promotion management. The BSPH has a single concentration in community health. Seven faculty provide instruction and advisement in the program, which typically enrolls between 13 and 17 students.

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

Instructional Matrix – Degrees and Concentrations			
Degree		Place based	Distance based
Community Health	BSPH	BSPH	---

A1. ADMINISTRATION AND GOVERNANCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Program has autonomy to make decisions related to the following:</p> <ul style="list-style-type: none"> • allocation of program resources • implementation of personnel and policies and procedures • development and implementation of academic policies and procedures • development and implementation of curricula • admission to the major 		<p>The program has the necessary autonomy to make key program decisions. Program leaders and key staff describe the atmosphere as very collaborative, and all pitch in as necessary. To secure resources for the program, the program director collects information on resource needs from faculty, then meets with the department chair and the Department Personnel and Budget Committee. After they have approved the plan, it moves up the chain of command to the Finance Office and Strategic Planning Office.</p>	<p>Click here to enter text.</p>	
<p>Program’s faculty have formal opportunities for input in decisions affecting the following:</p> <ul style="list-style-type: none"> • curriculum design (e.g., program specific requirements) • student assessment • program evaluation 		<p>The budget process is cyclical, always 18 months in advance, and direction comes from the state and CUNY system. The budget is presented in May for the year starting in the fall semester. There is a clear commitment to meet the program’s needs due to the accreditation effort. During the site visit, faculty said that they are expecting support for a clinical faculty line and additional support for student technology in the next budget cycle.</p>		
<p>Faculty have input in resource allocation within the institution and existing program administration.</p>		<p>Personnel rules are set by the college, human resources, and the union. Faculty are unionized (teaching and non-teaching), and benefits include budgeted support for summer work. Faculty said that they appreciate the standardized process and structure. Personnel requests are typically filled in a timely fashion. The department chair serves as the hiring manager for all searches in the program.</p>		

		The Public Health Admissions, Retention, and Completion (PHARC) Committee establishes and manages admissions and retention in the program. Its members include the program coordinator, three faculty from the department, and a higher education officer at the college.		
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A2. FACULTY ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty (both full-time and part-time) regularly interact with colleagues & are engaged in ways that benefit the instructional program		<p>All program faculty (including full- and part-time) regularly interact with one another and are engaged in ways that benefit the program.</p> <p>The public health program meets once a semester and includes all faculty teaching in the program, including adjuncts. At these meetings, faculty discuss course offerings, student outcomes, developments in the field, and other topics that affect the program and its students. Additionally, the department holds monthly meetings for all full-time faculty. These meetings cover updates from the programs, department, college, and university system.</p> <p>The program provided agendas and minutes from the program and department faculty meetings. During the site visit, faculty mentioned that during the previous year, most of the time for these meetings was dedicated to discussions on the accreditation process. Other priorities were curriculum review and increasing the capacity for enrollment. All faculty members have an opportunity to raise issues during these formal meetings, and with their</p>	Click here to enter text.	

		collaborative model, issues can also be brought up directly with the program director.		
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B1. PUBLIC HEALTH CURRICULUM

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		<p>The program offers the BSPH in community health. The 120-credit-hour program consists of general education courses and required courses. The curriculum for the major includes required public health courses, community health concentration courses, and electives for a total of 69 credit hours.</p> <p>The curriculum covers all CEPH-defined domains and includes courses in topics such as history and principles of public health, epidemiology, biostatistics, community health assessment, intervention design, evaluation, and policy.</p> <p>The program has mapped the required curriculum to the public health domains. Public health domains are designated as “introduced” if the concept is addressed in the reading or lecture, but the course is not responsible for the primary coverage of the domain. Domains are designated as “covered” if the course has major responsibility for addressing a particular domain, the domain is addressed multiple times, in depth, and has an associated assessment. Review of syllabi and associated course materials verified coverage for each domain, as presented in the B1 worksheet.</p>	Click here to enter text.	

B1 Worksheet

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

B2. COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Students demonstrate & are assessed on each competency & all its elements:		The program assesses all competencies in required courses. Core courses in public health history, biostatistics, public health policy, epidemiology, and public health in society address the two foundational competencies related to public health communication and information literacy. The program ensures that all students receive instruction in and assessment of the foundational competencies, as noted in the B2.1 worksheet.	Starting in spring of 2024, the public health program will revise an assignment in PH 450 and will use it to assess concentration competency 3. Specifically, students will create a social media campaign designed to advocate for the profession and will include posts on the following topics: 1. Sharing public health milestones, 2. Using community testimonials about the impact of public health as advocacy voices,	The Council appreciates the program's response and looks forward to reviewing evidence of the implemented changes.
1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse students				
2. Locate, use, evaluate, and synthesize public health information				
Defines at least three distinct competencies for each				

<p>concentration or generalist degree. Competencies articulate an appropriate depth or enhancement beyond foundational competencies</p>		<p>fundraising letter for a community health project, a scientific poster, a letter to the editor, and a policy analysis paper. The assessments that address foundational competency 2 include a descriptive epidemiology paper on a selected health topic and a paper on public health challenges at national and global levels.</p>	<p>and 3. Showcasing the accomplishments of public health professionals.</p>	
<p>Assesses all students at least once on their ability to demonstrate each concentration competency</p>		<p>The program has identified three appropriate competencies for its single concentration in community health, which are tied to CHES areas of responsibility. The team’s assessment of each competency statement and students’ opportunity to learn and demonstrate each competency is presented in the B2.2 worksheet.</p> <p>Concentration competency 1 relates to assessing community health needs and planning, designing, and evaluating evidence-based public health interventions. The program assigns assessments to each component of the competency statement, such as a grant proposal, an intervention methods and materials project, a project plan in partnership with a community organization, and an evaluation proposal on an existing program.</p> <p>Concentration competency 2 relates to applying concepts of social justice and health equity in analyzing social determinants of health. This competency is mapped to a needs and capacity assessment paper in which students take photos that visualize health needs on the campus and write a paper analyzing the social determinants of health that contribute to those needs, as well as the issues in social justice and health equity resulting from them.</p> <p>The concern relates to the assessment for concentration competency 3 not being aligned with the competency</p>	<p>In addition, we will also consider adding a short session on profession advocacy in PH 201.</p>	

		statement. The competency requires students to advocate for community and public health and the profession. The assignments mapped to the competency (a portfolio of writing products) do advocate for community and public health, but do not advocate for the profession. During the site visit, program faculty told reviewers that they had misunderstood the emphasis on profession in the statement and did not have any assessments that directly assessed advocating for the profession but had several ideas about where they could include this type of assessment in future coursework.		
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B2.1 Worksheet

Competency Elements	Yes/CNV
1. Public Health Communication	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes
2. Information Literacy	
Locate information	Yes
Use information	Yes
Evaluate information	Yes
Synthesize information	Yes

B2.2 Worksheet

Community Health Concentration Competencies	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Assess community health needs, and plan, design, and evaluate evidence-based/evidence-informed public health interventions.	Yes	Yes
2. Apply concepts of social justice and health equity in the analysis of social determinants of health.	Yes	Yes
3. Advocate for community and public health and the profession.	Yes	CNV

B3. CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		The program uses a variety of required courses and assignments as opportunities to expose students to all of the cross-cutting concepts. The B3 worksheet presents the team’s findings. For example, the self-study describes how the community assessment project plan in the needs assessment course introduces students to community dynamics and systems thinking by working with community-based organizations to assess community health needs. Additionally, students are exposed to networking and independent work through the field experience courses.	Click here to enter text.	

B3 Worksheet

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

B4. CUMULATIVE AND EXPERIENTIAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			
Students complete cumulative & experiential activities		Students complete two 140-hour internships that provide a cumulative experience and allow students to integrate coursework and theoretical foundations into practice in a professional environment. Students may complete both internships at one site or choose two different sites.	The public health program is in the process of hiring a Higher Education Officer (HEO) to coordinate fieldwork across programs in HHP. This individual will be tasked with keeping an up-to-date list of participating fieldwork locations and their contacts, among other duties.	The Council appreciates the program's response to the team's report.
Activities require students to integrate, synthesize & apply knowledge		Students are provided with a list of local governmental and non-profit organizations that have agreements with the college to provide internships. Examples of internship sites include Queens Healthy Start, Madison York Assisted Living Community, Jamaica Hospital Medical Center, and AHRC NYC (a branch of the ARC New York). If a student wants to complete an internship at a site without an agreement with the college, their faculty supervisor will initiate the process to develop a memorandum of understanding (MOU) with the site. The internship cannot begin until the MOU is complete. There is also a formalized contract that is prepared by both the student and preceptor outlining the specifics of the internship. During the site visit, students and graduates described their experiences at their internship sites as very positive.		
Program encourages exposure to local-level professionals & agencies		In addition to the internship, students also complete a capstone course that gives students a broader exposure to public health. Students explore employment opportunities, practice and improve professional interview skills, and gain cultural competency, culminating in a portfolio of work to use in job searches. The portfolio		

		<p>includes their CV, personal mission statement, and samples of work from the course and across the curriculum.</p> <p>The commentary relates to currency of the program’s list of organizations with pre-existing internship agreements. During the site visit, students and alumni said that the list of organizations with internship agreements is very out of date. Some organizations that were listed were no longer providing internships, and contact persons were often no longer available. The students and alumni said that eventually they were able to find an organization, and the experiences were highly valued, but that the list should be kept up to date for future students.</p>		
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C1. SUMMARY DATA ON STUDENT COMPETENCY ATTAINMENT

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects & analyzes aggregate data on student competency attainment using the competencies defined in B2 as a framework		The program has defined specific assessment activities in required classes on which to present data related to student learning. The program presents the percentage of students that achieve passing grades (“proficient” or better) on assessments mapped to the program’s two foundational and three concentration competencies.	Click here to enter text.	
Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed		The program began collecting data on student competency attainment in fall 2022 (previously, data collection had focused on student attainment of public health domains as defined in Criterion B1). The program uses an annual program assessment report (required by the institution) to analyze its collected data. Each year, the		

		<p>program submits an assessment report that lists the program learning outcomes, assessment measures, the data/results, interpretation of results, and recommendations for improvement as informed by the assessment data.</p> <p>Student performance was strong on all of the defined activities in 2022-23. For example, the percentage of students satisfactorily completing the data analysis presentation indexed to foundational competency 2 was 80%, meeting the program's target of 70% or higher. Eighty percent of students also satisfactorily completed the evaluation project indexed to concentration competency 1. The community assessment project mapped to concentration competency 1 had the strongest performance, with 100% of students satisfactorily completing the learning objectives.</p> <p>Through its previous method of collecting and analyzing data based on the public health domains, the program has been able to make appropriate changes to the curriculum. For example, analysis of student attainment of domain 3 showed the need to incorporate discussion of epidemiologic principles into PH 201 History and Principles of Public Health.</p>		
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C2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data		Students may take up to five years to complete the BSPH degree. The program presents data on its first five cohorts, with the first entering in 2018-19. The rates represent starting cohorts between one and 11 students.	Click here to enter text.	
Achieves graduation rates of at least 70%		The cohort of students that entered in 2018-19 reports a 50% graduation rate. The two subsequent cohorts have had all students graduate or otherwise exit the program, reporting graduation rates of 0% and 82%. The remaining two cohorts are on track to meet the graduation rate threshold by the maximum time to graduate.		
<p>If program does not meet the threshold of 70%:</p> <ul style="list-style-type: none"> its grad rates are comparable to similar baccalaureate programs it has a detailed analysis of factors related to the reduced rate and a specific plan for improvements, if applicable 		<p>The program attributes the below-threshold rates to the small sizes of the cohorts; the 2018-19 cohort consisted of four students, and the 2019-20 cohort consisted of one student. Because of the program’s focus on first-generation, nontraditional students, many of whom have work and family responsibilities, program faculty say that financial constraints are the most common cause of attrition. Faculty are primarily focused on maintaining robust advising relationships to support vulnerable students, and students and alumni who met with the site visit team said that they placed great value on these relationships. Although two of the early cohorts did not reach the established threshold, it was clear to reviewers that students have the support from the program to complete the degree.</p>		

C3. POST-GRADUATION OUTCOMES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes & presents data on graduates’ employment or enrollment in further education post-graduation		The program collects post-graduation outcome data through a graduate outcome survey administered one year after graduation. At the time of the site visit, the program only had data for one graduation cohort (the cohort that graduated in 2021), and was in the process of collecting and analyzing data for the 2022 cohort. Both graduates in the 2021 cohort were employed at one year post-graduation; one as a program coordinator for the health education department at Manhattan Community College and the other as a food establishment inspector for the New York City Department of Health and Mental Hygiene.	Click here to enter text.	
Achieves graduate response rates of at least 30% each year				
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education				
If program does not meet the threshold of 80%, the program must: <ul style="list-style-type: none"> • document that its rates are comparable to a similar baccalaureate program in home unit • provide a detailed analysis of factors related to the reduced rate and a specific plan for future improvement 				

C4. STAKEHOLDER FEEDBACK

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Collects information about the following through surveys or other data collection:</p> <ul style="list-style-type: none"> • alignment of the curriculum with workforce needs • preparation of graduates for the workforce • alumni perceptions of readiness and preparation for the workforce and/or further education 		<p>The program uses a Community Advisory Board (CAB) that was established in 2021. Membership of the CAB consists of the dean of the school, program faculty, a professor from CUNY’s Graduate School of Public Health and Health Policy, an alum, and public health practitioners. The CAB meets each semester to discuss program goals and ensure that the program meets the needs of both alumni and the broader public health community, with standing agenda items to discuss the alignment of the curriculum with workforce needs, preparation of graduates for the workforce, and alumni perceptions of readiness and preparation for post-graduation placements.</p>	<p>Click here to enter text.</p>	
<p>Information collected from BOTH:</p> <ul style="list-style-type: none"> • alumni • relevant community stakeholders 		<p>During the site visit, faculty said that the CAB provides plenty of helpful feedback, noting that it was heavily involved in the program’s competency development. CAB members have also provided ideas on how to retain fieldwork preceptors and how to bring preceptors into crafting the learning agreement. Another high priority from CAB feedback was the need for more soft skills (people-facing skills), and considering how to add that to the curriculum.</p>		
<p>Establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program</p>		<p>In addition to the CAB, the program collects feedback through biannual interviews with internship preceptors (with the focus on them being potential employers of graduates), and an annual alumni survey. Feedback from these avenues has included the need for graduates to</p>		

		know more about Medicare and Medicaid programs and to have better-developed soft skills and skills in Microsoft Office applications.		
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D1. DESIGNATED LEADER

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Designated leader has the following traits:		<p>The designated leader meets the requirements defined in this criterion. The designated leader has a DrPH and an MPH in epidemiology from accredited school of public health and extensive experience in epidemiology and biostatistics in health departments and hospitals. She serves as the program coordinator. She is a full-time assistant professor and dedicates 1.0 FTE to the program.</p> <p>The program coordinator is involved in several aspects of program decision-making. She leads the program assessment process, manages adjunct faculty, and works with the PHARC committee to make admissions and retention decisions. Curricular and resource decisions are made collaboratively between the program coordinator and the department chair with input from full- and part-time faculty and the CAB.</p>	<p>Click here to enter text.</p>	
<ul style="list-style-type: none"> • a full-time university faculty member 				
<ul style="list-style-type: none"> • dedicates at least 0.5 FTE to the program 				
<ul style="list-style-type: none"> • has educational qualifications and professional experience in a public health discipline 				
<p>Fully engaged with decision-making about the following:</p> <ul style="list-style-type: none"> • curricular requirements • competency development • teaching assignments • resource needs • program evaluation • student assessment 				

D2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program employs at least two FTE (in addition to the designated leader)		At the time of the site visit, the program had six full-time faculty members and one part-time faculty member, totaling approximately 2.5 FTE in addition to the designated leader. FTE is calculated by the number of courses taught, with full-time faculty having a 3-3 or 4-4 teaching load (depending on tenure-track status), while part-time faculty teach nine credits or less per semester.	Click here to enter text.	
Student-faculty ratios (SFR) are appropriate for instruction, assessment, and advising				
Mix of full-time and part-time faculty is sufficient to accomplish mission and achieve student outcomes		<p>The program reports student-faculty ratios (SFRs) of 9:1, 8:1, 8.5:1, and 9:1 for the previous four semesters. SFRs are defined as the total faculty FTE count teaching program-specific courses to the total student count. The average class size over these semesters ranged from eight to 11 students. Students who met with the site visit team noted that they feel their professors are always readily available to them and they feel personally supported by the faculty complement.</p> <p>The program identified the BS in movement science as the comparable program, as this program is within the same department, is accredited by a specialized accreditor, and has a similar implementation and growth plan to the public health program. The comparable program's SFRs were 26:1, 23.5:1, 20:1, and 16:1 over the previous four semesters, with average class sizes between 13 and 19. The program reports advising ratios between 8:1 and 9:1 over the last four semesters. The comparable program's</p>		

		<p>advising ratios ranged from 16:1 to 26:1 over the same time period.</p> <p>The program has used enrollment data to gauge resource adequacy in determining its enrollment management objectives and predicting needed seat capacity for courses used by other programs. The program has also used enrollment data to determine its ability to offer public health courses as liberal arts electives for students across the institution.</p>		
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D3. STUDENT ENROLLMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program defines accurate and useful means to track student enrollment		<p>The program tracks enrollment data through a spreadsheet maintained by the program coordinator. Due to the program's small size, this method of tracking is most useful. The program collects data on student headcount and total student FTE for each semester. FTE is calculated based on the number of credit hours each student is registered for, with 12 credits being considered full-time.</p> <p>The enrollment numbers for the last four semesters are 17, 17, 15, and 13.</p>	<p>Click here to enter text.</p>	
Program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals				

E1. DOCTORAL TRAINING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty trained at the master's level have exceptional professional experience and teaching ability		All six full-time faculty hold doctoral degrees. Adjunct faculty are hired at discretion of chair. The one part-time faculty member holds an MPH in health policy and a Bachelor of Dental Surgery (BDS) from India. Program leaders verified that the BDS is equivalent to a terminal degree in the US. This faculty member was hired to teach policy and is currently teaching environmental health. Based on experience in environmental health research in India, she was tapped to teach the course. During the site visit, students and faculty praised her teaching ability and knowledge in environmental health.	Click here to enter text.	

E2. FACULTY EXPERIENCE IN AREAS OF TEACHING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education and experience		All faculty teach courses related to their areas of expertise based on educational qualifications and previous work experience. For example, the full-time faculty member who teaches the health policy course has a DrPH in health policy and worked as a director of health policy for the New York Immigration Coalition. Other faculty members have education and experience in health education, epidemiology, environmental health, and sociology, and teach relevant coursework.	Click here to enter text.	

		During the site visit, the faculty explained the classes they teach and how their experience supported their teaching. Faculty feel comfortable with the courses they teach. Students also praised the experience of the faculty, saying that they were always willing to admit when they did not know the answer to a question and would look for the answer themselves.		
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E3. INFORMED AND CURRENT FACULTY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
All faculty members are informed and current in their discipline or areas of public health teaching		<p>Almost all of the faculty members are informed and remain current in several ways. Most of the faculty attend and/or present at conferences, such as APHA, SOPHE, and the Society for the Scientific Study of Sexuality (SSSS). Three of the faculty members are members of professional organizations, such as the American Evaluation Association, APHA, and SSSS, and two hold either the CHES or MCHES certification.</p> <p>Two of the faculty members serve as manuscript reviewers and are members of journal editorial boards (SHAPE America (Health), American Journal of Health Behavior, etc.). In addition, the faculty stay current by reading journal articles and participating in professional development activities such as grant conferences and the <i>UrbanHealth</i> Lab interdisciplinary research group at the college. Several have research grants, and almost all faculty have current publications or conference</p>	<p>The public health department has collected additional data for three professors not included in table E3 of the original self study.</p> <p>Claudia Calhoon (Assistant Professor): Member of American Public Health Association (attending and presenting at 2023 meeting, attending pre-conference institute Reimagining Public Health Leadership for Health Equity, Transforming Systems and Uplifting Community Power). Member of New York State Public Health Association. Member of Protecting Immigrant Families campaign, Health Care for All New York.</p>	The Council reviewed the program's response to the site visit team's report and agreed that the response addresses the team's concern. The Council acted to change the finding from partially met to met.

		<p>presentations. Faculty also work with community-based organizations on research projects.</p> <p>Students who met with the site visit team said that the faculty keep the curriculum current by referring to previous courses and linking the courses to each other. They indicated that the fieldwork courses are the most relevant and current.</p> <p>The concern relates to not all faculty staying current. One of the faculty members did not have examples included in the self-study, and the program could not provide examples of the ways that she stays current in her area of public health teaching.</p>	<p>Completed CUNY Course Self-paced Best Practices for Teaching (2021) .</p> <p>Erin Toussaint-Jacques (Assistant Professor): Read and review academic journals. Continue research with interdisciplinary faculty to publish. Collaborate with community-based organizations to collect health literacy rates of school-age students. Participate in the Urban Health Lab research group.</p> <p>Abha Jaiswal (Adjunct Assistant Professor): Reads and reviews academic journals. Attended a workshop conducted by Dr. Sam Han of Univ of Idaho on 'Virtual Thematic Communication for Sustainability.' Took part in the CUNY Sustainability focused Study Abroad Program to Qatar and India. The objective of the program was for CUNY students to engage in climate and weather-related STEM activities. Submitted a paper titled, 'Do black women's lives matter? A study of the hidden impact of the barriers to access healthcare for migrant women in South Africa' for publication. Conducted policy analysis of implementation of digital health technologies in India.</p>	
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E4. PRACTITIONER INVOLVEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Practitioners are involved in instruction through a variety of methods		The program exposes students to public health practitioners throughout their training. Most of the practitioners listed in the self-study and additional documentation are involved with students through their internship placements, as well as guest lecturers in core courses. During the site visit, students mentioned their appreciation for involving the community in instruction, saying that it was a benefit to their learning.	Click here to enter text.	

E5. GRADUATE STUDENTS

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

F1. FINANCIAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Financial resources are currently adequate to fulfill stated mission & goals & sustain degree offerings		The program has adequate financial resources to sustain operations and fulfill its mission and goals.	Click here to enter text.	

Financial support appears sufficiently stable at time of site visit		<p>Over the past five years, the program’s financial resources have ranged from \$258,771 in 2018-19 to \$613,868 in 2022-23. The majority of resources come from the college to pay full-time faculty. In 2020-21, the budget increased dramatically from the appointment of two assistant professors.</p> <p>As described in Criterion A1, the program’s budgeting process runs on an 18-month cycle with direction from the state and CUNY system. Despite a state-level budget deficit that results in a four million-dollar deficit for the college, the program’s resources have remained stable.</p>		
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F2. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Physical resources are adequate to fulfill mission & goals & support degree programs		York College has adequate physical resources, including space for faculty, classrooms, and shared student space. Faculty offices are located in the Health and Physical Education Complex, which also contains a computer lab, research labs, and the college’s gymnasium. Classrooms, additional computer labs, and other shared student spaces are available in the college’s other academic buildings. Due to the block-scheduling model used by the program, students are typically on campus only two to three days a week.	Click here to enter text.	
Physical resources appear sufficiently stable				

F3. ACADEMIC AND CAREER SUPPORT RESOURCES

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Academic support services are sufficient to accomplish the mission <u>and</u> to achieve expected student outcomes		Support services are adequate to address student needs. Review of the self- study and the college’s website confirm availability of the resources for faculty, staff, and students.	Click here to enter text.	
Academic support services include, at a minimum, the following: <ul style="list-style-type: none"> • computing and technology services • library services • distance education, if applicable • career services • other support services (e.g., writing center, disability and support services), if they are relevant to the program 		<p>The Information Technology Services department provides support for students, campus residents, staff, and faculty. The services provided include setting up user accounts and instructional support for the classroom. The college offers Microsoft Office for free to the campus community. Loaner devices are available to students for distance learning. The YConnect portal allows students, faculty, and staff to submit inquiries and requests for support. The Information Technology Services department has phone, chat, and walk-in support.</p> <p>The library is full service and has in-person and online services and remote chat support. Students are provided access to computing services, assistance doing research, study rooms, and technical support. The department has a dedicated library liaison that works with students, faculty, and staff for assistance. The library liaison assists students needing to do research and can help students access the physical and online collections needed for research projects.</p> <p>The college’s Career Services Center assists students with career planning. Services provided include career and</p>		

		<p>major exploration, resume and cover letter writing, job and internship search and networking, internship workshops, interviewing skills, transition to the workforce, and assistance with graduate school search.</p> <p>Additional resources include disability support services, tutoring and academic support, and comprehensive wellness support including counseling and physical workout classes.</p>		
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G1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Student advisement by program faculty or qualified staff begins no later than the semester during which students begin coursework in the major and continues through program completion</p>		<p>Students who have declared the public health major are advised by public health faculty advisors. Advisor responsibilities include one-on-one academic advising sessions prior to registration, a review of student progress, and mentoring to prepare students for the internship. Public health students are required to meet with an advisor at least once a semester; the program has a hold on registration for the next semester's courses until this requirement is met.</p> <p>Faculty are trained in advisement practices during onboarding, including training on the college- and university-system-level programs used in advising (such as DegreeWorks, Navigate, and CUNYfirst, among others).</p> <p>At the time of the site visit, the program used an open advising model, where students can be advised by any member of the faculty. Faculty explained that the program</p>	<p>Click here to enter text.</p>	

		is developing a system for assigning advisors based on interest and faculty workload, to be implemented in fall 2024. The new process will include more connections with advisees, including a welcome email, and processes for changing advisors.		
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G2. FACULTY INVOLVEMENT IN PUBLIC HEALTH CAREER ADVISING

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Public health-specific career advisement by program faculty begins no later than the semester during which students begin coursework in the major and continues through program completion		<p>Career advising from public health faculty is primarily delivered through program courses. In PH 201 History and Principles of Public Health, faculty discuss with students the many careers one can have in public health. In PH 450 Public Health and Societies, students create a resume or CV, a cover letter, and a personal mission statement as part of their portfolio. They also complete leadership assessment assignments to understand their values and ethics and how that informs their leadership abilities.</p> <p>Faculty also provide career advising to students as part of academic advising. This is most prominent during the students’ internships, where advisors serve as faculty mentors to assist them through the process. Advisors also provide informal career advising as needed.</p> <p>During the site visit, students said that they were satisfied with the information and advice provided by faculty and during classes. They mentioned that in addition to the career advising they receive in the program, the college hosts career fairs each year that they attend.</p>	Click here to enter text.	

G3. STUDENT SATISFACTION WITH ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Partially Met			
Program regularly tracks and reviews quantitative and qualitative data on student satisfaction with advising		The program tracks student satisfaction with advising using an online survey implemented in required courses each fall. The program began tracking this data in fall 2022. The program coordinator analyzes the results and findings from the survey, which are then reported to program and department faculty and to the community advisory board.	In the fall of 2023, the public health program added qualitative questions to the Student Satisfaction with Advising Survey. They are as follows:	The Council appreciates the program's response to the team's report and looks forward to reviewing evidence of data collection.
Program uses methods that produce specific, actionable data		<p>In fall 2022, 12 students responded to the survey (a response rate of 80%), which included quantitative questions where students rank their agreement with statements regarding advising on a five-point Likert scale. The results from the survey were generally positive, with all questions but one receiving a mean score above 4.0. The lowest score related to a statement regarding program advisors sharing current job opportunities, which received a mean score of 3.58. The program is responding to these initial results by working with the CAB to identify potential job opportunities in the field, as well as discussing developing a student page on the learning management system to share such opportunities.</p> <p>The concern relates to the lack of qualitative data collection on student satisfaction with advising. The program noted this weakness in the self-study and is in the process of adding additional qualitative questions to its survey. During the site visit, program faculty said that the</p>	<ol style="list-style-type: none"> 1. Please tell us one positive thing about your advising experience. 2. Please tell us one negative thing about your advising experience. 3. Please tell us how the advising experience could be improved. 	

		<p>qualitative questions were not yet developed, but would be in time for the fall 2023 implementation of the survey.</p> <p>Students and alumni who met with site visitors said that they were well-supported by the faculty who advised them, with several mentioning that the support was key to them continuing in and completing the degree.</p>		
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H1. DIVERSITY AND INCLUSION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
<p>Program demonstrates a commitment to diversity and inclusion through:</p> <ul style="list-style-type: none"> assurance that students are exposed to individuals and agencies reflective of the diversity in their communities research and/or community engagement conducted 		<p>The program is proud of the diversity of its faculty, staff, and students. Almost all students in the program (and in the college as a whole) enter after completing courses at local community colleges. These same students are usually first-generation college attendees/graduates. Many are older, have children, and work while attending school.</p> <p>The program's location in Queens grants many opportunities for students to learn from and work with diverse groups. Student projects and internships allow students to work in populations with multiple levels of diversity, including people with complex challenges such as poverty, drug abuse, inadequate or no housing, and language barriers. The program also regularly brings in guest lecturers from the community to talk to students. Students, alumni, and preceptors who met with the site visit team all commented on the benefits of working and studying within such a diverse population.</p>	<p>Click here to enter text.</p>	

		<p>During the site visit, faculty told reviewers about the Black, Race and Ethnic Studies Initiative (BRESI), a CUNY-wide research effort to expand the study of race and ethnicity. As part of this project, one of the program’s faculty members received a \$12,000 grant for his studies on health education and efficacy to respond to negative experiences on dating apps among people of color and sexual minorities. Other faculty members conduct research among populations of color and sexual and gender minorities, and they bring these experiences into the classroom.</p> <p>In addition to being proud of their focus on nontraditional students, the program has worked to support the students through robust advisement, meaningful preceptorships, and block scheduling with hybrid learning to allow flexibility to support education, work, and family challenges. During the site visit, faculty said that the college is considering offering credit for prior learning experiences, which will provide even greater opportunities for the students they serve.</p>		
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H2. CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team’s Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Prepares students by developing, reviewing and maintaining curricula and other opportunities that address and build competency in diversity and cultural considerations		The program exposes students to cultural competence through required course content. Additional elective classes delve more deeply into some of these areas, such as elderly populations, sexual and gender minorities, and people with alcohol and substance abuse disorders. Respect and appreciation for and service to the diverse	Click here to enter text.	

		<p>community around them is infused in every course, with several using local data and partnerships with community organizations to enhance learning.</p> <p>During the site visit, faculty said that they incorporate diversity and cultural competence in each class. Students and alumni felt that they received ample diversity and cultural awareness training because it was incorporated in all of their classes and experiences; even if a course did not explicitly discuss it, it was still everywhere around them.</p>		
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11. DISTANCE EDUCATION PROGRAM OFFERING

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

12. DISTANCE EDUCATION STUDENT INTERACTION

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

13. DISTANCE EDUCATION PROGRAM SUPPORT

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

14. DISTANCE EDUCATION PROGRAM EFFECTIVENESS

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

15. DISTANCE EDUCATION STUDENT IDENTITY

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

J1. INFORMATION ACCURACY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		The program accurately communicates information about its academic calendar, admissions and grading policies, academic integrity standards, and degree requirements in the undergraduate catalog and on the program webpages. Site visitors reviewed these resources to verify information accuracy via the links provided in the self-study. During the site visit, program faculty said that the webpages, catalogs, and bulletins are updated regularly through centralized college processes.	Click here to enter text.	
Advertising, promotional & recruitment materials contain accurate information				

J2. STUDENT COMPLAINT PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Maintains clear, publicly available policies on student grievances or complaints		The self-study outlines the avenues available at the college for students to report their grievances. Students are encouraged to speak with their instructors, the program coordinator, and the department chair to initiate their grievances. Students have access to complaint policies and forms through the college's websites and during academic advising, and they will be included in the program student handbook when it is implemented in fall 2024.	Click here to enter text.	
Maintains records on the aggregate number of complaints received for the last three years		<p>If informal resolution does not solve the student's grievance, they are able to submit a complaint form at either the school or college level. Depending on the level at which the complaint is submitted, the school dean or Office of Student Academic Services (and its committee on academic policy and standards) will review the form and decide based on the information provided.</p> <p>In the past three years, the program has documented one student complaint, which related to the student not maintaining the required GPA to remain in the program. The student appealed the decision and was provided the opportunity to complete the required internship hours. Ultimately, the student could not achieve the required GPA and successfully declared a new major.</p>		

AGENDA

Wednesday, September 27, 2023

5:00 pm **Site Visit Team Executive Session 1**

Thursday, September 28, 2023

9:30 am **Program Leaders**

Participants	Topics on which participants are prepared to answer team questions
Nicholas Grosskopf, EdD, Professor & Department Chairperson Jennifer Brite, DrPH, Assistant Professor & Program Coordinator Linda R. Barley, EdD, Professor & Program Faculty	<i>Administration and governance (Criterion A)</i>
	<i>Resources (personnel, physical, academic and career support) – who determines sufficiency? Acts when additional resources are needed? (Criteria D, F)</i>
	<i>Faculty qualifications (Criterion E)</i>
	<i>Practitioner involvement (Criterion E)</i>
	<i>Diversity, inclusion, and cultural competence (Criterion H)</i>
Total participants: 3	

10:30 am **Break**

10:45 am **Curriculum & Evaluation**

Participants	Topics on which participants are prepared to answer team questions
Nicholas Grosskopf, EdD, Professor & Department Chairperson Jennifer Brite, DrPH, Assistant Professor & Program Coordinator Linda R Barley, EdD, Professor & Program Faculty Claudia Calhoun, DrPH, Assistant Professor & Program Faculty Vincent Jones, EdD, Assistant Professor & Program Faculty Erin Toussaint Jacques, EdD, Assistant Professor & Program Faculty Lori Hoeffner, Assistant Vice President, Office of Institutional Effectiveness and Strategic Planning	<i>Curriculum (Criterion B)</i>
	<i>Evaluation of program effectiveness; collection and analysis of data (Criterion C)</i>
	<i>Session without program leaders present—last 20 minutes</i>
Total participants: 7	

12:00 pm **Break & Lunch**

12:45 pm **Faculty Roles and Responsibilities**

Participants	Topics on which participants are prepared to answer team questions
Nicholas Grosskopf, EdD, Professor & Department Chairperson Jennifer Brite, DrPH, Assistant Professor & Program Coordinator Linda R Barley, EdD, Professor & Program Faculty Jennifer Chin, Associate Director of Student Support, Advisement Systems & Technology Kennybel Peña, EdD, Director of Student Support, Advisement and Scholarship Benjamin Drepaul, Associate Director, Career Services	<i>Information accuracy (Criterion J)</i>
	<i>Student complaint processes (Criterion J)</i>
	<i>Faculty engagement (Criterion A)</i>
	<i>Informed and current faculty (Criterion E)</i>
	<i>Academic and career advising (Criterion G)</i>
	<i>Diversity, inclusion, and cultural competence (Criterion H)</i>
Total participants: 6	

1:45 pm **Break & Executive Session 2**

2:45 pm **Students (via Zoom)**

Participants	Topics on which participants are prepared to answer team questions
Mayra Wanderley (senior) Julian Cortez (senior) Manisha Adhikari (senior) Nkechi Udeozo (senior)	<i>Faculty qualifications (Criterion E)</i>
	<i>Curriculum (Criterion B)</i>
	<i>Resources (physical, faculty/staff, academic & career support) (Criteria D, F)</i>
	<i>Evaluation of program effectiveness (Criterion C)</i>
	<i>Academic and career advising (Criterion G)</i>
	<i>Diversity, inclusion, and cultural competence (Criterion H)</i>
Total participants: 4	

3:45 pm **Break**

4:00 pm **Stakeholder/ Alumni Feedback & Input (via Zoom)**

Participants	Topics on which participants are prepared to answer team questions
Gregg Bendeth, MPA, Administrator at Madison York Assisted Living Facility (preceptor) Monica Tamayo, MPH, MSW, Site Director, AIDS Center of Queens County (preceptor and Community Advisor Board member) Paul Sawadogo, BS, Graduate Student at CUNY Graduate School of Public Health (alumni) Maharanni Singh, BS (alumni, community advisory board member) Ana Mendoza, BS (alumni)	<i>Resources (personnel, physical, academic and career support) (Criteria D, F)</i>
	<i>Practitioner involvement (Criterion E)</i>
	<i>Cumulative and experiential activities (Criterion B)</i>
	<i>Cross-cutting concepts (Criterion B)</i>
	<i>Stakeholder feedback (Criterion C)</i>
	<i>Academic and career advising (Criterion G)</i>
Total participants: 5	

5:00 pm **Break & Executive Session 3**

5:45 pm **Adjourn**

Friday, September 29, 2023

8:30 am **University Leaders (via Zoom)**

Participants	Topics on which participants are prepared to answer team questions
Maureen Becker, PhD, Dean, School of Health Sciences & Professional Programs Derrick Brazill, PhD, Provost & Senior Vice President for Academic Affairs Berenecia J. Eanes, President of York College	<i>Program's position within larger institution</i>
	<i>Provision of program-level resources</i>
	<i>Institutional priorities</i>
	<i>Designated leader (Criterion D)</i>
	<i>Administration and governance (Criterion A)</i>
	<i>Faculty engagement (Criterion A)</i>
Total participants: 3	

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

1:00 pm **Exit Briefing**