



**The University of Texas at El Paso
College of Health Sciences
Department of Public Health Sciences
Master of Public Health Program**

**Re-accreditation Self-Study
Prepared for the Council on Education for Public Health (CEPH)**

January 2018

EXECUTIVE SUMMARY

Our MPH Program began in 1988 as a Master of Science in Health and Physical Education degree in the Allied Health program, within the University of Texas at El Paso (UTEP) College of Education. In 1991, the Allied Health Program moved to the College of Nursing and Health Sciences and its name was changed to the Health Sciences Program. In 2003, the program was granted status as a full department, and was named "The Department of Health Sciences." The former Master of Science in Health and Physical Education was phased out in 2004 after approval of a new Master of Science degree in Health Promotion. In January 2008, after approval by the Texas Board of Regents and Coordinating Board, this degree was replaced by the new Master of Public Health degree. Our first CEPH accreditation was received in 2013.

The American Public Health Association (2006) has urged increasing the representation of Hispanics and other racial/ethnic minorities in the public health workforce and leadership positions in order to improve the responsiveness of the public health system to the needs of minority and other underserved populations. They also noted that increasing the visibility of racial/ethnic minorities in leadership positions can help motivate minority students to select careers in public health (APHA, 2006). The UTEP Masters of Public Health Program was developed specifically to address this call to action. The program was developed to address shortage of Hispanic and other minority public health professionals along the U.S.-Mexico border, in the state of Texas, and also in the U.S. From the start, the goals of the program included preparing graduates to work with Hispanic, border and other underserved minority populations.

The decision to create the MPH Program is synergistic with the university's emphasis on access and excellence, its strategic plan, and the strategy developed by the Cooperative Program in Public Health Committee. This committee, comprised of representatives from The University of Texas at El Paso and The University of Texas School of Public Health, El Paso Regional Campus, completed a planning document that recommended the creation of a Council on Education in Public Health (CEPH) accredited MPH Program at UTEP. Distributed in August 2006, the planning document was approved by Dr. Diana Natalicio, President of The University of Texas at El Paso; Dr. Guy Parcel, Dean of The University of Texas School of Public Health; Dr. Leslie Schulz, Dean of the College of Health Sciences at UTEP and Co-Chair of the Committee; and Dr. Hector Balcazar, Regional Dean of the University of Texas Houston School of Public Health and Co-Chair of the Committee.

The University of Texas Houston School of Public Health also provides a MPH degree at its regional campus in El Paso. There has been a recent collaboration between our program and the Houston program. We have been able to cross-list elective courses and have held a research forum involving faculty from both programs. Their faculty have recently moved their offices into UTEP Health Sciences and Nursing building, which may allow for increased collaboration between the two faculty groups.

In addition to the MPH program, the Department of Public Health Sciences offers a bachelor's degree in health promotion. This is a four-year program offering courses in many basic concepts in public health.

This self-study document provides a systematic assessment of the organization, structure, content, process, and outcomes of activities by the MPH Program at UTEP used in the process of delivering a curriculum leading to the MPH degree, with an innovative concentration in Hispanic and Border Health.

SELF-STUDY ASSESSMENT SUMMARY

Criteria	Assessment
1.0 The Public Health Program	
1.1 Mission	Met
1.2 Evaluation	Met with commentary
1.3 Institutional Environment	Met
1.4 Organization and Administration	Met
1.5 Governance	Met
1.6 Fiscal Resources	Met
1.7 Faculty and Other Resources	Met
1.8 Diversity	Met
2.0 Instructional Programs	
2.1 Degree Offerings	Met
2.2 Program Length	Met
2.3 Public Health Core Knowledge	Met
2.4 Practical Skills	Met
2.5 Culminating Experience	Met
2.6 Required Competencies	Met
2.7 Assessment Procedures	Met with commentary
2.8 Bachelor Degree in Public Health	N/A
2.9 Academic Degree	N/A
2.10 Doctoral Degree	N/A
2.11 Joint Degree	N/A
2.12 Distance Education or Executive Degree Programs	N/A
3.0 Creation, Application and Advancement of Knowledge	
3.1 Research	Met
3.2 Service	Met
3.3 Workforce Development	Partially met
4.0 Faculty, Staff and Students	
4.1 Faculty Qualifications	Met
4.2 Faculty Policies and Procedures	Met
4.3 Student Recruitment and Admissions	Met
4.4 Advising and Career Counseling	Met

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1.0 THE PUBLIC HEALTH PROGRAM

1.1 MISSION

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

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

Our commitment to educational access and excellence, health equity, and the preparation of Hispanic public health professionals guides our innovative Hispanic and Border Health concentration focus. The publicly stated mission of the Master of Public Health (MPH) Program at the University of Texas at El Paso is:

“...to prepare future public health leaders through innovative teaching, research, and service by providing educational access and excellence. The program places a special emphasis on the promotion of health equity in Hispanic and border communities through the use of evidence-based approaches and the preparation of Hispanic public health professionals.”

Importantly, this mission is wholly consistent with the mission statements of the College of Health Sciences, The University of Texas at El Paso and the Department of Public Health Sciences (see electronic resource file, ERF).

1.1.b. A statement of values that guides the program.

The MPH Program prepares future public health leaders through innovative research and practice experiences in Hispanic and border communities. The program was designed to promote our core values of educational access and excellence, interdisciplinary collaboration and collegiality, innovation and credibility, diversity, and health equity.

- **Educational access and excellence.** We value providing access to a high-quality academic program to help students of the traditionally underserved Paso del Norte region achieve their educational goals, and prepare them to address significant public health issues, especially those affecting Hispanic and border communities.
- **Interdisciplinary collaboration and collegiality.** Our instructional, research, and service programs serve as model of interdisciplinary collaboration as we work together with faculty from across the university and with our community partners to improve the health and well-being of Hispanic, border, and other underserved populations.
- **Innovation and credibility.** Our innovative research programs promote discovery, integration, sharing, and application of credible, useful knowledge for Hispanic, border and other underserved communities.
- **Diversity.** We value diversity and inclusiveness among our students and faculty and are committed to creating a pluralistic environment that empowers all individuals to achieve their highest potential.
- **Health equity.** Our educational, research, and service programs promote health equity by teaching students how to help individuals achieve their full health potential through the elimination of health disparities associated with social, economic and environmental disadvantages.

These core values, which are strengthened by those of the larger university and the College of Health Sciences, are an integral part of our program’s mission, goals and objectives. They guide our decisions and operations and are embedded throughout the program and its curriculum.

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

The MPH Program carries out its mission through complementary instructional, research, service and outreach activities, and through continual program growth and development goals. These goals provide the framework for the regular assessment and evaluation of the program curriculum, students, and faculty.

Program Goals for Instruction

- **Goal 1.** To provide students in the Paso del Norte Region with access to excellent graduate public health education.
- **Goal 2.** To provide students with knowledge in the essential concepts, skills, and application required to become highly proficient public health professionals in Hispanic and border communities.

Program Goal for Research

- **Goal 1.** Through pedagogy and application, to promote discovery of new knowledge in public health through the conduct and dissemination of research that leads to improved population health, reduction of health disparities, and the achievement of health equity for Hispanic and border communities.

Program Goals for Service and Outreach

- **Goal 1.** To participate in professional service and community-engaged projects in the Paso del Norte Region
- **Goal 2.** To provide training and development to members of the region's public health workforce.

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

The MPH Program has developed a set of measurable objectives for the major program goals in the areas of instruction, research, service and outreach. These in turn inform specific outcome indicators.

INSTRUCTIONAL PROGRAM

Instructional Program Goal 1. To provide students in the Paso del Norte Region with access to excellent graduate public health education.

Instructional Program Objectives for Goal 1

Objective 1.1. To recruit and graduate students from the Paso del Norte Region.

- **Outcome measure 1.1.a.** 75% of enrolled students will be from the local Paso del Norte Region.
- **Outcome measure 1.1.b.** 75% of enrolled students will be from Hispanic or other minority backgrounds.
- **Outcome measure 1.1.c.** 70% of students will complete the MPH degree within 4 years of initial enrollment in the program (6-year window to complete the degree).

Objective 1.2. To produce graduates who will find employment in the public health, health-related workforce, or graduate/professional school.

Outcome measure 1.2.a. 80% of graduates will find public health or health-related employment, or be admitted to a graduate or professional degree program within 12 months of graduation

Outcome measure 1.2.b. 60% of employed graduates will obtain employment involving Hispanic and border health issues.

Objective 1.3. To employ a well-qualified and diverse public health faculty.

Outcome measure 1.3.a. 75% of primary faculty will have a demonstrated academic excellence by publishing at least one article per year in a peer-reviewed journal or book chapter. (Target also appears as Research Objective 1.1.a)

Outcome measure 1.3.b. 50% of primary and secondary faculty will be from a Hispanic or other ethnic/racial minority group.

Instructional Program Goal 2. To provide students with knowledge in the essential concepts, skills, and application required to become highly proficient public health professionals in Hispanic and border communities.

Instructional Program Objectives for Goal 2.

Objective 2.1. To educate students in Hispanic and border health issues.

Outcome measure 2.1. Each MPH student will complete 3 concentration courses that incorporate content material on Hispanic and border health issues.

Objective 2.2. To create opportunities for students to apply public health concepts and skills and UTEP's Hispanic and border health competencies in a public health practice setting relevant to Hispanic communities, border communities, or other underserved communities through the practicum experience.

Outcome measure 2.2.a. Students demonstrating proficiency in applications in public health practice, concepts and skills in Hispanic and border communities will receive a mean score of 4.0 or higher by their practicum preceptor.

Outcome measure 2.2.b Students will record a mean score of 3.0 or higher in the student self-evaluation of the practicum experience in Hispanic and border communities.

Objective 2.3. To engage students in the conduct of public health research.

Outcome measure 2.3.a. 75% of primary faculty will involve MPH students in their public health research programs.

Objective 2.4. To educate students in the interpretation of others' research findings, and in the design, conduct and dissemination of public health research relevant to Hispanic, border, or other underserved communities.

Outcome measure 2.4.a. Primary faculty will involve MPH students in the dissemination of public health research at local, regional, national, or international conferences such that two MPH students per year will present findings at scientific conferences.

Outcome measure 2.4.b. All research theses or graduate research projects of our students focus on a public health topic relevant to the health of Hispanic populations, border populations, or other topics relevant to other underserved communities. MPH students will obtain excellent rating scores (3.0 or higher) in the evaluation by faculty of their written thesis or graduate project and in their final oral thesis or graduate project defense (3.0 or higher)

RESEARCH PROGRAM

Research Program Goal 1. Through pedagogy and application, to promote discovery of new knowledge in public health through the conduct and dissemination of research that leads to improved population health, reduction of health disparities, and the achievement of health equity for Hispanic and border communities.

Research Program Objectives for Goal 1.

Objective 1.1. To conduct and disseminate scholarly research that addresses public health issues relevant to Hispanic communities, border communities or other underserved populations.

- **Outcome measure 1.1.a.** 75% of primary faculty will publish at least one article per year in a peer-reviewed journal or book chapter addressing above issues.
- **Outcome measure 1.1.b.** 75% of primary faculty will present research findings at least once/year at local, regional, national, or international scientific conferences addressing above issues.

Objective 1.2. To seek funding to support faculty and student research and training in public health.

- **Outcome measure 1.2.** 50% of primary faculty will apply for at least one new research grant per year as PI, Co-PI, or co-investigator to support public health research and training projects.

Objective 1.3. To participate in community-based research focused on the health issues of Hispanic and border communities.

- **Outcome measure 1.3.a.** The primary faculty will participate in community-based research activities. The primary faculty as a group will produce 3 publications per year that address health equity and reducing Hispanic and border health disparities.
- **Outcome Measure 1.3.b.** The primary faculty will conduct research focused on the health issues of Hispanic and border communities. The primary faculty as a group will present at 3 conferences per year that address health equity and reducing Hispanic and border health disparities.

SERVICE & OUTREACH PROGRAM

Service and Outreach Program Goal 1. To participate in professional service and community engaged projects in the Paso del Norte Region.

Service and Outreach Program Objectives for Goal 1.

Objective 1.1. To maintain active memberships in local, state, national, and international professional public health and health-related associations.

- **Outcome measure 1.1.** 75% of primary faculty will act in a leadership role in at least one local, state, national, or international public health or health-related association.

Objective 1.2. To participate as peer-reviewers for scientific journals, members of external committees or advisory boards, and assume leadership roles within professional public health organizations.

- **Outcome measure 1.2.a.** 75% of primary faculty will serve as peer-reviewers for public health or health-related scientific journals.

- **Outcome measure 1.2.b.** 75% of primary faculty will serve on at least one editorial board, committee, or advisory board, or assume a leadership role within a professional organization.

Objective 1.3. To include community outreach and service learning opportunities that benefit local Hispanic and border communities in our course curriculum.

- **Outcome measure 1.3.** At least 3 required courses in the MPH curriculum will include community outreach and service learning opportunities.

Objective 1.4. To collaborate with community agencies and organizations in advancement of their mission.

- **Outcome measure 1.4.** 50% of primary faculty will collaborate with at least one community-based organization.

Service and Outreach Program Goal 2. To provide training and development to members of the region's public health workforce.

Service and Outreach Program Objectives for Goal 2.

Objective 2.1. To offer non-degree educational and training products that meet the needs of the public health workforce.

- **Outcome measure 2.1.a** Increase enrollment in the 15-hour graduate public health certificate program by one to two more enrollees per year.
- **Outcome measure 2.1.b** Add one new training product per year for the next two years.

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

Due to evolving public health needs in the Paso del Norte Region in 2006 the Cooperative Program in Public Health Committee, comprised of representatives from The University of Texas at El Paso and The University of Texas School of Public Health, El Paso Regional Campus, completed a planning document that recommended the creation of a Council on Education in Public Health (CEPH) accredited MPH Program at UTEP. The creation of the MPH Program mission, goals, and objectives was carried out in faculty meetings where feedback from primary and secondary faculty was provided and revisions were made. The documents were also informed and guided by formal and informal feedback received from program alumni, students, practicum preceptors, and other stakeholders. Input was also gained from employer and public health workforce needs surveys, student course and instructor evaluations, preceptor evaluations of students and their skills, and alumni employment outcomes, among others. A MPH Advisory Board was created, involving representatives from various community-based organizations, which also provided input. The goals and objectives were revised to a minor extent in summer 2017 by the Program Director, Department Chair, and faculty members, after input from a CEPH consultant.

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

The MPH program mission, values, goals and objectives are prominently displayed on the Department of Public Health Sciences website: <https://www.utep.edu/chs/phs/index.html> and easily accessible for current and prospective students, faculty, preceptors, and the public. Also, they are stated in the MPH student handbook and MPH practicum handbook, which are available to the public on the same website. They are also provided in hardcopy to all members of the MPH Advisory Board.

The guiding statements are routinely reviewed at a specially designated faculty meeting each fall semester. Most recently, the guiding statements were reviewed at a 2016 fall semester faculty meeting and no changes were deemed necessary. They were reviewed again in fall 2017. Following faculty discussion, wording changes were made to the Values statement. The Mission statement was not amended. In coming years, the guiding statements will be routinely reviewed each fall semester, during a specially designated faculty meeting.

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

This criterion is met.

Strengths: The MPH Program has clearly defined its mission, goals, objectives, and values statement, and has defined goal-specific criteria for assessment of these. Consistent with the requirements of accreditation, our program's instructional, research, service and outreach objectives relate in obvious and specific ways to the mission, goals and values that they are intended to measure. With one exception, our outcome criteria suggest that we have succeeded in meeting these goals.

Weaknesses: One exception concerns the ongoing development of education and training products for the public health workforce.

Plans: Going forward, the MPH Program will continue to systematically collect information for the purpose of monitoring annually whether program goals and objectives are met. The program will continue to re-evaluate and revise its mission and goals in response to changing needs and opportunities for growth.

1.2. EVALUATION

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

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

Table 1.2.a Evaluation process for program goals and objectives

<u>Objective</u>	<u>Data Source</u>	<u>Responsible party</u>
Instructional Goal 1		
Objective 1.1		
Outcome measure 1.1.a	Admissions documents, Excel database	Program Director
Outcome measure 1.1.b	Admissions documents, Excel database	Program Director
Outcome measure 1.1.c	Excel database	Program Director
Objective 1.2		
Outcome measure 1.2.a	Alumni Directory, alumni survey	Program Director
Outcome measure 1.2.b	Alumni Directory, alumni survey	Program Director
Objective 1.3		
Outcome measure 1.3.a	Faculty, Faculty CVs	Program Director
Outcome measure 1.3.b	Faculty, Faculty CVs	Program Director
Instructional Goal 2		
Objective 2.1		
Outcome measure 2.1	Syllabi of indicated courses	Program Director
Objective 2.2		
Outcome measure 2.2.a	Practicum coordinator, evaluation forms	Program Director
Outcome measure 2.2.b	Practicum coordinator, evaluation forms	Program Director

<u>Objective</u>	<u>Data Source</u>	<u>Responsible party</u>
Objective 2.3		
Outcome measure 2.3.a	Faculty, Theses and graduate projects	Program Director
Objective 2.4		
Outcome measure 2.4.a	Faculty, student communication	Program Director
Outcome measure 2.4.b	Excel database, theses and graduate project evaluation forms	Program Director
Research Goal 1		
Objective 1.1		
Outcome measure 1.1.a	Faculty, Faculty CVs	Program Director
Outcome measure 1.1.b	Faculty, Faculty CVs	Program Director
Objective 1.2		
Outcome measure 1.2	Faculty	Program Director
Objective 1.3		
Outcome measure 1.3.a	Faculty, Faculty meeting	Program Director
Outcome measure 1.3.b	Faculty, Faculty meeting, CIERP database	Program Director
Service and Outreach Goal 1		
Objective 1.1		
Outcome measure 1.1	Faculty, Faculty CVs	Program Director
Objective 1.2		
Outcome measure 1.2.a	Faculty, Faculty CVs	Program Director
Outcome measure 1.2.b	Faculty, Faculty CVs	Program Director
Objective 1.3		
Outcome measure 1.3	Faculty, Review of syllabi	Program Director
Objective 1.4		
Outcome measure 1.4	Faculty, Faculty CVs	Program Director

<u>Objective</u>	<u>Data Source</u>	<u>Responsible party</u>
Service and Outreach Goal 2		
Objective 2.1		
Outcome measure 2.1.a	Admissions documents, Excel database	Program Director
Outcome measure 2.1.b	Faculty report, agenda for training sessions	Program Director

The MPH Program, as a unit of the Department of Public Health Sciences, actively participates in departmental, college- and university-wide strategic evaluation and planning processes. The University and College have in place specific policies and procedures for annually collecting and assessing student satisfaction and performance, faculty performance, and progress towards our strategic goals.

At the program level, the Program Director is responsible for program management, monitoring, assessment, oversight, recruitment, and related matters, such as new student orientation and orientation regarding the Research Thesis and Graduate Project options. Responsibility for strategic planning decisions regarding program quality, effectiveness, and growth is shared by the Program Director, Department of Public Health Sciences Chair, and General Program Committee (MPH faculty operating as a whole). Input is provided by multiple internal and external constituents including faculty, staff, and administrators, current students, program alumni and their employers, practicum site supervisors and other public health workers, and the MPH Program Advisory Board members. These internal and external constituents provide input on program quality, effectiveness, and relevance, competencies, growth, diversification, and other pertinent matters, and this input is incorporated in program evaluation and planning.

Direct and indirect evidence of program process and outcomes, are systematically collected from internal and external sources, to monitor and evaluate instruction, research, service and outreach, and accompanying objectives. Examples of direct evidence include documentation of student learning outcomes through examinations and written/oral presentations, thesis and graduate research project proposal and final defense products and rubric-based numeric evaluations, and student performance assessments conducted by practicum site supervisors. Examples of indirect evidence include student feedback through practicum self-evaluation and reflection journals, and faculty, student, alumni and alumni employer feedback on program processes. Additional information routinely collected by the MPH Program include data on student recruitment, enrollment, and retention; academic performance standards, and program marketing outcomes.

As detailed throughout the self-study document, the direct and indirect indicators from the described internal and external sources were used to evaluate achievement of specific objectives related to instruction, research, and service and outreach.

Strategic planning matters are discussed during faculty meetings in which full-time faculty and administrators operate as a "committee for the whole." Minutes of these meetings are provided in the ERF. In addition, the MPH Advisory Board members participate in program development and planning matters. Minutes of these meetings are provided in the ERF.

Faculty data were collected from several sources. The MPH program director surveyed all faculty members by e-mail regarding their research and services activities. Additional information was gathered from the annual performance evaluation reports prepared by each faculty and available through our online electronic system (Digital Measures); and from the curriculum vitae of individual faculty members. Faculty demographic and employment information was obtained from our university's Center for Institutional Evaluation, Research and Planning (CIERP) database.

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

The evaluative data described above are monitored and analyzed by the Program Director, in conjunction with the Department Chair and Department faculty. The results are used to provide data for the CEPH annual report. Components of the evaluative data are also used for the Compliance Assist Reports required by the Texas Board of Regents to maintain university-level accreditation by the Southern Association of Colleges and Schools Commission On Colleges (SACSCOC). The Compliance Assist portal allows systematic data entry for evaluation and continual program improvement and enhancement. Annual Compliance Assist reporting includes summary evaluation of the current student body on their practicum and thesis or graduate research projects, and includes a curricular map and information regarding graduation and retention rates. The Program Director evaluates the program outcome measures on a yearly basis and communicates these to the Department faculty, which creates the opportunity to discuss possible changes needed for continual program improvement and enhancement. The current outcome measures were discussed at the August 2017 faculty meeting. No programmatic changes were identified at the time. For continual quality improvement, an outcome measure for future discussion will be establishing a departmental goal for the percentage of students attempting and passing The Certified in Public Health national exam.

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

Table 1.2.1. Master of Public Health Program Goals, Objectives, Outcome Measures, and Targets for 2014-2017

Instructional Program Outcomes					
Program Goal 1. To provide students in the Paso del Norte Region with access to and excellence in public health graduate education					
Objective 1.1. To recruit and graduate students from the Paso del Norte Region*					
		Target	2014-15	2015-16	2016-17
Outcome measure 1.1.a	75% of students enrolled in the program will be from the local Paso del Norte Region	Enrolled	78% (7/9)	93% (14/15)	81% (13/16)
Outcome measure 1.1.b	75% of enrolled students will be from Hispanic or other ethnic/racial minority backgrounds.	Enrolled	73% (8/11)	87% (13/15)	75% (12/16)
Outcome measure 1.1.c	70% of MPH students by cohort will have completed the degree program within 4 years of their initial enrollment in the MPH Program.	Program 4-yr completion	64%	79%	70%
Objective 1.2. To produce graduates who will find employment in the public health, health-related workforce, or continue on to graduate or other professional school					
Outcome measure 1.2.a	80% of graduates will find public health/health-related employment or be admitted to graduate/ professional degree program within 12 months of graduation.	Graduates	90% (9/10) (Table 2.7.2.)	100% (7/7) (Table 2.7.2.)	100% (17/17) (Table 2.7.2.)
Outcome measure 1.2.b	60% of employed graduates will obtain employment involving Hispanic or border health issues.		78% (7/9)	86% (6/7)	58% (7/12 known)
Objective 1.3. To employ a well-qualified and diverse public health faculty					
Outcome measure 1.3.a	75% of primary faculty will have demonstrated academic excellence by publishing at least one article per year in a peer-reviewed journal or book chapter (Target also appears as Research Objective 1.1.a)	Faculty	100% (2/2)	75% (3/4)	100% (5/5)
Outcome measure 1.3.b	50% of core & secondary faculty will be from a Hispanic or other ethnic/racial minority group.	Faculty	63% (5/8)	78% (7/9)	73% (8/11)

* Paso del Norte region includes El Paso County, TX, Dona Ana County, NM, & Cd. Juarez, Mexico

Instructional Program Outcomes (cont.)

Program Goal 2: To provide students with the essential concepts, skills, and application through practicum experiences required to become highly proficient public health professionals in Hispanic and border communities.

Target		2014-15	2015-16	2016-17
Objective 2.1 To educate students in Hispanic and border health issues.				
Outcome measure 2.1	Each MPH student will complete 3 concentration courses that incorporate content material on Hispanic and border health (HBH) issues.	Curriculum includes 3 required HBH courses	Curriculum includes 3 required HBH courses	Curriculum includes 3 required HBH courses
	Curriculum	PUBH 5321, 5322, 5352	PUBH 5321, 5322, 5352	PUBH 5321, 5322, 5352
Objective 2.2. To create opportunities for students to apply public health concepts and skills and UTEP's Hispanic and border competencies in a public health practice setting relevant to Hispanic, border, and other underserved communities through the practicum experience.				
Outcome measure 2.2.a	Students demonstrating proficiency in applications in public health practice, concepts and skills in Hispanic and border communities will receive a mean score of 4.0 or higher by their practicum preceptor.	Mean 4.69	Mean 4.81	Mean 4.4
Outcome measure 2.2.b	Students will record a mean score of 3.0 or higher in the student self-evaluation of the practicum experience in Hispanic and border communities	Mean 5.0	Mean 4.3	Mean 4.5
Objective 2.3 To engage students in the conduct of public health research				
Outcome measure 2.3	75% of primary faculty will involve MPH students in their public health research programs	100% (2/2)	75% (3/4)	80% (4/5)
Objective 2.4. To educate students in the interpretation of others' research findings and in the design, conduct and dissemination of public health research relevant to Hispanic, border, and other underserved communities.				
Outcome measure 2.4.a	Primary faculty will involve MPH students in the dissemination of public health research at local, regional, national or international conferences such that two MPH students per year will present findings at scientific conferences	4	2	5
	Presentations			
Outcome measure 2.4.b	All theses or graduate research projects completed by graduates will focus on a public health topic relevant to Hispanic/border or other underserved communities. MPH students will obtain excellent rating scores (3.0 or higher) in the evaluation by faculty of their written (W) thesis or graduate project and in their final oral (O) thesis or graduate project defense (3.0 or higher)			
	Theses/Projects Evaluations	3.5 W;3.5 O	3.3W;3.4 O	3.3 W; 3.3 O

Research Program Outcomes

Program Goal 1: Through pedagogy and application, to promote discovery of new knowledge in public health through the conduct and dissemination of research that leads to improved population health, reduction of health disparities, and the achievement of health equity for Hispanic and border communities.

	Target	2014-15	2015-16	2016-17
Objective 1.1. To conduct and disseminate scholarly research that addresses public health issues relevant to Hispanic and border communities or other underserved populations.				
Outcome measure 1.1.a	75% of primary faculty will publish at least article per year in a peer-reviewed journal or book chapter addressing above issues. Publishing faculty	100% (2/2)	75% (3/4)	100% (5/5)
Outcome measure 1.1.b	75% of primary faculty will present research findings at least once/year at a local, regional, national, or international scientific conference addressing above issues. Presenting faculty	100% (2/2)	75% (3/4)	100% (5/5)
Objective 1.2. To seek funding to support faculty and student research and training in public health.				
Outcome measure 1.2.	50% of primary faculty will apply for at least one new research grant per year as PI, Co-PI, or co-investigator to support public health research and training projects. Faculty-led research proposals	100% (2/2)	100% (4/4)	80% (4/5)
Objective 1.3. To participate in community-based research focused on the health issues of Hispanic and border communities.				
Outcome measure 1.3.a.	The primary faculty will participate in community-based research activities. The primary faculty as a group will produce 3 publications per year that address health equity and reducing Hispanic and border disparities. Faculty community-based participatory research	3	3	5
Outcome Measure 1.3.b.	The primary faculty will conduct research focused on the health issues of Hispanic and border communities. The primary faculty as a group will present at 3 conferences per year that address health equity and reducing Hispanic and border health disparities. Faculty-led Hisp/border relevant health research	3	4	4

Service & Outreach Program Outcomes				
Program Goal 1: To participate in professional service and community engaged projects.				
	Target	2014-15	2015-16	2016-17
Objective 1.1. To maintain active memberships in local, state, national, and international professional public health and/or health-related associations.				
Outcome measure 1.1	75% of primary faculty will act in a leadership role in at least one local, state, national, or international public health or health-related association. Faculty participation in public health associations	100% (2/2)	100% (4/4)	100% (5/5)
Objective 1.2. To participate as peer-reviewers for scientific journals, members of external committees or advisory boards, and assume leadership roles within professional public health organizations.				
Outcome measure 1.2.a	75% of primary faculty will serve as peer-reviewers for public health or health-related scientific journals. Faculty serving as peer-reviewers	100% (2/2)	75% (3/4)	100% (5/5)
Outcome measure 1.2.b	75% of primary faculty will serve on at least one editorial board, committee, advisory board, or assume a leadership role within professional organizations. Faculty serving in leadership roles	50% (1/2)	75% (3/4)	100% (5/5)
Objective 1.3. To include community outreach and service learning opportunities that benefit local Hispanic and border communities in our curriculum.				
Outcome measure 1.3	At least 3 required courses in the MPH curriculum will include community outreach and service learning opportunities. Courses including outreach/service learning	4 courses	3 courses	3 courses
Objective 1.4. To collaborate with community agencies and organizations in advancement of their mission.				
Outcome measure 1.4	50% of primary faculty will collaborate with at least one community-based organization. Faculty/community organization collaboration	100% (2/2)	100% (4/4)	100% (5/5)
Program Goal 2: To provide training and development of the current public health workforce				
Objective 2.1. To offer non-degree educational and training products that meet the needs of the public health workforce				
Outcome measure 2.1.a.	To increase enrollment in the 15-hour graduate public health certificate program by one to two more enrollees per year.	1 student	1 student	2 students
Outcome measure 2.1.b.	Add one new training product (such as a seminar) per year for the next two years.	No data	3 products	4 products

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

During the 2016 – 2017 academic year, preparation for the 2018 self-study was a major faculty agenda item during 9 faculty meetings held approximately once per month. The faculty worked to develop, review and revise the MPH Program mission, goals, and objectives and program competencies. A task-oriented timeline was defined and responsibility was assigned among ad hoc sub-committees and individuals. A new committee was created (Academic Curricular Excellence Committee) to address specific issues of program improvement. The entire process for completing the written self-study required several drafts. The MPH Program Director took primary responsibility for writing the first draft of the self-study and managing revisions of subsequent drafts. A consultation visit with CEPH was arranged for May 2017. In anticipation and preparation for the consultation visit, the Program Director circulated drafts of self-study sections among the Department Chair and faculty. The self-study was revised per recommendations from our consultant and distributed to all program faculty, staff, and a student representative, for additional review, comments, suggestions and editing. It was also sent to the Dean of the College of Health Sciences, the Office of the Provost, and the MPH Advisory Board members for review, corrections, and editing. (As described above, members of the MPH Advisory Board serve in one or more roles as our MPH practicum preceptors, course instructors, directors of agency units where students carry out their practicum experiences, employers of program graduates, and colleagues who participate in thesis/graduate research project committees with MPH program faculty and students. The board also includes a current student and one alumnus of the program.) Feedback was solicited from the Advisory Board members between the April 2017 and October 2017 meetings. After the preliminary self-study is submitted to CEPH and reviewed, the document will be revised according to CEPH Reviewers' recommendations. The final self-study document will be presented at the site visit in February 2018. After final review by CEPH is completed, the self-study will be posted on the Departmental website for ongoing review and comment by program constituent groups and the general public, and to inform the public about the status of the program.

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

This criterion is met with commentary.

The MPH Program has a well-defined and replicable process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for planning how to achieve its mission in the future. We recognize that as our student body size increases and our curriculum grows, permanent sub-committees will be needed to carry out specific functions. The current structure, which has been effective up until now, relies on consensus among a "committee of the whole" for ensuring excellence and efficiency in program evaluation and monitoring. In the future, perceived short-comings will be addressed by the "committee of the whole" or as needed, special committees will be formed to address issues that require background research, identification of solution alternatives, and/or development of multi-step solution strategies.

Strengths: In fall 2016, an Academic Curricular Excellence Subcommittee was formed to address such issues as organization of quantitative data on student performance and tri-annual evaluation of student measures of success (e.g., professional skill development, grades, research activities and qualitative input from students' instructors). This committee has become a new strength of our program.

Weaknesses: Selected program evaluation data were found to be incomplete for relatively brief periods of time during Program Director and/or Practicum Coordinator transitions (change in faculty leadership). Identifying these gaps was extremely beneficial for our program and allowed us to amend our data collection procedures to ensure triennial data updates. Also, we need to expand the formal participation of students, alumni and the public health community in future evaluation and monitoring processes. Most recently input from students and alumni was obtained by reconvening the biannual MPH Advisory Board meeting, which now includes participation of one current MPH student and one MPH alumni.

Plans: The program will continually re-evaluate and regularly update its approaches to program evaluation to ensure on-going program excellence and student success over time.

1.3. INSTITUTIONAL ENVIRONMENT

“The program shall be an integral part of an accredited institution of higher education.”

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

The University of Texas at El Paso (UTEP) is classified as a Doctoral/Research-Intensive urban university. It is governed by the Rules and Regulations of the Board of Regents of The University of Texas System and by the UTEP Handbook of Operating Procedures (HOOP). The University also is subject to all applicable federal and state laws and regulations. It is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). University accreditation status was reaffirmed by the SACSCOC in 2016 and extends through 2026. During the 2016-2017 academic year, the University offered 72 bachelor's, 73 master's and 21 doctoral degrees, to 23,922 students, with additional degree programs in development:

<http://universitycommunications.utep.edu/facts/index.html>. The University of Texas at El Paso has approximately \$90 million in annual research expenditures. It is ranked second among University of Texas System academic institutions in annual federally funded research spending: <http://universitycommunications.utep.edu/facts/index.html>.

The University serves the educational needs of the Paso del Norte Region, which includes far west Texas, southeast New Mexico, and northern Mexico. It is ranked among the top schools in the country in educating and awarding baccalaureate and graduate degrees to Hispanic students. UTEP is the only doctoral research-intensive university in the United States with a student body that is predominantly Mexican-American. The student body demographics closely mirror the predominantly Hispanic demographics of the region; from which it draws more than 80% of its student population. The Strategic Goals of the University demonstrate its commitment to fostering access to excellent educational programming, for Hispanic students of the region. Consistent with the goals of the *Closing the Gaps Report-Texas Higher Education Plan*, the UTEP MPH Program helps to “close the gaps in participation” for Hispanic students who are under-represented in Texas and in U.S. higher education.

UTEP is recognized as a national model in demonstrating that a university with a fundamental commitment to access, excellence and diversity can also achieve high levels of excellence in academic programs and research. This is exemplified by numerous national accreditations held by colleges, schools, and programs in the university. There are many examples. The College of Business Administration is accredited by the Association to Advance Collegiate Schools of Business International (AACSB). The School of Nursing's undergraduate and graduate programs are accredited by the Commission on Collegiate Nursing Education (CCNE). The College of Engineering undergraduate programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET). The undergraduate computer science program is accredited by the ABET Computing Accreditation Commission. The newly created School of Pharmacy was granted Pre-candidate status by the Accreditation Council for Pharmacy Education (ACPE) Board of Directors on July 11th, 2017. Within the College of Health Sciences, our programs in Clinical Lab Sciences, Social Work, Speech and Language Pathology, Occupational Therapy, and Physical Therapy are all nationally accredited programs (details below).

The College of Health Sciences is one of six academic colleges and two schools that comprise UTEP's academic units. The others academic units include the College of Liberal Arts, College of Science, College of Engineering, College of Business Administration, College of Education, School of Nursing and School of Pharmacy. The College of Health Sciences is dedicated to excellent evidence-based teaching, the advancement of knowledge through research, the preparation of quality professionals who serve the community, and the provision of administrative support for those activities. The College

is staffed by over 60 full-time faculty members and serves approximately 2,000 students. It is unique in its focus on illness prevention restoration of health, and health promotion. The College Dean, Dr. Shafik Dharamsi, reports directly to the Provost and Vice President of Academic Affairs of The University of Texas at El Paso. The College of Health Sciences has four departments including Public Health Sciences, Kinesiology, Social Work, and Rehabilitation Sciences and a program in Clinical Laboratory Sciences; and provides education at the pre-professional, professional, and post-professional levels, as well as faculty-led, cutting-edge research programs, and health services, rehabilitation services, human service professions in the applied health sciences.

The academic service profession units in the College of Health Sciences are of consistently high quality as reflected by the national accreditations they hold. The Master of Occupational Therapy Program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). The Doctor of Physical Therapy Program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The Speech and Language Pathology Program is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (CAA). The Master of Rehabilitation Counseling Program is accredited by the Council on Rehabilitation Education (CORE). The Clinical Laboratory Science Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). Lastly, the Bachelor of Social Work Program and Master of Social Work Programs are both accredited by the Council of Social Work Education (CSWE).

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

Figure 1.3.b.1. Organizational Chart: The University of Texas at El Paso

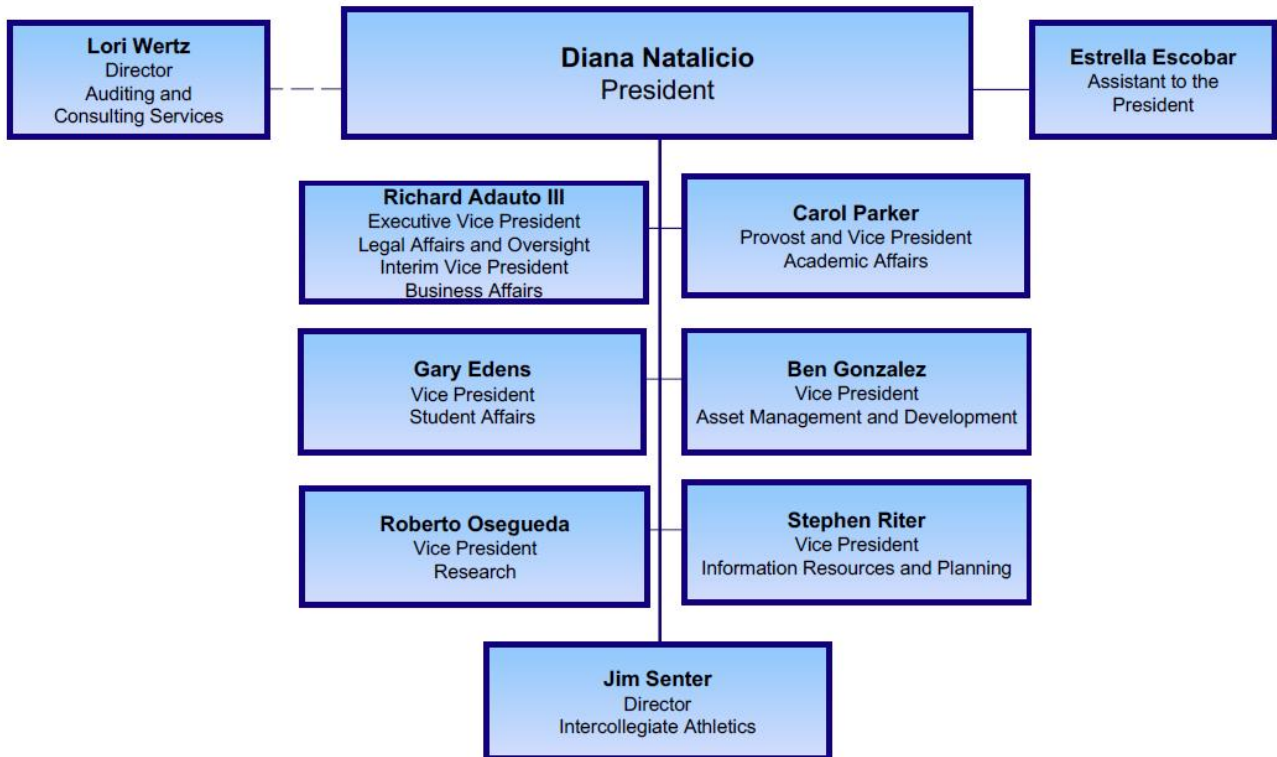


Figure 1.3.b.2. Organizational Chart: Office of the Provost & Academic Affairs

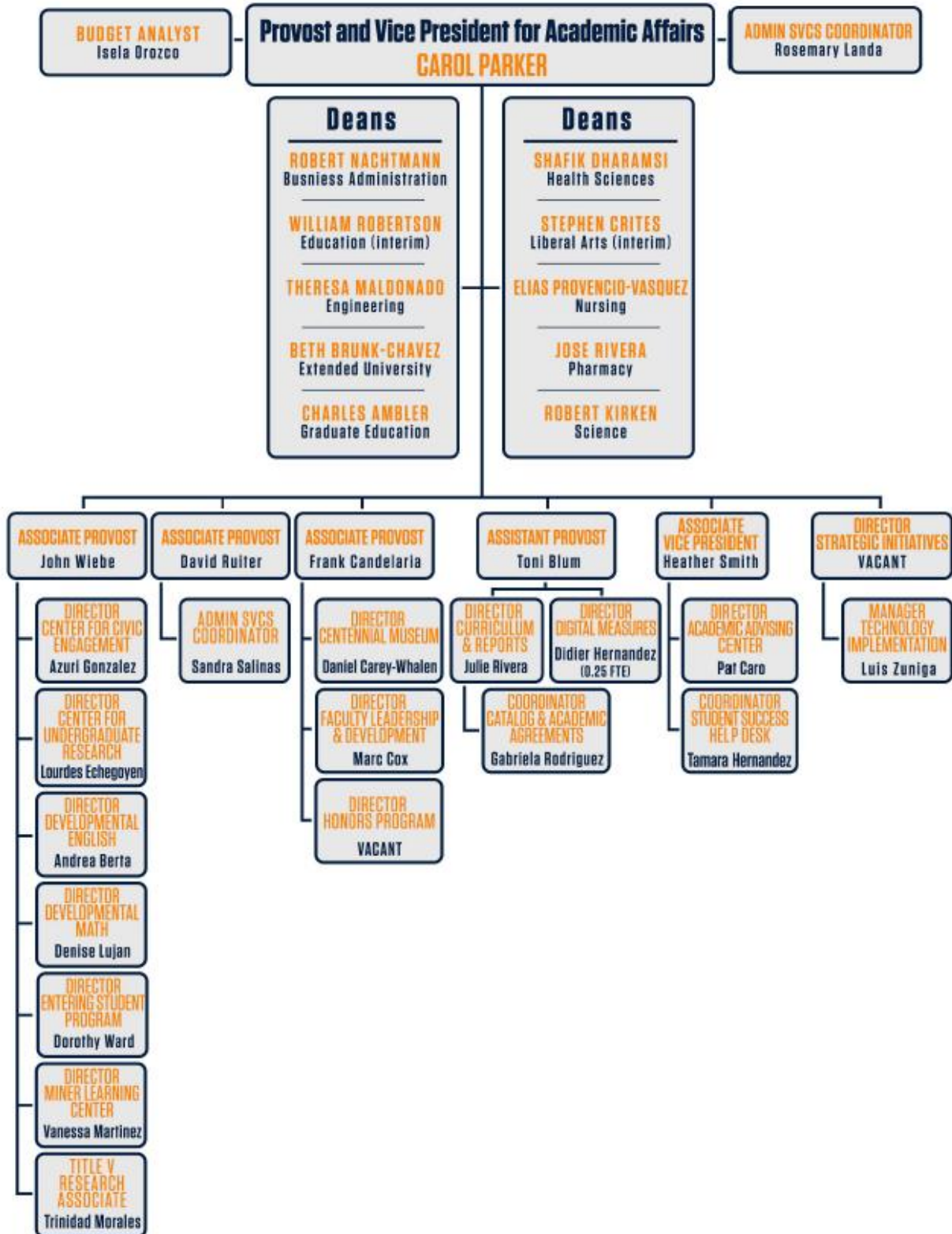
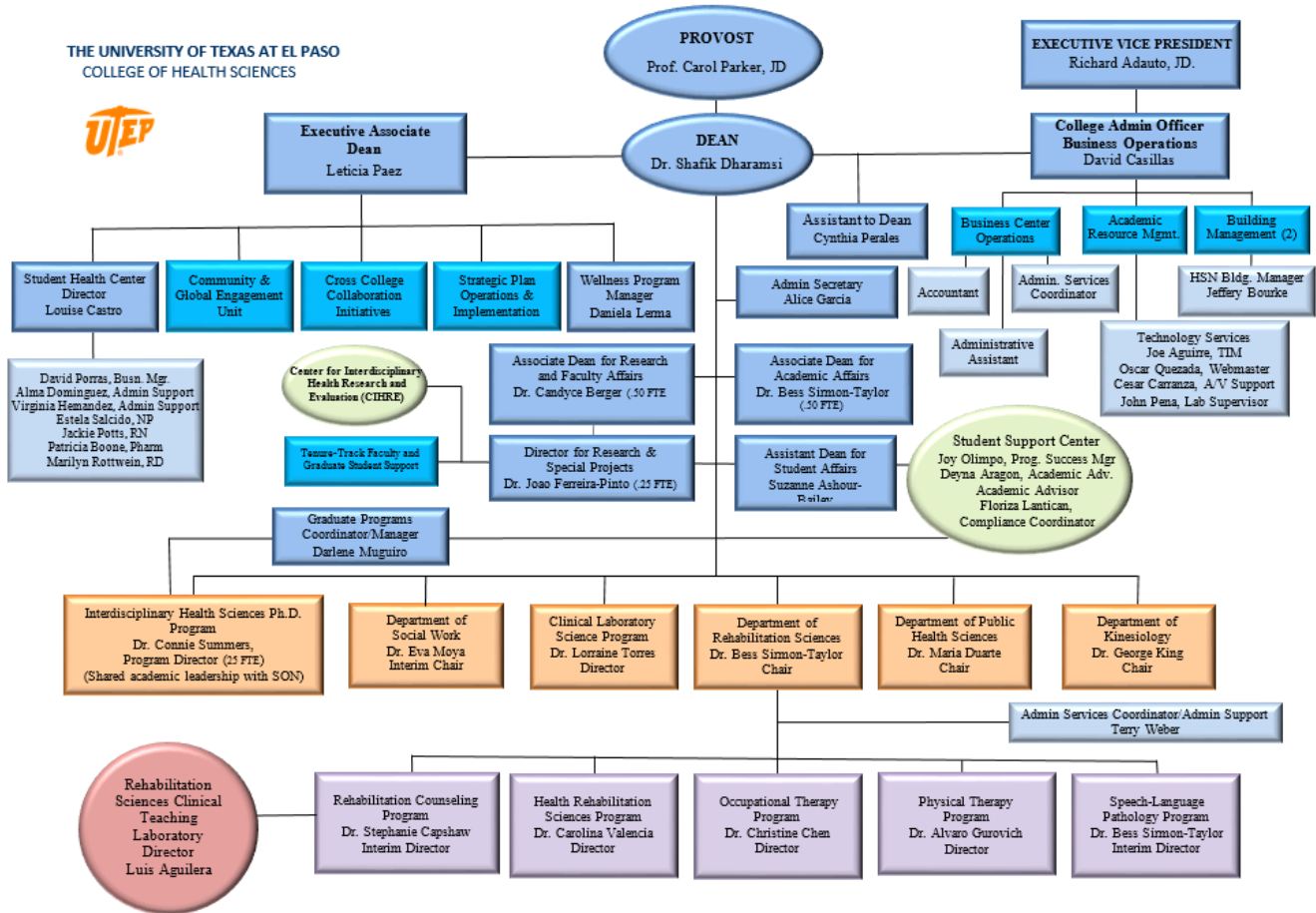


Figure 1.3. b.3. Organizational Chart: College of Health Sciences



NOTE: Dark blue boxes denote additional FUNCTIONAL responsibilities for which the reclassification of position is being requested with the exception of Tenure Track faculty and

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

- budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees and support for fund-raising
- personnel recruitment, selection and advancement, including faculty and staff
- academic standards and policies, including establishment and oversight of curricula

Overview.

The MPH Director and governance structure (faculty committee of the whole) have direct access to the Department Chair and through designated channels, access to the college's and university's administration and governance structures. The Handbook of Operating Procedures (HOOP) Section I, chapter 3, Administration, sub-part 3.3, also states that under normal conditions, recommendations, policy statements, personnel information, grievances, and queries shall move through established administrative lines. Information requiring higher administrative awareness or approval shall move up the line as required. For academic matters, the progression is from faculty members or departmental committees through the Department Chair, Academic Dean, Dean of the Graduate School, Vice President for Academic Affairs, the President of the University, and The University of Texas System Administration, as appropriate. Non-academic matters are transmitted from employee to supervisor(s) or from advisory committee to the administrative officer who appointed the committee and then through normal supervisory channels to the appropriate Vice President, the President and to The University of Texas System, when appropriate. The word "through" is understood to mean that all information and documents may be forwarded with such recommendations, as each person deems appropriate to the highest administrative level required for action or decision.

Within the university administration and academic governance, framework and procedures discussed above, colleges and their academic units are allowed to designate personnel for themselves and to internally organize. Faculty titles are required to conform to University of Texas System Regent's Rules and Regulations: <http://www.utsystem.edu/offices/board-regents/regents-rules-and-regulations> while those of administrators are expected to accurately reflect the scope of responsibility.

Budgeting and resource allocation.

Budgetary recommendations are made to the Dean by the Chair of the Department of Public Health Sciences, after consultation with the Program Director, in the spring prior to the new fiscal year that begins September 1st. At this time, the Chair discusses with the Dean the likelihood of funding and has the opportunity to negotiate for budget adjustments, as needed. However, little negotiation is carried out after that point, after the department is given a fixed budget. Proposals from college academic units are compiled and integrated with other college-level needs and requests. College budget priorities are then submitted by the Dean to the Vice President for Academic Affairs/Provost for review and recommendation. Once approved, the College of Health Sciences Office of the Dean transmits operating budgets to the department and program directors. These individuals are responsible for the distribution, allocation, monitoring, and accounting of their unit's financial resources. Annual department maintenance and operating (M & O) budgets are used for expenditures related to three major areas including office supplies, services (printing, telephone, fax, and mailing expenses) and faculty travel. Support for faculty recruitment (advertising, telephone interviews, campus interview visits), graduate teaching assistantships, and accreditation expenditures (e.g., fees, consultant visits) are paid by the College of Health Sciences Office of the Dean. Currently, 2% of indirect cost recoveries are returned to the faculty members and 1% is retained by the faculty member's home department.

Personnel recruitment, selection, and advancement, including faculty and staff.

The provost allocates faculty and support staff positions to university colleges based upon justified need and available resources. In turn, college deans allocate these positions to departments and programs. Faculty members are recruited to departments using formal search procedures that are consistent with and adhere to the State of Texas, UTEP, and college policies and guidelines. Faculty search committees advise the Department Chair who makes a recommendation to the Dean. Non-tenured or clinical appointments are extended by the Dean. Tenure-track/tenured appointments are extended by the Provost subsequent to recommendations made by the College Dean. These are subject to approval by the UTEP President and University of Texas Board of Regents. Staff searches follow a similar but less intensive process and involve both local and/or national advertisements. These appointments are also subject to approval by the Dean and Provost. Currently there is no formal coordination functions for sharing resources. However, our new Dean and new Provost are highly supportive of joint recruitment of new faculty across departments and colleges, and we anticipate benefits for our program from new upcoming resource sharing efforts.

Faculty and Staff undergo annual merit reviews and other periodic evaluations such as a third year pre-tenure review, tenure and promotion review, and post-tenure review. These and other reviews guide faculty progression toward reappointment, promotion, tenure, and post-tenure review, and when budgets allow, contribute to decisions regarding merit salary increases. In conformity with the University governance policies, a college-wide Faculty Development, Recruitment and Evaluation Committee is maintained. The faculty on this committee and the Department Chairs review faculty portfolios and advise the Dean. The Dean presents recommendations to the Provost for action. Review of staff are conducted by immediate supervisors in accord with policies mandated by the state and implemented by Human Resources that guide the hiring and evaluation of persons subject to the Texas State Personnel Act.

Academic standards and policies, including establishment and oversight of curricula.

The Graduate Council and Faculty Senate oversee the university’s graduate academic program policies and procedures. These policies set university minimum standards for degrees and other expectations and requirements. With the consent of these university committees, programs, through their governance structures, may justify establishing more (but not less) stringent conditions and expectations. The Master of Public Health Program Director and faculty (acting as a committee of the whole) propose program-specific policies and procedures. Where necessary, approval for such changes is sought from the Department Chair, the College Academic Affairs Committee, Dean, and Graduate Council. Some changes, such as the establishment of new degrees, also require the approval of the University of Texas System and the Texas Higher Education Coordinating Board.

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

Not applicable

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

Not applicable

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

This criterion is met.

Strengths: The Master of Public Health Program is a stable and well-functioning academic unit within the UTEP Department of Public Health Sciences, College of Health Sciences. Our program has clearly defined relationships with and structure for reporting to higher-level UTEP officials. Also, our program has well-defined and transparent academic and personnel standards, and defined procedures and policies for the establishment and oversight of the curriculum.

Weaknesses: No weaknesses were found regarding this criterion.

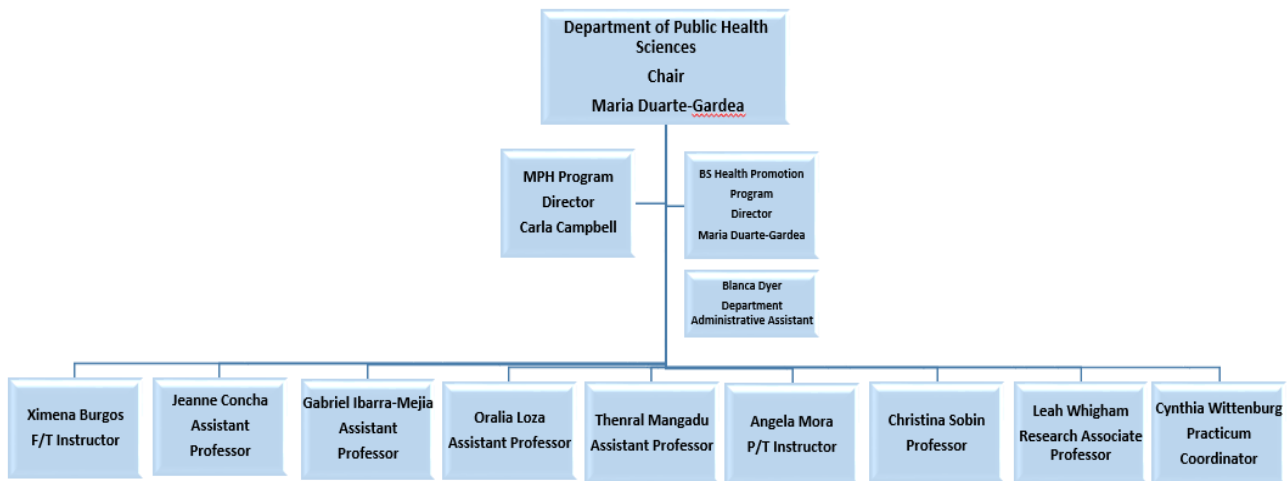
Plans: The program will maintain its role and position in this positive environment, and will optimize institutional resources to grow our student body and academic offerings.

1.4. ORGANIZATION AND ADMINISTRATION

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

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

Figure 1.4.a. Organizational Chart: Master of Public Health Program in the Department of Public Health Sciences, College of Health Sciences



Organizational Chart Roles and Responsibilities of Major Units

The College of Health Sciences administrative and governance structure facilitates the achievement of its mission. Shared governance requires the informed participation and collaboration among administrators, faculty, staff, college-wide committees and the faculty organization. This input occurs through meetings and collaboration within and among departments and programs. The faculty, staff, administrators, college-wide committees, and the faculty organization share responsibility for the quality of the academic offerings of the college. The major functions and responsibilities of the Department of Public Health Sciences Chair, and MPH Program Director, faculty, and staff are detailed as follows:

Department Chair. The Department of Public Health Sciences Chair is appointed by and reports to the College Dean. The Chair is responsible for input to the Dean on the functions outlined below:

- Recommendations for appointment, re-appointment, retention, dismissal, tenure, promotion, and merit salary determinations of all faculty and other department personnel
- Annual evaluation of faculty and staff
- Recommendations for/management of the department maintenance and operating budget
- Expenditure control and compliance with administrative policies and procedures
- Planning, evaluation and development of programs
- Approval of degree plans for students

- Preparation of the schedule of course offerings
- Assignment of duties, including teaching assignments, for faculty and staff personnel
- Maintenance and security of equipment and facilities
- Appointment of all department committees and chairs of committees, unless method of composition is specified by other rules
- Solicitation of advice from the faculty
- Calling and conducting faculty meetings
- Service as member of the MPH Advisory Board
- Other departmental academic and administrative duties as assigned by the Dean of the College.

MPH Program Director. The Program Director reports directly to the Department Chair. The program Director holds the responsibility for the following:

- Day-to-day operation and academic administration of the MPH degree and graduate certificate programs
- Preparation of student degree plans
- New student recruitment, coordination of selection committee process for admission, and orientation of new students
- Academic advising for MPH students
- Maintenance of MPH student records
- Maintenance of MPH program records
- Providing chair with recommended course schedules
- Trouble-shooting student and program issues
- Convening and serving on the MPH Advisory Board
- Updating MPH program handbook
- Work in coordination with Practicum Coordinator for accuracy of information in the Practicum Handbook and Practicum evaluation forms
- Monitor adherence to academic curriculum
- Prepare annual learning outcomes reports (Compliance Assist)

MPH Practicum Coordinator. The Practicum Coordinator directly reports to the Department Chair. The role of the MPH Practicum Coordinator is to:

- Ensure the availability of excellent practicum experiences for MPH students
- Develop practicum placements for MPH students in public health and social service agencies
- Initiate new practicum site affiliation agreements
- Match students with practicum sites
- Teach the summer practicum course
- Make site visits to practicum placement sites
- Collect and manage practicum documents
- Mentor and advise students during the practicum experience

MPH Program Faculty. MPH Program Faculty report to the Department Chair. Faculty members have varied responsibilities and the percent time dedicated to these activities depends on their appointment, e.g., tenure-track, instructor, adjunct, and the extent of their administrative responsibilities. All but two faculty members teach both undergraduate and graduate students. MPH faculty responsibilities are to:

- Teach MPH core, concentration and elective courses
- Conduct primary and secondary research on topics relevant to Hispanic health in the border region
- Mentor students in research
- Serve as members of student thesis and graduate project committees
- Conduct community outreach
- Perform department, college and university service on committees and special projects

DPHS Administrative Assistant. The Administrative Assistant reports directly to the Department Chair. The departmental Administrative Assistant supports the administrative and academic operation of the department and its graduate (MPH) and undergraduate (Health Promotion) programs.

Bachelor's Program: The department offers a bachelor degree in health promotion. This is a 4-year degree program (120 credit hours) with an enrollment of around 200 students.

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

Since its inception in 2008, and with recognition of the central importance of interdisciplinarity to the field of public health, our program has had a strong commitment to interdisciplinarity. This is most clearly reflected in our faculty hiring strategies, our collaborative research efforts, our cooperation with local communities, and in the combined service research opportunities that we make available to our students. Our current programs of interdisciplinary research (briefly described in the last paragraph of this section) provide integrative learning for our students through their participation in cutting-edge interdisciplinary research that address real-time community health needs, and that link to our core curriculum.

The interdisciplinary interests of our faculty serve as the foundation for interdisciplinary coordination, cooperation and collaboration within our college. Our faculty include MD and PhD public health professionals, with training in fields highly relevant to public health and chronic disease, that range from the molecular to behavioral and social sciences; and representing expertise in virtually all sub-populations of major concern in public health today, including but not limited to minority populations with health disparities; LGBTQ health; maternal and child health; and health in adulthood and aging.

Our public health faculty accomplish interdisciplinary research within the university through intra-departmental, inter-departmental, and inter-college collaborations; through collaborations with faculty at other institutions within Texas, across the United States, and internationally; and through cooperative initiatives with local public health agencies; health care networks; and politician's offices. Also, our college (College of Health Sciences) is home to one of only five named interdisciplinary health science PhD programs in the entire nation ("Interdisciplinary Health Sciences PhD Program," IHS PhD). This program functions as a collaboration between the College of Health Sciences and the School of Nursing giving our public health students further access to nursing professionals. Most importantly, this in-house interdisciplinary doctoral program defines an interdisciplinary career trajectory for those of our MPH students who become engaged at the master's level in interdisciplinary research and decide to become PhD level academicians in health science. With its growth, increasing numbers of our MPH students are learning about, applying to and being accepted into the IHS PhD Program.

Networking is a critical component of interdisciplinary research. Contributing to our programmatic commitment to interdisciplinarity, over the past six years, our university has dedicated substantial resources to the development of interdisciplinary collaborations across colleges and to this end, our university has obtained funding for a state-of-the-art 162,000 square foot interdisciplinary research complex which is currently under construction: <http://idr.utep.edu/>. Also, our faculty participate in the university-wide Interdisciplinary Research and Education (IDRE) initiative activities which provide invaluable infrastructure in the form of conferences, workshops, meetings, and research socials. These serve to connect faculty from diverse areas of study and lay the groundwork for new collaborations. These activities have helped faculty identify others from diverse fields with shared interest in a particular health problem, and have also provided venues for brainstorming novel approaches that might include faculty and researchers from other universities and organizations.

Our individual faculty have formed active and productive interdisciplinary research teams in a variety of ways. Some have been contacted by community representatives regarding issues of public health of immediate concern in particular neighborhoods, and approaches for solutions. Others have begun by connecting with faculty from other departments or colleges dedicated to the same public health issue, and then have reached out to community representatives who actively guide the development of meaningful research and/or intervention efforts. Some have been contacted by other departments or colleges on campus seeking participation of public health experts. Recently for example, the College of Science reached out to the College of Health Sciences seeking faculty experts in community health to help guide new initiatives that integrate cutting-edge biological research with current community health concerns.

The Paso del Norte Institute for Health Living (IHL) is another entity that helps our faculty and students develop interdisciplinary approaches to intractable problems of human health: <http://pdnihl.org/about/staff>. The mission of the IHL is to provide leadership for developing innovative, multi-disciplinary and sustainable approaches to increase healthy eating and active living in the El Paso border region. The IHL has created partnerships with a broad range of academic and community organizations including Texas Tech Paul L Foster School of Medicine, University of Texas-Houston School of Public Health, Texas A&M, New Mexico State University, school districts, health care systems, non-profit organizations, and elected and appointed government officials, which include professionals from highly diverse fields functioning at all levels of community health. The IHL is housed on the UTEP campus and its Executive Director is a tenure-track member of our faculty. Our faculty and students have ready access to the resources provided by the IHL which further promotes interdisciplinarity in our program.

Recognizing our commitment to interdisciplinarity, the MPH Program seeks students with diverse prior undergraduate and graduate degrees, for example, persons with master's degrees in health-related fields, PhDs, or MDs. Those students coming to our program immediately after completing an undergraduate degree hold majors in such diverse fields as Biology, Microbiology, Chemistry, Geology, Communications, Psychology, and Kinesiology, as well as Health Promotion. Our diverse student body further promotes interdisciplinary research teams.

Secondarily, our program promotes interdisciplinary collaboration among students by opening enrollment in our public health elective courses to graduate students from across campus, and to non-degree seeking community members. This ensures the participation of students from a wide spectrum of backgrounds and perspectives. Students from the MPH Program also frequently enroll in graduate courses offered by other departments across campus to fulfill their elective course requirements, including for example, Biology, Microbiology, Geology, Civil Engineering, Sociology, Statistics, Psychology, Education, or Communication.

Our active research programs provide perhaps the most important infrastructure through which our MPH students are provided with integrated learning, research and service experiences through community-centered research. As the descriptions below suggest, the research conducted by our faculty achieves the dual goal of service and research. More specifically, through hands-on experiences in our research programs, our students learn how interdisciplinary research is conducted and how the complexities of interdisciplinary research are managed and negotiated. Our students' research theses and graduate project committees reflect this interdisciplinarity. In addition to two departmental faculty members, all MPH thesis or graduate research project committees must include at least one committee member from outside of our department and usually with expertise in a non-public health field (e.g., Social Work, Nursing, Anthropology/Sociology, Geology); from a department in another accredited university (e.g., Universidad Autónoma de Ciudad Juárez, Texas Tech Health Sciences Center, University of Texas Houston School of Public Health El Paso Regional Campus; Burrell College of Osteopathic Medicine, Las Cruces, NM); or from a qualified local public health agency (e.g., City of El Paso Department of Public Health).

The interdisciplinary research programs currently being conducted by our faculty are briefly described below. In each program students are integral to the work and are included in all aspects of the service and research endeavors.

“AutoShop Model for Health: A Culturally Tailored Diabetes Education and Management Program for Men Using Automotive Maintenance Analogies” (Dr. Jeannie Belinda Concha) including students and/or professionals from three departments and five community organizations; and representing interdisciplinary expertise in the fields of public health; diabetes clinical care and education; language and cultural translation and tailoring; psychobiological assessment; automotive technology; and program evaluation.

“Design of microchips for the rapid diagnosis of infection” (Dr. Delfina C. Domínguez) including students and/or faculty from two colleges and three departments; and representing interdisciplinary expertise in the fields of clinical laboratory science, infectious disease, molecular diagnostics, and microfluidic devices.

“Environmental and genetic analysis for the detection of antimicrobial resistance in the Rio Grande River between El Paso and Cd. Juarez border region” (Dr. Delfina C. Domínguez) including students and/or faculty from two institutions, two colleges, and three departments; and representing interdisciplinary and international expertise in the fields of environmental clinical laboratory science, microbiology, molecular infectious disease, and analytical chemistry.

“Antimicrobial Activity of Organic Plant Extracts from El Paso, Texas” (Dr. Delfina C. Domínguez) including students and/or faculty from two colleges and three departments; and representing interdisciplinary expertise in the fields of clinical laboratory science, medicinal chemistry and infectious disease.

“Rate of MRSA Acquisition in Medical Students from Pre-Clinical to Clinical Years” (Dr. Delfina C. Domínguez) including students and/or faculty from two institutions and two departments; and representing interdisciplinary expertise in the fields of clinical laboratory science; medicine; and infectious disease.

“Healthy Nutrition for Pregnant Women: An Online Nutrition Education Program for Pregnant Hispanic Women” (Dr. Maria Duarte) including students and/or professionals from five universities and representing interdisciplinary and international expertise in the fields of public health; high-risk pregnancy in minority populations; nutrition; gestational diabetes; health education; nursing; cultural diversity; and health psychology.

“Biomarkers of Early Tendon Inflammation Associated with Intensive Manual Work Tasks” (Dr. Gabriel Ibarra-Mejia) including professionals from three departments and representing interdisciplinary and international expertise in the fields of occupational health, immunology and genetics, clinical laboratory science, and occupational rehabilitation.

“Cultural Barriers in the Perception of Safety Risk in Mexican-American Construction Workers” (Dr. Gabriel Ibarra-Mejia) including professionals from two universities; and representing interdisciplinary expertise in the fields of public and community health; occupational health; and organizational design.

“Seasonality of Intestinal Parasites and Comparison of Viral and Bacterial Contamination Markers of Surface Water in the Aqueducts of the Greater Metropolitan Area of Costa Rica” (Dr. Gabriel Ibarra-Mejia) including professionals from two universities and representing interdisciplinary and international expertise in the fields of public and community health; environmental health; environmental sciences; microbiology; genetics; molecular biology; and infectious diseases.

“The Purple Pages of El Paso” (Dr. Oralia Loza) including students and/or professionals from two universities, four community agencies, the local health department, and the senator’s office; and representing interdisciplinary and international expertise in the fields of public and community health; HIV prevention; LGBTQ health; health promotion and social work.

“Mujer Saludable, Familia Feliz: Targeted Substance Use Disorder (SUD) Treatment Capacity Expansion for Minority Women at High Risk for HIV/AIDS in Vulnerable U.S.-Mexico Border Communities” (Dr. Thenral Mangadu) including students and/or professionals from two departments and four community organizations and their service provider networks; and representing interdisciplinary and international expertise in the fields of public health; substance use disorder; mental health; communication; nutrition; sociology; violence prevention.

“Community-Based Lead Source Mitigation to Reduce Early Child Lead Exposure in High Risk Neighborhoods” (Dr. Christina Sobin and Dr. Carla Campbell) including students and/or professionals from three institutions, two colleges, and four departments; and representing interdisciplinary expertise in the fields of public health; child lead exposure; child developmental; mental health; pediatrics; soil science; heavy metal bioavailability; geological sciences; civil engineering; and community outreach.

More specific examples of the interdisciplinary teaching, research, and service activities of current core faculty in the MPH Program can be found in the electronic resource file of faculty publications and faculty CVs.

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

This criterion is met.

The Master of Public Health Program exists within the Department of Public Health Sciences, an administrative unit of the UTEP College of Health Sciences.

Strengths: Our Program has a clearly defined set of reporting relationships to the named administrative entities. These provide a supportive environment highly conducive to the Program’s teaching, research, and service goals, and all of which were designed to meet the program’s mission to improve public health on the border. The program is uniquely interdisciplinary in research and service, and benefits from the Interdisciplinary Health Sciences PhD Program administered by the College of Health Sciences and School of Nursing. The activities of the Master of Public Health Program are further supported by the institution’s commitment to transparency, integrity, ethical standards, fairness, and accountability to faculty, students, and the larger community. Our program has a strong collaborative environment.

Weaknesses: In the past, the change in Program Director and Practicum Coordinator created temporary discontinuity; these positions have been stable for the past two years.

Plans: The program and department collaborate with many external academic institutions and community-based organizations, and will continue to work to increase the number of engaged organizations and the scope of future research and service collaborations.

1.5. GOVERNANCE

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

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

- **MPH Program Graduate Admissions Committee.** The committee is charged with reviewing applications using a defined evaluation rubric, and making recommendations for admittance to the annual MPH and Graduate Certificate Program cohorts. Current committee membership includes all tenured and tenure-track faculty in the Department of Public Health Sciences.
- **MPH Program General Committee.** The committee is composed of all full-time faculty functioning as a “committee of the whole.” The committee advises on academic governance of the public health programs, including program development, program governance, and program assessment. The committee reports to the Department Chair and is part of the Department and College faculty governance structures.
- **Academic Curricular Excellence (ACE) Committee.** This committee addresses student- and program-level issues regarding academic and curricular compliance, success and continual improvement of the MPH program, maintains the complete historical database for the MPH program, and assists with completion of Accreditation Compliance and Evaluation reports. Committee membership includes Sobin, Ibarra-Mejia, and Concha. Members volunteered for the committee.
- **CEPH Re-Accreditation Self-Study General Committee.** Responsible for the review and revision of the MPH Program mission statement, program objectives, program outcomes and outcome assessment, and the organization and content of the self-study document. Current committee membership includes all tenure-track and tenured faculty, and full-time instructors participating in the MPH program.
- **Workforce Development Committee.** Responsible for planning and creating workforce development and training. Committee membership includes Campbell, Duarte, Mangadu, Ibarra-Mejia, and Mora. Members volunteered for the committee.
- **Faculty Search Committees.** Search committees are appointed *ad hoc* by the Department Chair. The search committee is guided by personnel from the Office of Equal Opportunity to ensure compliance with search procedures, university policy and legal regulatory requirements. The committee leads and coordinates the search process for new faculty and makes recommendations to the Chair and Dean as described in a previous section of this document. Faculty Search Committee Membership recently included Loza, Mangadu, Sobin and Duarte. Members volunteered for the committee.
- **MPH Program Advisory Board.** The board consists of eight public health practitioners, the DPHS Chair, the MPH Director, and the current president of the public health graduate student association (Students for Public Health). The public health practitioners include one MPH program alumnus and individuals who serve as MPH practicum preceptors or instructors, directors of agency units where students carry out their practicum experiences, employers of program graduates, and colleagues who participate in community outreach and/or research with program faculty and students.

The main function of the board is to advise on program quality and relevance, and public health workforce needs in the Paso del Norte Region. The initial advisory board members met in Fall 2012. Program records do not include evidence of subsequent meetings until September 2016. The MPH Advisory Board was reconvened in September 2016 after a hiatus due to the change of MPH program directors. It has since also met in Spring 2017 and Fall 2017. A list of MPH Advisory Board members can be found in the ERF.

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

- general program policy development**
- planning and evaluation**
- budget and resource allocation**
- student recruitment, admission and award of degrees**
- faculty recruitment, retention, promotion and tenure**
- academic standards and policies, including curriculum development**
- research and service expectations and policies**

General Program Policy Development.

Program policies for the MPH Program are developed by the Program Director with support and guidance from the Department of Public Health Sciences Chair, and faculty. Some policies may require approval by Graduate Council or higher level governance structures. Ultimate responsibility rests with the Chair of the Department of Public Health Sciences and the MPH Program Director. This is according to the University Handbook of Operating Procedures (HOOP), Introduction and University Administration Chapter 3: Administration 3.1.10: <http://admin.utep.edu/Default.aspx?tabid=73921>.

As indicated in section 1.4.b. of the self-study, the Department Chair is responsible for solicitation of advice from the faculty, calling and conducting faculty meetings, and appointment of all department coordinators, committees and chairs of committees. The HOOP, Section I: Introduction and University Administration, Chapter 3: Administration, states that:

3.2.2.1 *Department faculty shall advise their Chair (by individual consultation or through committees) concerning departmental affairs. The Department Chair is not required to follow the advice, but is expected to receive and consider advice before acting on all major matters. Examples of affairs on which department faculty or their representatives should be consulted include:*

a. *academic matters, including course offerings, degree requirements, course content, and prerequisites;*

b. *instructional matters, including reasonable departmental guidelines (particularly in courses with multiple sections) concerning textbooks, syllabi, teaching techniques, instructional procedures, grading policies, testing and placement policies; and,*

c. *faculty personnel matters, including appointment of new faculty and evaluation of faculty members for guidance in recommending promotions, re-appointments, tenure status, and salary changes.*

The faculty are invited to make suggestions to program improvement at monthly faculty meetings. They are also welcome to discuss at any time with the Program Director or Department Chair. Another means of participation is through departmental committee membership participation; some committees include the entire faculty and others are comprised of volunteers. Please see the ERF for faculty meeting agenda and minutes.

Planning and Evaluation.

The planning process for the MPH Program occurs on several coordinated levels. The Department of Public Health Sciences and the MPH Program Director, with advice and recommendations from the faculty, students, alumni, Advisory Board, and other stakeholders engages in operational and strategic program planning within the context of the department. The Department Chair participates in planning at the college level with the Dean, College of Health Sciences department heads, and other college-level administrators. The College of Health Sciences Dean participates in operational and strategic planning that is coordinated with other college Deans and the Provost. Planning at all levels is conducted within the context of the university mission and goals: <https://www.utep.edu/about/utep-vision-mission-and-goals.html>; and strategic plans. The Strategic Plan and Strategic Plan for Research are used by the university to evaluate progress toward its mission and goals.

- Strategic Plan 2008-2015
<https://admin.utep.edu/Default.aspx?tabid=57200>
- Strategic Plan for Research
<http://cierp2.utep.edu/development/UTEPStrategicPlanforResearch.pdf>

The sources of data for evaluation of the MPH program are detailed in Section 1.2.a. This information is used for annual reporting to CEPH and also for generating annual required reports through the Compliance Assist system which are used in regular compliance and reaffirmation reports to the University's regional accreditor, SACSCOC. These data are also used throughout the year for general planning and modifications within the program. Suggestions for improvement of the program are also posed by participants in the MPH Program Advisory Board which includes an alumnus and current president of the Students for Public Health organization to ensure student representation and input for this process. These suggestions are then utilized by the Program Director, Department Chair and general faculty to make changes and improvements in the MPH program. Evaluation data from surveys are also discussed yearly at a faculty meeting by the entire faculty. Some evaluation and planning work is done by the committees listed in 1.5.a.

Budget and Resource Allocation.

Recommendations for the maintenance and operating budget are made by the Chair of the Department of Public Health Sciences prior to the new fiscal year beginning in September. The College of Health Sciences Dean and the Chair meet to discuss any changes to the budget. College budget priorities are then submitted by the Dean to the Provost/Vice President for Academic Affairs for review and recommendation. The request is then sent to the President, and ultimately the Board of Regents.

Student Recruitment, Admission, and Awarding of Degrees.

Student applications, admission, and degree awarding is centrally managed by the UTEP Graduate School. The program Director and individual faculty recruit prospective students. Admission to the graduate programs is conferred by the Graduate School Dean upon the recommendation of the MPH Program Director on behalf of the MPH faculty admission committee who evaluate and vote on all applicants. The Program Director recommends students for graduation based on the satisfactory completion of all requirements and the recommendation of the Thesis or Graduate Research Project

Chair and Committee. Application for and conferral of the MPH degree follows the university's specific policy and procedures published in the UTEP Graduate School guidelines:
<http://www.utep.edu/graduate/graduation/how-to-graduate.html>.

Faculty Recruitment, Retention, Promotion and Tenure.

The Department of Public Health Sciences adheres to all UTEP policies and procedures in relation to personnel matters. These policies and procedures support faculty and program input into decisions related to recruitment, hiring, retention, promotion and tenure. University policies and procedures related to recruitment and hiring can be found in the UTEP HOOP, Human Resources, Employment Policy, Section V, Human Resources, Chapter 3, Employment Policy:

<http://admin.utep.edu/Default.aspx?tabid=30499>. University policies and procedures related to retention, promotion and tenure are given in the HOOP, Section III, Academic Affairs, Chapter 4, Academic Policies and Faculty Personnel Matters: <http://admin.utep.edu/Default.aspx?tabid=30381>. Details regarding each of these activities are given below.

Faculty Recruitment.

The recruitment, evaluation, and hiring of faculty members is initiated and driven by the Department of Public Health Sciences faculty. The Department Chair appoints all search committees. Committees are comprised of three faculty members from the department and one or more external faculty members from another College of Health Sciences unit, other university department, or a local institution. In consultation with the UTEP Office of Equal Opportunity, the search committee is responsible for designing recruitment materials, developing telephone and in-person interview formats, contacting the applicants' references, recommending finalists for campus interviews, conducting interviews, and submitting final recommendations for hire. The search committee chair works in concert with the Office of Equal Opportunity to ensure that all candidates are given equal consideration. Before applicants are contacted for phone interviews and campus visits, the Dean of the College of Health Sciences and Equal Opportunity Office review the selection process to ensure adherence to established policies (link provided above).

As stated in Section I, Introduction and University Administration, Chapter 3, Administration, 3.1.10 of the HOOP: <http://admin.utep.edu/Default.aspx?tabid=73921>, Department Chairs have general charge and responsibility for making recommendations regarding the initial appointment, reappointment, retention, dismissal, tenure, promotion, and merit salary determinations of all faculty and other department personnel. In addition, the Chair is expected to receive and consider advice from faculty before acting on faculty personnel matters, including appointment of new faculty and evaluation of faculty members, promotions, reappointments, tenure status, and salary changes.

The process of approval for a recommended candidate for a position begins with the department. Recommendations for appointment move from the Search Committee within the department to the Chair to the Dean of the College and then to the Provost and President. All tenure-track and tenured faculty appointments are subject to the approval of the University of Texas System Board of Regents. Recommendations for faculty hires are submitted by the search committee to the college Dean through the Department Chair. All applicants invited for campus visits meet with administrators, faculty, staff and students from the department, college or other academic units on campus, persons from local public health social service agencies, and other relevant organizations. The formal input of these stakeholders is included in the evaluation of applicants.

Faculty Retention.

The College of Health Sciences, similar to all other UTEP colleges, uses an annual performance review evaluation process for tenure/tenure-track and clinical faculty/FT instructors. The percent time allocated to the evaluation of instruction, research, service and/or administration depends on the faculty member's status (tenure track/tenured, clinical, administrator). As part of this process, all faculty members complete an annual performance evaluation, via Digital Measures, which is reviewed by the college's Faculty Development, Recruitment and Evaluation Committee (which includes faculty members from all the departments and programs in the College) using a standard evaluation rubric, followed by reviews conducted by the Department Chair, and ultimately, the college Dean. The Chair meets periodically with faculty members to review tenure-track status and provide mentorship to faculty members.

Promotion and Tenure Policies and Procedures.

There is a process for review at the three-year mark. The actual process for tenure and promotion starts at the end of the fifth probationary year. It is initiated at the college level where a college committee of tenured faculty members is appointed by the College Associate Dean. The College Committee makes a report and recommendation based on the dossier submitted by the candidate. The report is available to the Department Chair and to the Dean. The Department Chair creates a report and recommendation for the Dean. The Dean reviews the candidate's dossier and provides a recommendation to the Provost. The Provost then carries out a review with a recommendation for the University President. The President completes a review and recommendation which is submitted to the UT System Chancellor and Board of Regents, for final determination.

The candidate's dossier includes a review of the candidate's work by outside scholars, in addition to careful evaluation of the candidate by his/her peers. For evaluation within each area of instruction, scholarship, and service, completing specific activities, such as publication or presentations at conferences, or achieving various benchmarks of achievement such as certain levels of student teaching evaluation ratings, are identified. These indicators were developed by the faculty of the College of Health Sciences through the Faculty Development Recruitment and Evaluation Committee with opportunities for input provided to all members of the faculty including the Department of Public Health Sciences.

Academic Standards and Policies, Including Curriculum Development.

The MPH Program adheres to the general academic governance framework of the University and Graduate School. However, the MPH and other graduate degree programs are allowed to enact more stringent or explicit academic requirements and expectations as long as they do not compromise university-defined minimum standards published in the UTEP Graduate catalog: <http://catalog.utep.edu/grad/>.

Changes to academic standards, policies, and procedures are reviewed and approved by the department. Some types of changes to program structure, procedures, or policies may require review and approval by higher level governance structures at the college, the Graduate School Graduate Council, or Texas Higher Education Coordinating Board. All student or MPH Program-specific policies and procedures are published in the MPH *Student Handbook and MPH Practicum Handbook*. They also are discussed at annual New Student Orientation Sessions and Graduate Advising sessions.

The Department of Public Health Sciences faculty and staff provide input into academic decisions during monthly faculty meetings led by the Department Chair. The Department Chair is also available to discuss faculty concerns on an individual basis. The program determines its own degree plan in a manner that takes into consideration the curriculum standards of the Council on Education for Public

Health (CEPH) and guidelines set forth by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the University of Texas System, the Texas Higher Education Coordinating Board, the College of Health Sciences and the UTEP Graduate Council. Most faculty teach in both the MPH and Bachelor of Science in Health Promotion programs. The faculty participates in defining and approving all curriculum-related changes.

Faculty recommendations for revisions to the curriculum, addition of new courses, and revisions to existing courses, e.g., title, description, restrictions, pre-requisites, are submitted to the Department Chair who then routes it to the College of Health Sciences Academic Affairs Committee, the Dean of the College of Health Sciences, Office of the Provost, and then to the Graduate Council and Faculty Senate. The UTEP policy regarding curriculum changes in graduate programs can be found in the HOOP Chapter 3, 3.4 "Graduate Program Modifications":

<http://admin.utep.edu/Default.aspx?tabid=74294>

3.4.1.1 New Courses - Existing Degree Programs. *A department or program wishing to incorporate a new course into an existing program must submit through its Departmental or Program Committee for Graduate Studies a catalog description and justification for the course to the Graduate Council. A primary consideration of the Council in this matter is to determine that such requests do not involve unnecessary redundancy.*

3.4.1.2 New Options - Existing Degree Programs. *Changes in the elective options under existing degree programs must be approved by the graduate committee of the individual department. The proposal should then be forwarded to Graduate Council through the normal channels. The Graduate Council will have the responsibility to review all new elective options on the basis of the following standards:*

- a. The adequacy of library and other institutional resources for the implementation of the courses required in the elective option.*
- b. The availability of qualified faculty to administer the proposed option without harming the capability to offer existing graduate and undergraduate degree programs.*
- c. The justification for offering such a degree option based upon the availability of employment opportunities for graduates and/or any other appropriate rationale for the adoption of the option.*

3.4.1.3 Course Deletions. *The Departmental or Program Graduate Committees will notify the Graduate Council of their intention to recommend deletion of any graduate course.*

Research and Service Expectations and Policies.

Workload expectations are set at the college level by the Dean, consistent with the University of Texas System and university policies and procedures. The faculty workload policy summarizes expectations and requirements for tenured, tenure-track, and non-tenure track (clinical) faculty and lecturers, including the minimum expectations for teaching, service, and research, the evaluation of the same as part of the annual performance evaluation and, as applicable, third-year, tenure and promotion, and post-tenure reviews. As described in a previous section of this document, scholarly productivity and quality evaluations are performed annually by a college-wide committee, the Department Chair, and the College Dean.

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

Program governance is derived from university-level policy and procedure documents that are published online at:

- **University of Texas System:** <http://www.utsystem.edu/>
- **University of Texas System Board of Regents Rules and Regulations:** <https://www.utsystem.edu/offices/board-regents/regents-rules-and-regulations>
- **Texas Higher Education Coordinating Board (State):** <http://www.thecb.state.tx.us/>
- **University of Texas at El Paso Handbook of Operating Procedures:** <http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop>
- **General faculty policies, processes, and procedures** (UTEP Provost web site): <http://provost.utep.edu/>
- **UTEP Graduate School policies and procedures** (university): <http://graduate.utep.edu/>
- **MPH Program Practicum Handbook:** https://www.utep.edu/chs/phs/Files/docs/PDFs/mph-practicum-handbook-revised12_01_2016.pdf
- **MPH Program Student Handbook:** <https://www.utep.edu/chs/phs/Files/docs/PDFs/mph-student-handbook-rev.-9-27-17-pdf.pdf>

Copies of these documents are available in our ERF.

The MPH Program does not have its own set of bylaws. The MPH Program Student Handbook and Practicum Handbook, referenced above, outline for students the rights and obligations of administrators, faculty and students.

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

MPH Program core and secondary faculty currently hold memberships on a number of university- and college-wide committees. These are described below as follows:

University-wide Committees:

- UTEP Wellness Program (Burgos)
- UTEP Faculty Senate, Student Welfare (*Campbell*)
- UTEP Provost Search Committee (Concha)
- UTEP Culture and Health Interdisciplinary Research Group (Concha)
- UTEP Community Engagement Scholarship Institute (Concha)
- UTEP Health Promotion Student Association (Concha)
- UTEP Institutional Biosafety Committee (Dominguez)
- UTEP Faculty Senate, Library Committee (Dominguez)
- UTEP Faculty Senate, Nominating Committee (Dominguez)
- UTEP Faculty Senate, Committee on Committees (Dominguez, Duarte)
- UTEP Strategic Planning Committee on Graduate Education (Duarte)
- UTEP Steering Committee Member: Wellness Program (Duarte)
- UTEP Faculty Senate, Undergraduate Curriculum Committee (*Ibarra-Mejia*)
- UTEP Aware (*Loza*)
- UTEP Students for Public Health (*Loza*)
- UTEP Executive Committee Member, Interdisciplinary Health Sciences PhD Program (*Mangadu*)
- UTEP Eta Sigma Gamma Honor Society (*Mangadu*)
- UTEP Border Biomedical Research Center: Toxicology Core Committee and Neuroscience Core Committee (*Sobin*)

- UTEP Board for Clinical Laboratory Sciences (*Sobin*)
- UTEP Interdisciplinary Health Sciences PhD Program, Director (*Sobin*)
- UTEP Interdisciplinary Research and Education (IDRE) Community of Practice (*Whigham*)

College-wide Committees:

- Academic Affairs Committee (*Duarte*)
- College of Health Sciences Chairs & Directors Committee (*Duarte*)
- College of Health Sciences, Chairs and Directors, Ad hoc committee (*Duarte*)
- Community Affairs Committee (*Mangadu*)
- Dean Search Committee (*Mangadu*)
- Faculty Advisor, Public Health Graduate Student Association (*Loza*)
- Faculty Organization, Treasurer (*Ibarra-Mejia*)
- Faculty Development, Recruitment, & Evaluation Committee (*Loza*)
- Student Affairs Committee (*Campbell*)
- Research Committee (*Dominguez*)
- Tenure and Promotion Committee (*Dominguez, Duarte, Sobin*)

Please note: primary faculty are listed in italics.

1.5.e. Description of student roles in governance, including any formal student organizations.

MPH Program students participate in program governance and the evaluation of program functioning in several ways. Students participate through their membership and leadership in the Students for Public Health (SPH) graduate student association, an organization chartered by the UTEP Student Government Association. The SPH involves MPH students in a number of community-based public health activities, which are described in detail in the section on Service (Section 3.2). In addition, the current president of the association is designated to serve as a regular member of the MPH Program Advisory Board. The SPH also serves a function for bringing questions from the student group to the attention of administrators. Recently, the SPH president requested a meeting with the Department Chair and Program Director to discuss specifics regarding scheduling of a MPH course. MPH Students also contribute to the evaluation of program functioning. For example, the Program conducts an annual (spring) student survey administered to second year MPH students (survey questions and responses are available in the ERF). The survey queries students on course work in the five public health core areas and the Hispanic and Border Health concentration, practicum experience, and culminating research thesis or graduate project experience. The survey also solicits students' advice and suggestions regarding how the program can improve each of these to better prepare future students. In addition, the survey queries students on their perception of the quality of the MPH Program, faculty, and students, program core and concentration competencies, course sequence and timing. This same survey also queries students' perceptions of program academic standards, and the adequacy of public health concepts and theories, and their opinion of technical and analytical skills that they acquired during the program. Lastly, the survey asks students whether they were able to apply the public health knowledge and skills learned during courses and other pedagogic experiences, to community health problems. Students' advice is also solicited in the areas of program curriculum improvement, career counseling, and information technology. The information, advice, and suggestions from the survey are used for program planning and evaluation and continuous improvement purposes.

MPH Program students also participate in the evaluation of candidates for tenured and tenure-track faculty positions. The students attend applicants' colloquia and meet with them during on-campus interviews, and complete applicant evaluation forms, which are used by the search committee during its final evaluation of candidates and recommendation for hiring.

Among the most important means for students to provide program input are through our conversations with students during classroom interactions with program faculty, feedback provided during one-on-one graduate advising sessions, which occur each semester, and by direct communication with program faculty and administrators. For reasons of student confidentiality, SPH representatives do not attend scheduled faculty or ACE committee meetings; only faculty members attend these meetings.

These communications, in combination with end-of-semester course and faculty evaluations, have led to important programmatic improvements such as a change in the start times of the MPH courses from 4:30 to 5:00 PM, which better accommodates the schedules of working students; a change in the timing of the practicum experience from the first-year summer to the second-year summer of the program; expansion of the number of practicum site offerings; and the decision to offer additional Selected Topics in Public Health (PUBH 5357) in specific areas. Topics offered recently for the PUBH 5357 course include an Overview of Global Health and Vulnerable Populations to Environmental and Occupational Exposures.

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

The criterion is met.

Strengths: The Master of Public Health Program and Department of Public Health Sciences administration and faculty benefit greatly from participation in a shared governance framework provided by the College of Health Sciences and The University of Texas at El Paso. Our faculty, staff and students have very clearly defined rights and responsibilities with respect to governance and academic policies and procedures, including student admissions and evaluations, program quality, performance standards, and related issues.

Weaknesses: The program faculty and administration recognize the need for greater student representation in strategic planning, evaluation, and other pertinent program matters. The role of student input has now been formalized through student participation on the Advisory Board, the establishment of the Students for Public Health graduate student association, and the second year student survey. Also, during a change in program leadership, the second year and alumni surveys were not performed for the 2014-15 and 2015-16 student cohorts.

Plans: These surveys will be administered and carefully monitored for each year going forward.

1.6. FISCAL RESOURCES

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

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

Tuition and Fees. The state portion of tuition paid by all students is sent to the state and returned as a part of the state appropriation to the university. The local portion of the tuition is retained by the university and used for instruction and other tuition purposes. Fees paid by the students are retained by the university. They are used for the stated purpose of the various fees. The MPH major fee is returned to the department and is used to provide instructional support. Tuition and fee rate increases are recommended on a bi-annual basis by UTEP and require approval by the UT System Board of Regents. State funding and tuition revenues are expected to be the major source of funding support for the program in the future.

Indirect Cost Recovery. Indirect cost recovery funds are under the control of the UTEP Office of Research and Sponsored Projects (ORSP). The funds are awarded back to the grant PI and department. They do not go back to the program directly. The PI receives 2% of the indirect costs recovered from their grants. The PI's home department receives 1% of the indirect cost recovery from the prior fiscal year for all grants that do not go through a research center. There is a 2-year lag on indirect cost recovery funds by the PI and the department.

Unspent Funds. The disposition of unspent funds at the end of the fiscal year depends upon their source. For example, any unspent funds from state appropriation sources revert back to the state. In contrast, the balance for endowed, gift, and current grant funding rolls forward year to year while unspent funds associated with indirect cost recovery revert back to ORSP.

Budget. Salaries for primary faculty are paid for a 9-month period from state funds. Adjunct faculty are paid a fixed amount per course per semester, also paid from state funds. Each year a budget that includes all salaries for primary and adjunct faculty is prepared by the Department Chair and submitted to the Dean's office for review. The final budget is approved by the Provost and implemented at the beginning of each fiscal year. At the time of hire, the salary for a faculty member is negotiated between the new faculty member and the Dean of the College according to a salary range for different ranks and receives final approval by the Provost office. There is a separate budget for adjunct faculty and is prepared according to the number of courses to be offered the upcoming year. Student support funds listed in table 1.6.1 come from tuition, fees and university funds. Each graduate student pays an established fee each semester. The operations line in Table 1.6.1 includes office operations and student expenses incurred with the practicum such as required background checks, immunizations and drug screening. Another operation item is payment of the Certified in Public Health Exam for all MPH students who desire to take the exam if taken while enrolled in the program. Accreditation expenses are paid from the operations line. The funds for these expenditures come from tuition and fees. Lastly, the travel expenditures are paid from departmental funds.

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

Template 1.6.1 Sources of Funds and Expenditures by Major Category

Table 1.6.1 Sources of Funds and Expenditures by Major Category, 2012 to 2017					
	2012-13	2013-14	2014-15	2015-16	2016-17
Source of Funds					
Tuition & Fees	488072	525474	602714	615586	657694
State Appropriation	0	0	0	0	0
University Funds	46900	46500	47665	46500	46500
Indirect Cost Recovery	0	18670	7350	0	0
Endowment	0	0	0	0	0
Gifts	0	88	500	300	4700
Other (explain)					
Other (explain)					
Other (explain)					
Total	534972	590732	658229	662386	708894
Expenditures					
	2012-13	2013-14	2014-15	2015-16	2016-17
Faculty Salaries & Benefits	414753	502012	540440	511289	586676
Staff Salaries & Benefits	17570	18916	20371	20874	22496
Operations	4629	4897	7799	7052	7256
Travel	3312	5059	4413	3913	4102
Student Support	47808	59760	77856	71712	83664
University Tax	0	0	0	0	0
Other (explain)					
Other (explain)					
Total	488072	590644	650879	614840	704194

Note: Operations includes all supplies and services excluding travel.

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

Not applicable.

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

Table 1.6.2 Outcome Measures for Resource Adequacy, 2014-2015 through 2016-2017				
Outcome Measure	Target	2014-2015	2015-2016	2016-2017
Institutional Expenditures per FTE Student	\$10,000 Outcome	\$15,875	\$12,575	\$17,986
Avg. amount of external funding per F/T faculty	\$25,000 Outcome	\$ 65,439	\$123,760	\$ 146,304
Total extramural funding*	\$200,000 Outcome	\$588,954	\$866,317	\$1,316,733

* Please note that extramural funds are not included as part of the departmental budget. Funds specific to individual grants are allocated to and managed by the grant PI, not by the home department.

The measurable objectives by which our program assesses resource adequacy include institutional expenditures per full-time-equivalent student, research dollars per full-time-equivalent faculty, and extramural funding (service or training) as a percent of the total budget (see Table 1.6.a.). Our target expenditure per FTE student of \$10,000 is based on our estimated total educational budget of \$300,000/year distributed amongst our current target of 30 FTE/year or the equivalent of approximately two cohorts in the program during any one year (taking into account new and graduating students). The total educational budget provides funds for teaching and other academic activities carried out by faculty members in support of the program. The amounts for extramural funding were re-checked and revised, and are recorded in Table 1.6.2.

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

This criterion is met.

Strengths: Since 2011, the MPH Program has been housed in a \$60 million state-of-the-art educational and research building on the main campus. The Program’s current fiscal resources are sufficient for it to carry out its mission, goals, and instructional, research, and service objectives.

Weaknesses: Faculty extramural funding is variable as reflected in our funding statistics.

Plans: As our student body and curriculum offerings increase we will reassess the amount and distribution of program resources to ensure ongoing program quality.

1.7 Faculty and Other Resources

“The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.”

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

Table 1.7.1 Headcount of Primary Faculty			
	2015	2016	2017
Hispanic and Border Health	4	5	5

1.7.b. A table delineating the number of faculty, students and SFRs, organized by concentration, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format (see CEPH Data Template 1.7.2) and include at least the following information: a) headcount of primary faculty, b) FTE conversion of faculty based on % time devoted to public health instruction, research and service, c) headcount of other faculty involved in the program (adjunct, part-time, secondary appointments, etc.), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of primary faculty plus other (non-primary) faculty, f) total FTE of primary and other (non- primary) faculty, g) headcount of students by department or program area, h) FTE conversion of students, based on definition of full-time as nine or more credits per semester, i) student FTE divided by primary faculty FTE and j) student FTE divided by total faculty FTE, including other faculty. All programs must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the program intends to include the contributions of other faculty in its FTE calculations. Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the program should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in Criteria 4.1.a. (Template 4.1.1) and 4.1.b (Template 4.2.2).

Table 1.7.2. Faculty, Students and Student/Faculty Ratios by Core Knowledge Area (schools) or Specialty/Concentration Area (programs: Hispanic and border health concentration)										
	HC Primary Faculty	FTEF Primary Faculty	HC Other Faculty	FTEF Other Faculty	Total Faculty HC	Total Faculty FTEF	HC Students	FTE Students	SFR by Primary FTEF	SFR by Total FTEF
Fall 2015	4	2.75	6	1.33	10	4.08	46	34.5	12.5: 1	8.5: 1
Fall 2016	5	3.5	7	1.48	12	4.98	42	34.5	9.8: 1	6.9: 1
Fall 2017	5	3.5	7	1.48	12	4.98	39	30	8.6:1	6.0:1

As of Fall semester of each academic year. Please see Table 1.7.1 for listing of primary faculty and 1.7.1-2 for secondary faculty. FTE was determined by the department chair and program director based on percent of time spent in teaching in the MPH program and mentoring MPH students for their theses or graduate projects. The program director was determined at 1.0 FTE, faculty teaching two courses per year and mentoring were determined at 0.75 FTE, and faculty teaching one course per year and mentoring were determined at 0.5 FTE.

Key: HC=Head Count; Primary faculty=Full-time MPH core faculty by virtue of performing teaching, research, service and/or administrative functions in the MPH Program; FTE=Full-time-equivalent; FTEF=Full-time-equivalent faculty based on load of 18 credit hours/year; SFR=Student/Faculty Ratio

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

The Department of Public Health Science administrative support includes one full-time Administrative Assistant, who is available to the MPH Program for 50% of her time, as well as to the Department Chair and other faculty. The current Administrative Assistant has held this position for four years.

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

In June 2011, the MPH Program, along with three other College of Health Sciences academic units and their administrative staff (Clinical Laboratory Sciences, Kinesiology, Social Work), moved into the new \$60 million Health Sciences and Nursing (HSN) building on the main UTEP campus. The 132,000 ft² building contains innovative teaching spaces, administration offices, and ample office space for current faculty, staff and graduate teaching and research assistants. MPH Program faculty, staff, administration, research and teaching assistant offices are located on the 4th floor. All MPH Program faculty, staff, and administrators have individual offices. Classrooms, student study rooms, research and teaching laboratories, student computer room and conference rooms used by the MPH Program are located on the 1st, 2nd, 3rd and 4th floors. The majority of the classrooms used by the MPH Program are located on the 2nd floor. Additional classrooms, used as needed, are located in other nearby campus buildings.

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

The Department of Public Health Sciences has five specialized research laboratory facilities and equipment on the 4th floor of the HSSN building. These state of the art laboratories promoted and support the research of faculty and students.

The Human Immunology and Nutrition Research Laboratory (HINRL) is located in a 3,000 ft² space in the HSN building and its significant equipment. It includes a CO₂ incubator, laminar flow hood and two safety cabinets, Nikon inverted fluorescence microscopy with CCD video imaging, PerkinElmer Victor3 multilevel counter (fluorescence, luminescence, absorbance), Beckman high-speed centrifuge, Eppendorf centrifuge, Clinical centrifuge, TOMTEC cell harvester, Bio-Radbiologic duo-flow pathfinder 20 system (HPLC), fraction collector, analytical balance, UVP imaging system with digital camera (DNA and protein gels), UV/BIS Spectrometer, vertical and horizontal electrophoresis system, Bio-Rad electrophoretic transfer system, incubator-shaker, UV-cross linker, hybridization oven, sonicator, analytical balance, pH meter, two incubator, Bio-Rad iCycler for Q-RT-PCR, Eclipse 600 microscope with digital camera, two microscopes, NanoDrop, water baths, Cholestech L-D-X, Hemoglobinometer, 4oC refrigerator and freezers (-20oC, -70oC, -140oC) for long term storage of bacteria and cell lines, dark room for developing auto-radiographs, wash room equipped with distilled water system, autoclaves, dishwasher, storage space for chemicals and media, and a human blood draw station.

The bench laboratory is equipped for the collection, handling and processing of blood samples and is equipped to perform both clinical chemistry and immunochemistry. Equipment includes: a refrigerated Eppendorf centrifuge to separate plasma, 4 oC refrigerator, -80 oC Freezer for storing blood samples, and laminar flow hood, a Tosoh AIA 360 immuno-analyzer. Portable equipment used for field research includes Cholestech LDX portable chemistry auto-analyzer, Bayer 2000 DCA Hemoglobin AIC analyzer, Hemocue hemoglobin and glucose analyzers, stadiometers, weight balances.

The Nutrient Analysis Laboratory is located in a 392 ft² space in the HSN building and is equipped for the analysis of macro- and micro-nutrient composition of food and biological samples. The equipment includes a Pekin-Elmer AAnalyst 700 atomic absorption spectrometer with graphite furnace, Goldfisch fat extractor, crude fiber apparatus, combination Kjeldahl digestion and distillation, Rapidstill Microdigester, large muffle oven, lab oven, Sartorius GP5202 precision balance, Sartorius GP503 class II balance, OHAUS moisture balance, pH meter and other assorted small equipment.

The Experimental Foods Laboratory is located in a 392 ft² space in the HSN building and contains stainless steel storage cabinets, three mobile work tables, a landing table, four full-size range stoves with ovens, a set of double-stacked convection ovens, table-top industrial size microwave ovens, an industrial size griddle, an upright industrial freezer and upright industrial refrigerator with glass fronts, an industrial food steamer, food mixer, wire mesh shelving, food grinder, exhaust hoods, hand sink and three-compartment industrial sink.

The Metabolism, Nutrition, & Exercise Research (MiNER) Laboratory is located in a 2,900 ft² space in the HSN building. The MiNER Laboratory is comprised of eight independent rooms and a bench laboratory area facilitating a research capacity that spans from large population descriptive surveys to very complex molecular and endocrinological mechanisms of disease. This research space is highly conducive and supportive of the interdisciplinary collaborative culture of the College of Health Sciences. Major equipment available includes: metabolic measurement systems, ECG systems, cardiac output systems, treadmills, cycle ergometers, underwater weighing tank, residual volume system, bioelectrical impedance analysis (BIA), Bod Pod, bone densitometer (DXA), ultrasound systems, peripheral blood flow system, and environmental chamber. Major bench laboratory equipment includes: fume hoods, high-speed refrigerated centrifuge, spectrophotometers, electrolyte analyzer, osmometer, whole blood analyzers, Tosoh AIA 360 immunoassay analyzer, Hemoglobin/A1C analyzer, incubators, water baths, and western blot and cell culture facilities.

Other Laboratory Facilities and Equipment. Program faculty and students also have access to other labs in the HSSN building, and to the Biology Department complex core facilities for Genomic, Biomolecule, Toxicology and Cancer and Cytometry analyses. Confocal and electron microscopes are also available to use. These are located in the UTEP Biosciences Bldg.

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

All faculty, staff and administrators have newer model Dell or Apple portable computers with a docking station, wireless and wired internet access, and individual printers all of which are also wirelessly connected to laser printers in the central copy room on the 4th floor of the CHS. These individuals have 24-hour access to their own university computers via VPN. Wireless internet access is available to students throughout the College of Health Sciences/School of Nursing (CHS/SON) building. In addition, the 12 student meeting rooms on the second floor of the building have hard-wired and wireless computer interfaces as well as LCD projectors available for use. All students have access to printers on campus and in several locations in the CHS/SON building. A large computer room for graduate students is located in the 4th floor. The number of free copies they can access on these printers depends upon the number of hours they are registered for each semester. All classrooms used by the MPH Program are equipped with multi-media projectors and wireless and wired internet access. In addition, the College provides technology support and capacity for videoconferencing from many of these rooms. A wide variety of software for research support (word processing, relational database, data analysis, power analysis) is available for students, faculty, staff and administrators including: SPSS, SAS (Windows/Unix), Splus (Windows/Unix), Mathematica5 (Windows), Minitab 14.0 and MatLab (Windows/Unix).

The College also provides hardware and software support, and access to laptops, scanners, projectors, and other resources.

Directly across from the HSN building on the main campus, the Technology Support Center, located in the UTEP Library Room 300, provides a wide array of free technology services for students. It is equipped with state-of-the-art video-editing stations that include dual 24-inch LCD monitors, high-end workstations and a variety of specialized software such as Final Cut Studio, ArcGIS, Microsoft Project, AutoCAD, iPhone/iPad development tools, and Visual Studio. Also available are a large format network scanner, a plotter/poster printer, and a high-resolution color printer. Students may use their own laptops to work in the mobile computing area, which is complete with a laptop counter section and mobile furniture. They have access to 42 USB-charging stations, robust wireless internet connectivity, wireless printing, and large whiteboards. Group study rooms are available as four-seat conference rooms with access to high-end technology and video-conferencing capabilities. In addition, 13 other open access computer labs are available on campus to any student with a valid Miner user account with printer facilities and standard software.

1.7.g. A concise statement of library/information resources available for program use, including description of library capabilities to provide digital (electronic) content, access mechanisms and guidance in using them, and document delivery services.

The UTEP Library is designed to provide students, faculty, staff, and community users with a modern and efficient facility for study and research. The building houses over one million books, 900,000 government documents and 1,600,000 microforms. The Library building is 275,000 square feet, with six floors and a book capacity of 1.2 million volumes. Special facilities include 192 graduate study carrels, and a small auditorium. The library building provides areas for both group and quiet study. Reference Librarians are available at the Reference Desk which is adjacent to the Reference Collection and the Collaborative Learning Center (CLC). The CLC offers more than 300 computers for patrons as well as printers. The majority of the reference tools are available online. The database collection includes products important to public health including Academic Search Complete, CINAHL, Education Full-Text Wilson, EMBASE, Psychology and Behavioral Sciences Collection, PsycInfo, SpringerLink, and Wiley Interscience. The UTEP library's Health and Biological Sciences: Public Health Section has 840 general and specialty e-journals in the core public health and other health-related areas: <http://libguides.utep.edu/c.php?g=429842&p=2931482>. Print copies of public health and other scientific journals and newspapers are available on the same floor (2nd floor). Government Documents and Media are shelved on 1st floor. Additional computers are also available in the Academic Technology Support Center on the third floor. In addition to the online databases that provide access to government documents, the library collects federal documents for this program as a depository library. These are available in multiple formats.

The UTEP Library provides access to a range of print and electronic information resources that meet the individual needs of its students and other users. The Library provides access to a wide range of online resources, including Classic Nugget (the online catalog), Mobile Nugget (Nugget for smart phones and other mobile devices), over 395 subscription electronic databases allowing access to thousands of electronic journals (e-journals). It offers a number of different methods for accessing its large collection of online resources.

These include Book Search by the Circulation department, Collection Development Specialists organized by discipline, *DigitalCommons@UTEP*, the Institutional Repository of UTEP Distance Learning Services, Electronic Reserves Form, Express Retrieval book and article retrieval for Faculty, Interlibrary Loan Services. Consults with Subject Specialist Librarian on complex research topics are also available for faculty and students. The Library also hosts the MARCS (Math Resource Center for Students), the Academic Technology Support Center, and the University Writing Center. In addition, librarians are available to faculty and students to provide information literacy training and demonstrate the use of traditional and electronic resources. Two classrooms in the Library and one at the College of Health Sciences are staffed by the health sciences librarian and other librarians to orient students on the Library and its resources to students, staff, and faculty. Sessions are held during regular class schedules or may be planned for longer periods at times more convenient to the students.

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

There are numerous community resources available for MPH Program instruction, research and service in the local Paso del Norte Region and other locations. The CHS Dean's Office is responsible for the arrangement of official affiliation agreements with public health, social services, and health care institutions in the local Paso del Norte Region and elsewhere. Examples of these formal linkages are listed below:

Formal Linkages

- City of El Paso Department of Public Health (various departments), El Paso, TX
- Texas State Department of Health Services-Regions 9 & 10 (various departments), El Paso, TX
- El Paso Independent School District, El Paso, TX
- University Medical Center (various departments), El Paso, TX
- YWCA Paso del Norte Region-Transitional Living Center, El Paso
- El Paso Diabetes Association, El Paso, TX
- El Paso First Health Plans, El Paso, TX
- Borderland Area Health Education (AHEC)/Project Vida
- University Medical Center Foundation, El Paso, TX
- *Sin Fronteras* Migrant Farmworker Center, El Paso, TX
- *Centro San Vicente* Health Center, El Paso, TX
- Paso del Norte Health Foundation, El Paso, TX
- *Centro de Salud Familiar La Fe*, El Paso, TX
- University Health & Wellness Program, El Paso, TX
- William Beaumont Army Hospital, El Paso, TX

The MPH Program is privileged to have committed public health practice and academic affiliate colleagues who contribute to our success through their significant annual in-kind contributions including guest lectures in core and concentration courses (i.e., Responding to Chronic & Infectious Diseases on the U.S.-Mexico Border; Social & Behavioral Approaches to Public Health; Selected Topics in Public Health), service as course instructor (Health Services Administration and Policy), service as external committee members on 5-6 student theses and graduate research projects/yr., on-site supervision and evaluation of an average of 10-12 practicums/year), service on the MPH Advisory Board (8 public health practitioners), collaboration in annual Public Health Week activities and other public events (average of 2-3 persons/year), and collaboration with MPH Program faculty and students on research projects in the Paso del Norte Region and in Latin America (Mexico, Ecuador, Costa Rica).

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

Table 1.7.3. Resource Outcome Measures for 2015-2017				
Outcome Measure	Target	2015-16	2016-17	2017-18
Student-faculty ratio	Our student-faculty ratio will be < 8:1 for all faculty and < 10:1 for primary faculty	All faculty:8.5:1 Primary faculty:12.5:1	All faculty:6.9:1 Primary faculty:9.8:1	All faculty:6.0:1 Primary faculty:8.6:1
Library resources	Our UTEP library will have an Academic Technologies section which helps students and faculty with computer-based and digital technologies	Present	Present	Present
Quality of classroom space	80% of MPH courses will be given in a modern classroom	9/9=100%	9/10=90%	5/5=100%

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

This criterion is met.

Strengths: The MPH Program is housed in a new \$60 million building on the main campus. The building provides ample teaching and office space, state-of-the-art laboratory facilities, and relatively new major equipment. Our student-faculty ratio is relatively low. The campus has excellent library and computer resources for students. The Program’s current faculty and other resources are sufficient for it to carry out its mission, goals, and instructional, research, and service and outreach objectives.

Weaknesses: None were identified at this time.

Plans: As our student body and curriculum increase, the amount and distribution of program resources will be reassessed to guarantee continued quality.

1.8 DIVERSITY

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

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

i. Description of the program’s under-represented populations, including a rationale for the designation.

The MPH student body is very diverse. As will be described below, a majority of our students are Hispanic and/or Mexican nationals. However, this group is typically under-represented in many schools and programs and within the public health workforce. Our program reflects the UTEP commitment to this demographic group, which comprises the majority of the El Paso population (81.2% Hispanic) and which is one of the fastest growing minority groups in the United States. We consider the Hispanic population to be our main priority population, for purposes of diversity, and have set a target of 70% of the student body. We also have a number of international students apply and get accepted and enrolled every year. Another priority area is increasing the number of males in the program. In most yearly cohorts starting with the 2012 cohort, males have been under-represented with enrolled males ranging from 21% to 45% of the cohort. The exception was the cohort that enrolled in 2013, whereby 6/10 of the group, or 60%, were male. Therefore, our target is for 20-30% of enrolled students to be male.

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

The mission of the Department of Public Health Sciences (see ERF) and the mission of the MPH program both reflect values of equity and diversity.

MPH Program mission is: *“to prepare future public health leaders through innovative teaching, research, and service by providing educational access and excellence. The program places a special emphasis on the **promotion of health equity in Hispanic and border communities** through the use of evidence-based approaches and **the preparation of Hispanic public health professionals**”.*

Objectives and outcome measures relating to diversity are listed below.

Instructional Objectives:

Objective 1.1. To recruit and graduate students from the Paso del Norte border region.

- **Outcome measure 1.1.a.** 75% of admitted and enrolled students will be from the local Paso del Norte region.
- **Outcome measure 1.1.b.** 75% of admitted and enrolled students will be from Hispanic or other minority backgrounds.

Objective 1.3. To employ a well-qualified and diverse public health faculty.

- **Outcome measure 1.3.b.** 50% of primary and secondary faculty will be from a Hispanic or other ethnic/racial minority group.

Objective 2.1. To educate students in Hispanic and border health issues.

- **Outcome measure 2.1.** The MPH Program curriculum will include concentration courses that incorporate content material on Hispanic and border health issues.

Objective 2.2. To create opportunities for students to apply public health concepts and skills and UTEP’s Hispanic and border health competencies in a public health practice setting relevant to Hispanic communities, border communities, or other underserved communities through the practicum experience.

Objective 2.4. To educate students in the interpretation of others’ research findings, and in the design, conduct and dissemination of public health research relevant to Hispanic, border, or other underserved communities.

Research Objectives:

Objective 1.3. To participate in community-based research focused on the health issues of Hispanic and border communities.

- **Outcome measure 1.3.a.** The primary faculty will participate in community-based research activities. The primary faculty as a group will produce 3 publications per year that address health equity and reducing Hispanic and border health disparities.
- **Outcome Measure 1.3.b.** The primary faculty will conduct research focused on the health issues of Hispanic and border communities. The primary faculty as a group will present at 3 conferences per year that address health equity and reducing Hispanic and border health disparities.

Service and Outreach Objectives:

Objective 1.3. To include community outreach and service learning opportunities that benefit local Hispanic and border communities in our course curriculum.

- **Outcome measure 1.3.** At least 3 required courses in the MPH curriculum will include community outreach and service learning opportunities.

Within The University of Texas at El Paso’s mission below, we have highlighted the areas that especially speak to diversity.

“The University of Texas at El Paso is dedicated to the advancement of the El Paso region through education, creative and artistic production, and the generation, interpretation, application and commercialization of key discoveries, and the dissemination of knowledge. UTEP embraces its role as an intellectual, cultural and socioeconomic asset to the region, offering programs to meet human resource needs and contribute to the quality of life.

As a public university, UTEP is committed to providing access and opportunity to the people of the El Paso region and the State of Texas. UTEP’s mission of ensuring access is coupled with a commitment to excellence reflected in rigorous programs, which prepare students to make significant contributions to their professions, their communities and the world.

As a research/doctoral institution, UTEP fosters a climate of scholarly inquiry, **with a special focus on applying innovative interdisciplinary approaches to explore and address major issues that confront the multicultural, U.S.-Mexico border region.”**

The three MPH courses explicitly tied to the Hispanic and border health concentration (PUBH 5321 Responding to Chronic and Infectious Diseases in Hispanic and border communities, PUBH 5352 Public Health Evaluation and Research and PUBH 5322 Eliminating Health Disparities) all focus on diversity and cultural competence.

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

The MPH program and the university support a climate free of harassment and discrimination for faculty, staff and students, as well as for the broader society. Many of the community-based organizations and programs that faculty and students interact with are also dedicated to correcting health disparities that have arisen historically due to discrimination, and one of our core courses is “Eliminating Health Disparities”. We believe the policies for students reflected in the MPH Student Handbook and Practicum Handbook also illustrate our commitment to fair and equitable treatment of all students.

The university has a number of policies supporting a climate free of harassment and discrimination.

- The statement regarding equal opportunity is found at: <http://admin.utep.edu/Default.aspx?tabid=30200>.
- Our specific non-discrimination policy is found at this link: <http://admin.utep.edu/Default.aspx?tabid=30552>.
- Language addressing sexual harassment and sexual misconduct is described in this document: <http://admin.utep.edu/LinkClick.aspx?link=docs%2fSexual+Harassment+and+Sexual+Misconduct.pdf&tabid=71896&mid=163597>.
- A policy addressing student conduct and discipline which includes incidents of harassment is found at: <http://admin.utep.edu/Default.aspx?tabid=73922>.

iv. Policies that support a climate for working and learning in a diverse setting.

Due to our curriculum that emphasizes teaching the students about diversity, providing them skills in cultural competency, and having them apply and practice these skills in their practicum settings (and often when doing their thesis or graduate research project), we create a climate for students to work and learn in a diverse setting. Our one concentration is in Hispanic and border health, which lends itself to this goal, as well.

UTEP is committed to providing equal opportunity to all individuals seeking employment or access to its programs, facilities or services, and will not discriminate against individuals based on race, ethnicity, color, national origin, sex, religion, age, disability, genetic information, veteran’s status or sexual orientation. The university is in full compliance with the Equal Pay Act of 1963, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, as amended, Title IX of the Civil Rights Act of 1972, Education Amendments, Sections 503 and 504 of the Rehabilitation Act of 1973, as amended, Section 402 of the Vietnam Veterans Act of 1974, Immigration Reform and Control Act of 1986, Title II of the Americans with Disabilities Act of 1990, as amended, Title II of the Genetic Information Act of 2008, Department of Labor Order No. 4, Executive Order 11246, as amended, and Chapter 21 of the Texas Labor Code. The specific policies and procedures concerning equitable opportunity described in detail in the UTEP HOOP accessible at:

<http://admin.utep.edu/Default.aspx?PageContentMode=1&tabid=30552>. The Department of Public Health Sciences and the MPH Program follow UTEP policy in recruiting and retaining faculty, staff and students. The university President’s Advisory Committee on Diversity has this mission: “The President’s Advisory Group on Diversity at The University of Texas at El Paso seeks to foster and model a campus environment that is welcoming, accessible and inclusive to all students, faculty, staff and visitors. Our purpose is to promote diversity as a strength and an institutional value, as well as a core element of academic and professional excellence”: <https://www.utep.edu/about/committee-on-diversity.html>. Resources for diversity in education can be found at : <http://research.utep.edu/Default.aspx?tabid=44272>.

v. Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

Our MPH curricula that presently address diversity and cultural considerations include PUBH 5321 Eliminating Health Disparities, PUBH 5353 Social and Behavioral Approaches to Public Health, PUBH 5352 Public Health Evaluation and Research, and PUBH 5321 Responding to Chronic and Infectious Diseases in Hispanic and Border Communities. These were designed around our priority populations, Hispanic and border communities, and to address those specific competencies. Our practicum sites include a variety of community-based groups and organizations, most of which are working with various local communities. Many of the populations served include Hispanic and border communities. The practicum course also addresses professionalism and leadership skills. All of these courses help to build competency in diversity and cultural sensitivity and competence. The curricula for these courses are reviewed yearly during faculty meetings to assess for the need to revise, perhaps to include emerging issues or remove areas that are no longer relevant. Incoming first-year students are required to attend an orientation session that includes training in equal opportunity, non-discrimination and sexual harassment.

The mission, goals, and values of the MPH Program are supportive of diversity. Students in the MPH Program are explicitly trained to serve the needs of underserved minority and other groups through the Hispanic and Border Health concentration courses, practicum, research, and other experiences. Likewise, the activities of the Students for Public Health Graduate Association, described in Section 3.2.d. of this document, promotes diversity and social justice. Program faculty, staff, administrators, and students also have access to a variety of other on-campus academic, support, and service programs that strongly support and encourage diversity. These include the following programs and services:

- African American Studies Program
- Asian Studies Program
- Center for Law and Border Studies
- Center for Inter-American and Border Studies
- Chicano Studies
- Inter-American Jewish Studies Program
- Western Cultural Heritage Program
- Women's Studies Program
- ADVANCE Institutional Transformation for Faculty Diversity
- Alliance for Minority Participation
- Alliance for Graduate Education and the Professoriate Program (AGEP)
- Center for Hispanic Entrepreneurship
- College Assistance Migrant Program (CAMP)
- Cross-Cultural Southwest Ethnic Program
- Cultivating Bilingual Teachers and Leaders (CBTL)
- Model Institutions for Excellence (MIE)
- Mother-Daughter Program
- Pathways Program
- Women in Science and Engineering (WISE)
- Upward Bound Program
- Disabled Student Services
- Faculty Mentoring Program for Women
- GEAR UP Program
- Women's Resource Center
- YWCA Community Momentum Leadership Institute

vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.

The MPH program is committed to developing and retaining a diverse faculty. One of our outcomes measures is that 50% of the faculty will be from a Hispanic or other ethnic/racial minority group. The Department highlights its focus on Hispanic and border health in advertising for new faculty positions, as well as dedication to training Hispanic public health professionals. In terms of developing and retaining faculty the Department Chair meets with new tenure-track faculty monthly to give information about tenure and ascertain that they are fulfilling the requirements. Other means are through the annual evaluation and through monthly faculty meetings, as well as through interactions with fellow faculty members. The context of equitable opportunity without regard to age, gender, race, disability, religion, sexual orientation, or national origin is evident in UTEP faculty and governance policy. University policies for recruitment, retention, promotion, support, tenure, assignment, and remuneration of faculty and staff supports equity. These are found at this website and selected quotes are in the ERF: <http://admin.utep.edu/Default.aspx?tabid=30499>.

All recruitment of MPH faculty and staff are covered by HOOP policies including full-time and adjunct faculty, field faculty, and other administrative personnel and support staff, granting all rights and privileges of any other UTEP employee in the same job category: <http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop>. In addition university policies and procedures from the UTEP HOOP are found in the ERF and following website: <http://admin.utep.edu/Default.aspx?tabid=30499>.

The following are faculty and staff recruitment guidelines used by the UTEP Office of Equal Opportunity, "Searches, Recruitment, & Hiring". These are adhered to by the MPH Program: <http://admin.utep.edu/Default.aspx?tabid=3684&submenuheader=3>.

UTEP has made an institutional commitment to these policies and provides for selection procedures based upon objective, defensible qualifications, as in the case of promotions based upon documented performance, merit, and potential achievement and evaluations that are accurate and unbiased. In addition, the University commits itself to increased recruitment efforts to assure that qualified minorities, women, veterans, and individuals with a disability are represented in the applicant pool and are evaluated equitably by search committees and administrative personnel. This policy is implemented throughout the University, with oversight to ensure compliance rests with the Equal Opportunity Office and Human Resources.

There are additional policies and legal guidelines established by UTEP to address issues of diversity, cultural sensitivity, and non-discrimination within the UTEP community:

Affirmative Action <http://admin.utep.edu/Default.aspx?PageContentID=2623&tabid=30552>

Non-Discrimination <http://admin.utep.edu/Default.aspx?PageContentID=2623&tabid=30552>

The MPH Program works within the established guidelines and policies of the University when hiring all faculty and staff. All regulations, programs, and documents required by these regulations are available for inspection by employees, applicants for employment, and the general public in the University Office of Equal Opportunity on any workday. Consequences for discriminatory action are found here: <http://admin.utep.edu/Default.aspx?PageContentID=2623&tabid=30552>.

The university places responsibility on academic units, persons of authority, and search committees for carrying out the organizational Equal Opportunity Policy and Affirmative Action Plans. University policy also describes actions that can be taken by persons who believe they have been discriminated against based on any of these protected status groups: <http://admin.utep.edu/Default.aspx?PageContentID=2629&tabid=30552>.

The MPH Program and its parent academic unit makes an effort to maintain diversity and equity through its allegiance to the University's non-discrimination policy, and the internal policies that govern faculty conduct. In addition, the faculty engage in nationwide searches for faculty candidates with a vigilant eye towards diversity and equity.

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

The same tenets that apply to recruitment and retention of faculty apply to staff members. Currently, we have one non-faculty staff employee in the department and she is of Hispanic origin. Fifty percent of her time is allocated to the MPH program. Recruitment, development, promotion and retention of staff is done within the University guidelines reference in the above section.

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

The unique ethnic/racial and other demographic characteristics of MPH Program students reflect that of the university and local Paso del Norte community where persons of Mexican descent predominate. Approximately three-fourths of MPH Program students are Mexican-American students or Mexican nationals (classified as international students) who cross the U.S-Mexico border to attend classes. Part of the UTEP mission is to serve the people of the Paso del Norte Region and so our student body reflects this mission. The majority of MPH students also are female, similar to the students from most College of Health Sciences majors.

We recruit students for the MPH Program using a mix of different methods. The two most successful recruitment channels have been: (1) our program website and (2) favorable word-of-mouth about the program from current U.S. and Mexican students and alumni as well as undergraduate student advisors and faculty in the Colleges of Health Science, Science, and Liberal Arts. We also recruit prospective students thorough graduate career fairs held several times a year by the Graduate School and College of Health Sciences. We also have recruited students through advertisements placed on the main university website, and local print media with public health stories, e.g. Public Health Week events.

For the past two years, we also have worked with the Graduate School recruiters to expand our recruitment efforts. They frequently attend Graduate Recruitment and Career Fairs on behalf of the MPH Program and other CHS programs on the local Ft. Bliss military base and at other universities in Texas, California, New Mexico and other states. Other concerted recruitment efforts are made by MPH Program faculty, administrators, and students who attend regional, national, and international scientific and professional meetings (e.g., American Public Health Association, Texas Public Health Association, Society for Public Health Education, and SACNAS [Society for Advancement of Chicanos/Hispanics and Native Americans in Science]).

The MPH Program, the College of Health Sciences and the University are committed to achieving a diverse student population and providing equal opportunities to all individuals with access to its programs, facilities or services, and will not discriminate against these persons on the basis of race, color, national origin, sex, religion, age, disability, genetic information, veteran's status or sexual orientation. These policies and procedures are clearly outlined in the UTEP HOOP:

<https://admin.utep.edu/Default.aspx?tabid=30552>.

The university is in full compliance with the Equal Pay Act of 1963, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967, as amended, Title IX of the Civil Rights Act of 1972, Education Amendments, Sections 503 and 504 of the Rehabilitation Act of 1973, as amended, Section 402 of the Vietnam Veterans Act of 1974, Immigration Reform and Control Act of 1986, Title II of the Americans with Disabilities Act of 1990, as amended, Title II of the Genetic Information Act of 2008, Department of Labor Order No. 4, Executive Order 11246, as amended, and Chapter 21 of the Texas Labor Code.

An institutional commitment to these policies provides for student selection procedures based upon objective, defensible qualifications based upon documented performance, merit, and potential achievement and evaluations that are accurate and unbiased. In addition, the University commits itself to increased recruitment efforts to assure that qualified minorities, women, veterans, and individuals with a disability are represented in applicant pools and are evaluated equitably by student admission committees. Equal Opportunity Policy and Affirmative Action Plan is implemented throughout the University. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University.

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

Our student and alumni surveys ask how well the Hispanic and border health concentration courses (3 of 8 core courses) have prepared the student for their future public health career. Our employer survey asks how well prepared UTEP MPH graduates working for them are with Cultural and other diversity aspects of public health. Review of course syllabi and review of results of these two surveys provide data for evaluation of the area of diversity and cultural competency. For the student survey, students were generally satisfied with the concentration courses. A common suggestion was to add more hands-on experiences and integrate community examples into the courses. On our recent employer survey, our alumni were judged to be well prepared in knowledge and expertise on Hispanic and border health issues and in cultural and other diversity aspects of public health. Regarding cultural competency skills, 9 respondents judged them to be well prepared and one respondent to be adequately prepared.

Additionally, we review our student and faculty composition to reflect our diversity goals.

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

The key mission statements that address diversity and cultural competence have been referenced above. Syllabi for all of the courses, including the three courses listed above as addressing this area, can be found in the ERF. Some of the diverse programs on campus are listed further above. Table 1.8.1. (in Section 1.8.e below) provides faculty diversity data. A list of the student experiences available through the practicum are provided in Section 2.4. The student and employer surveys also ask about cultural competence of students and alumni.

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

The mission and vision statements for the MPH program were developed by the departmental faculty. The MPH Student Handbook and Practicum Handbook were created by the first MPH program director. Many of the policies at the university level are mandated by federal and state law. The diversity plan was discussed at a recent faculty meeting with general acceptance of the plan and no suggested changes. It was brought up that many of our students are often taking courses in a language other than their native language, so may present an extra challenge for these students. Faculty do refer students to the UTEP writing center to help with written class assignments.

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

The policies are used by the program in conducting everyday business. To our knowledge, there have been no complaints of harassment or discrimination on the part of the students or faculty that might necessitate review of the diversity policies. The MPH program director meets with each student twice yearly for advising and other times during the year, as needed. Students are always welcome to make an appointment if they feel they have been the subject of harassment or discrimination. We have not had a formal review process of the diversity plan but we can schedule a review of this chapter on Diversity by the Department of Public Health Sciences faculty members to see if there are other areas that need to be addressed or covered. We will review this policy regularly, such as on an annual basis, at faculty meetings.

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

Table 1.8.1. Summary Data for Faculty, Students and Staff						
Group Category/Definition	Method of Collection	Data Source	Target	Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
STUDENTS -Male	Self-Report	Admissions Form	20-30%	30%	23%	31.3%
FACULTY -Hispanic/Latino	Self-Report	Human Resources	60%	55.5%	60%	60%
STAFF -Hispanic/Latino	Self-Report	Departmental data	50-100%	100%	100%	100%
STUDENTS -Hispanic/Latino	Self-Report	Admissions Form	75%	70%	100%	66.6%
FACULTY -Male	Self-Report	Faculty CV's	10-20%	22%	12.5%	12.5%

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

This criterion is met.

Strengths: Our program follows university, department and program level diversity policies, and the central recruitment goal of our program is the inclusion of a large proportion (75%) of Hispanic students.

Weaknesses: Our commitment to engaging regional Hispanic students could limit the extent to which we attract additional minorities, although our program has always included additional international students representing minorities other than Hispanics. Since this is a new addition to the CEPH self-study this area was not formally assessed during our first self-study.

Plans: Our faculty is highly committed to and will review diversity goals to identify any improvements that should be made at the departmental or program level.

2.0 INSTRUCTIONAL PROGRAMS

2.1. Master of Public Health Degree

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

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

Table 2.1.1. Instructional Matrix – Degree/Specialization		
	Academic	Professional
Master’s Degrees Master of Public Health with concentration in Hispanic & Border Health		MPH
Bachelors Degrees: <i>Not applicable</i>		
Doctoral Degrees: <i>Not applicable</i>		
Joint Degrees: <i>Not applicable</i>		

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

All students in the 42-hour MPH Program are required to successfully complete the five public health core courses, three concentration courses in Hispanic and border health, a 240-clock hour public health practice experience (practicum), and a culminating project consisting of a research thesis or graduate project which focuses on Hispanic and border health public health issues. Students also take an additional 6-9 hours of elective courses in public health or another relevant area (e.g., biology, psychology, environmental science). Students who elect to complete the research thesis must take the two courses Thesis I and Thesis II (6 hours), and two additional elective courses. Students who opt to complete a graduate project must take Graduate Research Project (3-6 hours) and 2-3 additional elective courses, depending on the length of the graduate project.

The UTEP online Graduate Catalog publishes current information on the MPH Program curriculum, admission, and graduation requirements. This document is available on the university’s website at: <http://catalog.utep.edu/grad/college-of-health-sciences/public-health-sciences/master-of-public-health/> and as an electronic copy in the ERF.

MPH Core Courses (15 hours)

- Biostatistics in Public Health (PUBH 5305)
- Epidemiology for Public Health Professionals (PUBH 5302)
- Environmental Health (PUBH 5304)
- Health Services Administration & Health Policy (PUBH 5307)
- Social & Behavioral Approaches to Public Health (PUBH 5353)

Hispanic & Border Health Concentration Courses (9 hours)

- Eliminating Health Disparities (PUBH 5322)
- Public Health Evaluation & Research (PUBH 5352)
- Responding to Chronic & Infectious Diseases in Hispanic & Border Communities (PUBH 5321)

Culminating Experience (9 hours)

- Thesis I (PUBH 5398) and Thesis II (PUBH 5399)

OR

- Graduate Research Project (PUBH 5397) plus 1 additional 3-hour elective course for one semester projects

Two Elective Courses (6 hours)

Public Health Practicum (6 hours): 240 clock hours

- Practicum (PUBH 5662)

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

This criterion is met.

The MPH Program offers a 42-hour MPH degree with a single concentration in Hispanic and Border Health.

Strengths: The curriculum is designed to train public health leaders through innovative teaching, research, and service by providing educational access and excellence. Our program concentration reflects the program's commitment to the elimination of health disparities and the promotion of health equity in Hispanic and border communities, through the use of evidence-based approaches and the preparation of Hispanic public health professionals.

Weaknesses: None.

Plans: The faculty have just begun to discuss other areas of concentration that could benefit future cohorts. As we formalize this discussion the MPH Advisory Board members will be included in the development process.

2.2 PROGRAM LENGTH

“An MPH degree program or equivalent professional master’s degree must be at least 42 semester-credit units in length.”

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

The University of Texas at El Paso follows a semester system. A credit hour is defined as the amount of work spent on defined learning outcomes, and verified by evidence of student achievement, for the various modes of instruction in accordance with the following guidelines (published online at: <http://catalog.utep.edu/undergrad/academic-regulations/curriculum-and-classroom-policies/>)

- *For traditionally-delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for approximately fifteen (15) weeks per semester, and a minimum of two (2) hours out-of-class student work for each credit hour; plus additional contact hours for those courses that include a final examination.*
- *At least an equivalent amount of work as outlined above for other academic activities, including laboratory courses, internships, clinical practica, field work, studio work, and other academic work leading to the award of credit.*
- *Each course is assumed to involve a significant amount of non-contact hour time for out-of-class student learning and reflection. To ensure the quality of student learning, students should not carry courses in any term (regular or shortened semester) which would allow them to earn more than one semester credit hour per week over the term. For example, in a five-and-a-half-week summer term, students should not generally be allowed to enroll for more than six semester credit hours. An exception may be granted pursuant to a written policy.*
- *Online, hybrid, shortened, intensive format courses (e.g., Maymester), and other non-traditional modes of delivery, may not meet the credit/contact Credit Hour Definition Guidelines for hours as described assigned above. In such instances, the course will be reviewed and approved through a faculty review process that evaluates the course and its learning outcomes and make a determination that the course has equivalent learning outcomes to those in a traditionally delivered course.*
- *In determining the amount of coursework to achieve learning competencies and outcomes, the university takes into account and considers alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels.*

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

The curriculum leading to the Master of Public Health (MPH) degree requires a minimum of 42 semester hours of graduate credit. This includes 15 hours of core courses, 9 hours of concentration courses in Hispanic and border health, a practicum experience with 240 clock hours of instruction (6 credit hours), a culminating project consisting of either a research thesis (6 credit hours) or graduate

project (3-6 credit hours), and electives (6-9 credit hours). The elective courses can be in public health or another relevant area (e.g., biology, psychology, environmental science). The specific requirements and course descriptions are presented in the self-study document, Section 2.3a. Each student meets with the MPH program director each semester for a formal advising session. During the session, the elective courses from the program and those offered across the university are discussed and a collective decision is made about which elective courses the student will take.

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

Not applicable

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

This criterion is met.

The MPH Program's 42 curricular hours are consistent with expectations for the MPH degree and for professional accreditation. No student has been awarded an MPH degree without completing the required 42-hour program.

Strengths: The MPH core curriculum includes courses in the five core areas of public health, i.e., biostatistics, epidemiology, environmental health, health services administration and policy, and social and behavioral sciences; three concentration courses in Hispanic and border health; two to three elective courses; a required 240-clock hour public health practice experience; and a culminating experience consisting of a research thesis or graduate project focused on a significant public health issue for Hispanic or border communities. The three Hispanic and border health courses offered in our MPH program distinguish our program from other programs.

Weaknesses: None.

Plans: We will continue to provide our current 42 credit hour program and maintain the highest possible program quality, while determining additional areas of concentration that could benefit future cohorts.

2.3 PUBLIC HEALTH CORE KNOWLEDGE

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

The areas of knowledge basic to public health include the following:

Biostatistics – collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;

Epidemiology – distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;

Environmental health sciences – environmental factors including biological, physical and chemical factors that affect the health of a community;

Health services administration – planning, organization, administration, management, evaluation and policy analysis of health and public health programs; and

Social and behavioral sciences – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.”

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

Template 2.3.1 Core Public Health Knowledge

Table 2.3.1 Required Courses Addressing Public Health Core Knowledge Areas for MPH Degree		
Core Knowledge Area	Course Number & Title	Credits
Biostatistics	PUBH 5305 Biostatistics in Public Health	3
Epidemiology	PUBH 5302 Epidemiology for Public Health Professionals	3
Environmental Health Sciences	PUBH 5304 Environmental Health	3
Health Services Administration	PUBH 5353 Social and Behavioral Approaches to Public Health	3
Social and Behavioral Sciences	PUBH 5307 Health Services Administration and Health Policy	3

MPH core course descriptions (3 graduate credit hours per core course)

- **PUBH 5305 Biostatistics in Public Health**
This core course focuses on the statistical analysis, interpretation, and presentation of public health data and includes an overview of measurement methods, descriptive statistics, confidence intervals, hypothesis testing, sample size and power calculations, analysis of variance and multiple comparisons; correlation and regression; multiple regression; statistical control of confounds; logistic regression; and survival analysis. Prerequisite: one prior UG or GR statistics course with grade of B or better.

- **PUBH 5302 Epidemiology for Public Health Professionals**
This core course considers the meaning, scope, and applications of epidemiology to the practice of public health practice, and the uses of statistics for the scientific appraisal and dissemination of public health data. Prerequisite: one prior UG or GR statistics course with a grade of B or better.

- **PUBH 5304 Environmental Health.** This core course examines the environment and its relationship to human health and disease. Content focuses on the physical, chemical, biological and behavioral-social factors of the human environment. Emphasis is given to environmental health and environmental health hazard principles and concepts.

- **PUBH 5307 Health Services Administration and Policy.** This core course examines organizational skills and basic principles, theories, and practices of administering public health programs in voluntary and governmental agencies. Additional foci include leadership, motivation, small group process, problem solving, conflict resolution, inter-organizational relationships, and organizational change.

- **PUBH 5353 Social and Behavioral Approaches in Public Health.** This core course examines the cultural, social, economic, psychological, and behavioral factors that influence health and illness. Students are guided in critical evaluation of social and behavioral science principles, theories, techniques and research used for understanding and resolving public health problems. Emphasis is given to Hispanic, border, and other diverse multicultural communities, and the impact of globalization on health.

The MPH Program curriculum was designed to ensure that students are given a comprehensive foundation in concepts and skills from the five public health core disciplines. Students have multiple opportunities to apply these learned concepts and skills during their practicum experience, concentration courses, and culminating project (research thesis or graduate project). Careful attention is given to ensuring that the core curriculum provides the requisite public health competencies; and also that students understand the conceptual framework that determined the choice of curriculum, curriculum sequencing, and assessment approaches. The conceptual framework is also used to ensure that courses and content are optimally sequenced, that linkages among courses and content are clearly delineated, and that student and program assessments are consistent and appropriate. Regarding the statistics course prerequisite for Biostatistics, UTEP offers several statistics courses that students can take. They can also take a course at El Paso Community College should they decide to do that. Taking the statistics course delays completion of the program but does not delay matriculation into the program.

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

This criterion is met.

Strengths: The MPH Program core curriculum provides foundational knowledge in the required five core areas of public health, and three additional courses specifically designed to provide knowledge in the program's Hispanic and Border Health area of concentration. These courses, combined with the practicum experience in a public health organization and the culminating experience, either the research thesis or the graduate project, prepare students with the pedagogical knowledge, technical/analytical skills, and experiences in application needed to succeed as public health practitioners and/or further their academic or professional education.

Weaknesses: None.

Plans: Going forward, in order to ensure future relevance and program growth, the program will continue annual oversight and assessment of core and other curricula, and consider additional areas of concentration.

2.4 PRACTICAL SKILLS

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

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

- selection of sites
- methods for approving preceptors
- opportunities for orientation and support for preceptors
- approaches for faculty supervision of students
- means of evaluating student performance
- means of evaluating practice placement sites and preceptor qualifications
- criteria for waiving, altering or reducing the experience, if applicable

PUBH 5662 Practicum in Public Health. (6 graduate hours/240 clock hours)

Field internship experience in a public health agency or work site setting under the supervision of a preceptor and the Practicum Coordinator, with approval from the MPH Program Director. Requires a significant project proposal approved by the above parties and a final written report and poster presentation. Prerequisite: Department approval.

The MPH practicum trains students for public health practice in appropriate public health settings under the supervision of qualified Practicum Preceptors, or site supervisors. Practicum assignments are made in collaboration with the public health agency or organization, MPH Program, and take into consideration the professional and career goals of students, in order to maximize the learning experience. Student completing the Practicum in Public Health must enroll in PUBH 5662.

The MPH Practicum Coordinator is responsible for multiple administrative aspects of the practicum program. The Coordinator is responsible for serving as the contact point for agencies and organizations interested in participating as practicum sites, and the initiation, processing, and tracking of affiliation agreements. The Coordinator assists the MPH practicum students in identifying general and specific professional and career objectives; assisting in the selection of available practicum sites that are appropriate to those objectives, and clarifying practicum learning objectives. In addition, the Coordinator is responsible for maintaining and tracking all practicum forms, monitoring student progress in the practicum, managing the practicum website, maintenance of practicum records and the database, and responding to the MPH Program Director, the Department Chair, faculty, and other administrative requests for information. During the practicum course, the coordinator provides a weekly class that discusses practicum progress and provides information on leadership and professional practice.

The practicum field sites where MPH students are placed include diverse public health and social service organizations and agencies, the majority of which are in the local Paso del Norte Region. Some practicum placements result from the agency approaching the practicum coordinator with a specific project. Other placements are initiated by the practicum coordinator with sites that have previously hosted students or by a student interested in working with a particular agency. The students are also introduced to the City of El Paso Department of Public Health in one of their courses and that may prompt a desire to use that site for their practicum. Final approval is given by the Practicum Coordinator and MPH Program Director.

Sites considered as appropriate for student practicum placement include agencies or organizations that provide, plan for, coordinate, organize, pay for, and/or regulate public health services such as those described below:

- City, county, or state public health departments
- Other state and local health and social service agencies
- Public school systems
- Managed care organizations and insurance companies
- Neighborhood health centers and community clinics
- Hospitals (public, not-for-profit, for-profit, psychiatric, rehabilitation)
- Bi-national and international public health organizations
- Migrant farm worker organizations, homeless shelters, food banks, and other community-based organizations
- Environmental, industrial and worksite wellness companies
- Federal agencies including the Centers for Disease Control and Prevention (CDC), Department of Health and Human Services (DHHS), Veterans Administration (VA), Occupational Safety and Health Administration (OSHA), Environmental Protection Agency (EPA)

The agencies and organizations selected as practicum sites are required to provide the following:

- A setting that supports a positive learning experience for the student trainee working in collaboration with the site Practicum Preceptor, and that with supervision, allows the student to make a valuable contribution to the field site facility;
- A comprehensive set of stated public health experiences with exposure to diverse population groups and systems;
- Space, equipment, and resources that are adequate for practicum students to complete the required work;
- A qualified Practicum Preceptor;
- Completion of required forms agreeing to comply with university, college, and MPH Program policies and procedures.

Methods for Approving Preceptors

- All Practicum Preceptors (and Practicum sites) require a formal application and approval before students can be placed and begin their practical training experience. Each public health agency or organization that participates in the program is required to submit a “Field Placement Site Agency Application” form and sign an “Affiliation Agreement” prior to student placement. New Practicum Site Supervisors are required to complete the agency application even if the site is already affiliated with UTEP.

The MPH Program has multiple approved agencies and organizations available for the practicum. When a preferred site is not on the “approved” list, students are encouraged to contact the Practicum Coordinator to make the necessary approval arrangements so that all approvals can be completed by the start of the practicum session. This process often takes months to arrange. The Program also encourages students to seek out additional information and advice from faculty, alumni, and current MPH students who have completed their practicum; working public health practitioners; and the Practicum Coordinator. Final approval of practicum placements, objectives and activities is determined by the MPH Director in consultation with the Practicum Coordinator.

Practicum preceptors are required to be professionals with sufficient experience in developing, managing, and/or evaluating public health or health-related programs or policies. To supervise an MPH student, the Practicum Preceptor should normally have a graduate or professional degree such as a PhD, MS, DPH or MPH in public health or a closely related field. However, individuals who work in public health and have a related professional or graduate degree (e.g., MD, DVM, DDS, MSW, MHA, MPA, M.Ed) may be acceptable. These persons may be nominated to be Practicum Preceptor by a public health agency supervisor or director, a faculty member, or they may nominate themselves. When a site is selected, either the student or the site selects the preceptor. There have been some situations where the student selects the preceptor and reaches out to them because these preceptors are experts in the area in which the student would like to enhance their content public health knowledge and hands on experience. On another hand, sometime the site will select the preceptor due to the preceptor's qualifications and most importantly availability to work with the students. Once the preceptor has been identified, the program director and the coordinator will meet to discuss and review the credentials of the preceptor to ensure that they are qualified and have a sense of interest and availability to serve as a preceptor for the intern (student). Months prior to the beginning of the practicum, the practicum coordinator will schedule a meeting with both the intern and the preceptor at the same time, to ensure that there is a mutual match and all of the logistics have been discussed. If all are in agreement, then the student will be placed at that site under that specific preceptor. Final approval is done by the Practicum Coordinator and MPH Program Director and is based on the background and experience of the supervisor. Practicum sites do have the ability to change preceptors. However, it is clearly stated that the preceptor will inform the student and the coordinator ahead of time and will place the student with another preceptor who meets the qualification requirements to serve as the preceptor. At this time, a form is completed and submitted by both the intern and the preceptor for program purposes and accountability.

Opportunities for Orientation and Support of Practicum Preceptors

Prior to the start of the practicum experience, the Practicum Coordinator reviews practicum policies and procedures with the preceptor in person. The Coordinator holds a mandatory formal orientation session for all of the summer session's Practicum Preceptors. The Coordinator also meets with each student prior to the start of the practicum field training experience. They work together to develop a learning contract which clearly specifies the tasks and activities that correspond to the learning activities planned during the course of the experience. The student also identifies specific goals that are aligned with and address specific MPH competencies. The Practicum Preceptor is required to complete all necessary forms in a timely manner and to immediately contact the Practicum Coordinator if any issues regarding the practicum or student arise requiring clarification and/or action.

Approaches for Faculty Supervision of Students

The Practicum Coordinator works to assure that the student receives the support needed. The class meets every week to discuss the progress of the practicum. In addition, with other pertinent subject matter. At this time, the students provide feedback as to their progress and exposure to their intended major and minor project goals and objectives. In comparison to other interns, if the student indicates that they are not advancing as other students, the coordinator will schedule a meeting with the preceptor to further investigate on the matter. Another instrument that is reviewed to acknowledge the progression of the practicum and mentorship is the review of the weekly time sheets and journal entries read weekly by the practicum coordinator. Under these assignments, the interns describe their daily productivity and any concerns they may experience or have regarding the practicum and the mentorship they are receiving. If there is any probable cause for concern, the coordinator will contact the intern, further discuss their assignment entries and if need be, schedule a meeting to further discuss the area of concern with the preceptor(s). The coordinator is vigilant about ensuring that the interns are receiving quality mentorship and guidance throughout their practicum experience by reviewing their weekly assignments, asking the students during weekly meetings, and contacting the preceptors when required.

Means of Evaluating Student Performance

For his/her practicum experience the student identifies specific goals and objectives, and the MPH competencies utilized for these. She or he identifies specific activities to be completed and dates for completion. Evaluation is based on how well the student completes the identified work and how well they integrate into the agency's activities. The Practicum Preceptor completes an evaluation form at the mid-way point and at the end of the practicum. The student also completes a self-evaluation of the practicum at the end of the experience. In addition, students meet with the Practicum Coordinator in a weekly class for which they have various assignments (four reflective journals, weekly time sheets, professional electronic portfolio, and final summary practicum poster) to submit as part of the grading process.

Means of Evaluating Practice Placement Sites and Practicum Preceptor Qualifications

The evaluation begins with the selection of the agency and with gathering information about the preceptor, as well as a face-to-face meeting with them during the practicum orientation for preceptors. The Practicum Coordinator visits each practicum site during the practicum period at least once, and more often, if needed. The visit is done to ensure that the student is being properly supervised and that the placement is appropriate. Any issues or problems are discussed with the MPH Program Director. Usually, any misunderstandings can be resolved and the practicum can be put on track to succeed. The Practicum Coordinator evaluates how well the Practicum Preceptor evaluates the student's performance and whether paperwork is done in a timely and appropriate manner. Essentially, the Practicum Coordinator and MPH program director decide whether a preceptor and practicum site are well qualified to continue serving as a host site. In addition, the student evaluates the practicum site, the preceptor, and the working conditions during the practicum. Student evaluations are factored into the final decision to retain or eliminate a particular practicum site and preceptor. Additional opportunities are being developed. These include City of El Paso Department of Public Health and the Center against Sexual and Family Violence.

Criteria for Waiving, Altering or Reducing the Experience, if applicable

Practical, public health-relevant experience is a CEPH requirement for all MPH degree candidates. For that reason, automatic exemptions or waivers of the practicum are not granted. However, in rare circumstances, it may be possible to partially substitute (up to a maximum of 120 clock hours) of Practicum Equivalent Experience. In accordance with CEPH rules and policies, this request can only be approved if the student can provide documented evidence of substantial (at least three years) paid, prior public health experience. Different from clinical experience which involves individual patient care or health care facility administration, public health practice has an organized community-based focus. Thus, the former type of work is not eligible for Practicum Equivalent Experience approval.

Should a student wish to apply a petition for the Practicum Equivalent Experience, the student is required to file the request during the first academic semester in the MPH Program. This requirement is designed to give the student sufficient time to plan for additional practicum hours in the case that their petition is not accepted by the Graduate Program Faculty Committee. To apply for the Practicum Equivalent Experience, students are required to submit: the official Practicum Equivalent Experience form, a curriculum vita/resume, a detailed description of how their prior experience supports the specific competencies required by the practicum, and relevant public health professional references. If a student's petition is granted, they will be required to register for the equivalent amount of substituted hours by taking another course. To date, none of the students in the program have petitioned for the practicum equivalent experience.

Student practicum files, including practicum agency applications, student interest forms, site supervisor evaluations, self-evaluations, practicum project presentations, and other related practicum documents are available in the ERF.

2.4.b. Identification of agencies and preceptors used for practice experiences for students, by specialty area, for the last two academic years (sites used for summer 2016 and summer 2017).

Table 2.4.1. Agencies and preceptors used for practice experiences for students (Hispanic and Border Health Concentration), Summer 2016 and Summer 2017

Practicum Field Site Agency or Organization	Practicum Preceptor/Degrees	Position/Unit
Summer 2016		
Paso Del Norte Institute for Healthy Living	Leah Whigham, PhD, FTOS	Executive Director and Research Associate at UTEP
*UT Houston School of Public Health, El Paso Regional Campus	Louis Brown, PhD Jennifer Salinas, PhD	UTHSPH Faculty members
YMCA, Shift Positive Initiative	Holly Mata PhD, CHES	Program Manager
YWCA, Two Should Know Initiative	Lucia Hernandez, MSc	Director
University Medical Center, Student Affiliation Program	Nellie Flores , MS	Program Administrator
Summer 2017		
Texas A&M AgriLife Extensions	Angelee Shamaley, PhD	County Extension Agent
*UT School of Public Health Houston, El Paso Regional Campus	Louis Brown PhD Roberto Rodriguez PhD	UTHSPH Faculty members
University Medical Center, El Paso First Program	Edgar Martinez, MBA, BS CHE	Director of Member Services
Office of Senator Jose Rodriguez	Samantha Romero, MA Sociology	Office Administrator & Special Projects
YMCA, Diabetes Prevention Program	Theresa Hendrix, MS	Executive Director
Paso Del Norte Institute for Healthy Living	Leah Whigham , PhD, FTOS	Executive Director and Research Associate at UTEP
Environmental Health and Safety Dept. UTEP	Emilio Rodriguez, CSP, MS	Director
Center for Environmental Resources Management (CERM), UTEP	William L. Hargrove, PhD	Director

*Note: Although these projects involved research studies, an important aspect consisted of community engagement

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

None of the students in the program has received a waiver of the practicum experience.

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

Not applicable

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

This criterion is met.

Strengths: The required 240-clock hour (6 credit hour) practicum provides MPH students with a meaningful supervised, public health practice experience in organizations serving Hispanic and border communities. Typically, 10-12 students have participated in the practicum at the same time providing a strong cohort-based learning experience.

Weaknesses: In response to data collected from the alumni survey, as well as those from the second year student survey, and direct requests from other students, the program has been actively developing additional placement sites and identifying new Practicum Preceptors.

Plans: We will ensure that the practicum placements we offer provide a meaningful public health practice experience, by continuing to develop additional practice sites that are highly relevant to the needs of the community, and that target students' career goals.

2.5 CULMINATING EXPERIENCE

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

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

All MPH Program students are required to complete a research thesis (6 credits) or graduate project (3-6 credits) as a culminating experience and enroll in the following courses:

- **PUBH 5397 Graduate Project.** Individual research or development of a project or proposal on a public health topic under the direct supervision of a tenured/tenure-track faculty member of the Department of Public Health Sciences who is member of the UTEP Graduate Faculty. Requires satisfactory completion of the course, including a written report and oral presentation. Prerequisite: Department approval. Three to six graduate credit hours. (If the student completes their graduate project after enrolling in one 3-credit course, the student takes an additional, third elective to fill the credit requirements. We are moving toward having all students take two 3-credit courses of Graduate Project).
- **PUBH 5398 Thesis I.** Initial work on the research thesis under the direct supervision of a tenured/tenure-track faculty member of the Department of Public Health Sciences who is member of the UTEP Graduate Faculty. Prerequisite: Department approval. Three graduate credit hours.
- **PUBH 5399 Thesis II.** Continuous enrollment required until completion of the research thesis under the direct supervision of a tenured/tenure-track faculty member of the Department of Public Health Sciences who is member of the UTEP Graduate Faculty. Prerequisites: PUBH 5398 and department approval. Three graduate credit hours. May be repeated.

The MPH research thesis and the graduate project are conceptually equal but involve different degrees of application and skill intensity and depth. The research thesis requires the generation of new knowledge through the comprehensive application of the research process. The program recommends this option to students intending to pursue future academic (e.g., PhD, DrPH) or professional study (e.g., medical or veterinary school, nursing, dentistry) or who want to increase their skills in research design, conduct, and dissemination. In contrast, the graduate project is recommended for students whose career aspirations are more focused on professional practice and who need to be able to critically apply existing knowledge and methods to the solution of a public health problem. In either case, the major objective of the research thesis or graduate project is for the student to produce and defend a substantial scholarly product with the following characteristics:

- It must address an important public health problem germane to Hispanic, border or other underserved populations.
- It must demonstrate sufficient knowledge and application of public health core competencies/core disciplines to an appropriate theoretical paradigm or conceptual framework.
- It must show evidence of practical consideration of conducting public health research and ethical practices with respect to human subjects, animals, or recombinant DNA as is appropriate.
- The study and its findings must be able to withstand critiques by an appropriate audience.
- It must demonstrate an acceptable level of written and oral communication skills.

- It must be conducted under the direct supervision/mentorship of a tenured/tenure-track member of the Department of Public Health Sciences who is a member of the UTEP Graduate Faculty (committee chairperson)

Information on the research thesis or graduate project is available in the MPH Program Student Handbook at <https://www.utep.edu/chs/phs/Files/docs/PDFs/mph-student-handbook-rev.-9-27-17-pdf.pdf>. Additional information on research thesis guidelines, templates, formatting, signature pages, ProQuest submission, and other UTEP Graduate School requirements is located at: <http://www.utep.edu/graduate/>.

The process by which a student selects the type of culminating experience and faculty mentor begins with an orientation session convened early in the first year by the MPH Program Director. She explains the difference in type of experience and the process for selecting a mentor. The faculty attend and individually summarize their current research projects. The MPH Director also discusses possible mentors with students during twice yearly advising sessions, as needed.

The process is formalized when the student confirms the willingness of a faculty research mentor who agrees to serve as the Chair of the Research Thesis/Graduate Project Committee. The Committee Chairperson is required to be a tenured/tenure-track faculty member of the Department of Public Health Sciences who is a member of the UTEP Graduate Faculty. The student then informs the MPH Director who subsequently grants permission to enroll in PUBH 5398 (Thesis 1: initial thesis research) or PUBH 5397 (Graduate Project). The student and the Committee Chair then identify two (or more) additional members of the committee. One of these committee members (internal member) is required to be faculty in the Department of Public Health Sciences and a member of the UTEP Graduate Faculty. The third member (external member) is required to be from outside the Dept. of Public Health Sciences, i.e., in another UTEP academic dept., other university, public health practitioner) whose academic/professional credentials allow him/her to hold permanent or temporary membership in the UTEP Graduate Faculty.

MPH students select and develop a research topic and appropriate theoretical or conceptual framework in consultation with their committee chair and/or other committee members. Regarding the research thesis, the committee chair offers training in research techniques. The committee chair also helps the student identify a research topic, plan for collection of primary data or identification of secondary data, and develop understanding of how the research translates into broader public health practice. For the graduate project, the committee chair helps the student select a project based on the student's interest, often in collaboration with an agency or department that has a specific public health project available. The student and committee chair also identify specific competencies utilized in performing the thesis or graduate project. The MPH student works with the committee to prepare and defend a proposal. The proposal defense is evaluated using the final defense criteria as a guide for its content and the capacity of the student to successfully implement the protocol. This examination is closed to the public. Student performance on the oral and written thesis proposal defense is assessed by the committee members using a written standard evaluation rubric. Copies of these rubrics are available in the Student Handbook, which is in the ERF.

Completion of the initial proposal phase is reported to the UTEP Graduate School using a topic approval form once IRB approval/exemption and other appropriate documents have been approved (graduate.utep.edu). The student then carries out the work of the thesis or project and submits a written thesis or graduate research project paper. The thesis/project is then defended in a final oral defense which is open to the public. The initial presentation of the final defense is open to the public. The oral presentation portion typically lasts 30-45 minutes. The student then undergoes an oral examination administered by the committee.

The intent of the examination and other work carried out by the committee is to make sure that the student demonstrates or exceeds minimal proficiency in the areas noted above and that he/she has met the technical and analytical skills and standards necessary to complete the specific thesis or graduate research project. In addition, student performance on the oral and written thesis proposal defense is assessed by the committee members using a written standard evaluation rubric. The Student Handbook contains copies of these rubrics, which are in the ERF).

Students are encouraged to present their findings as oral or poster presentations at regional, national and/or international professional conferences and meetings as well to local community partners, and publish findings in scholarly public health and other journals. Files containing examples of MPH theses/graduate research projects, evaluation rubrics, and other related documents are available in the ERF.

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

This criterion is met.

All MPH students are required to complete a research thesis or graduate project that serves as their culminating experience. This experience requires that students successfully demonstrate acquisition of key professional skills and integration of knowledge required of public health professionals.

Strengths: Students work closely with their faculty mentors to plan, implement, analyze, and disseminate the results of the research thesis or graduate project. Our students benefit greatly from the many local resources for external committee members that may include faculty from other UTEP departments, faculty from Texas Tech Health Sciences Center, professionals from the City of El Paso Department of Public Health and Texas Department of State Health Services, among others.

Weaknesses: Not all students present the findings from their culminating experiences (research thesis or graduate project) at scientific meetings.

Plans: We have increased our commitment to identifying for each student at least one opportunity to present their research findings at a local, regional, national, or international scientific or professional meeting.

2.6. REQUIRED COMPETENCIES

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

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

Table 2.6.1 MPH Program Core Competencies

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
21. Perform effectively on inter-professional teams
22. Apply systems thinking tools to a public health issue

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

Table 2.6.2. Program Concentration Competencies	
<i>Hispanic and Border Health Concentration Competencies</i>	
Competencies	
1.	Describe the historical, cultural, social, economic, political, environmental and other similarities and differences among Hispanic and border groups and how these affect health equity and health disparities
2.	Describe the roles of history, power, privilege, economics, environment and other structural inequalities that restrict health equity and produce health disparities in Hispanic and border communities.
3.	Identify the major chronic, infectious, and other public health challenges that face Hispanic and border communities.
4.	Apply the basic principles of prevention and control for chronic, infectious, and other conditions especially those that differentially impact Hispanic and border communities.
5.	Access the major sources of public health data that pertain to Hispanic and border communities (e.g., vital statistics and disease registries, health and nutrition surveillance databases, census data, and national surveys).
6.	Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.
7.	Apply the social justice perspective in public health practice as it relates to community capacity building and empowerment.
8.	Plan, implement, administer, and evaluate public health programs in Hispanic and border communities.
9.	Effectively communicate information to the public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.
10.	Act as an effective resource person for Hispanic and border residents, organizations, and communities.

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

Table 2.6.3. MPH Program core competencies and course learning opportunities.

Template D2-2		
Assessment of Competencies for MPH in Hispanic and border health Concentration (may present single template for all concentrations if all concentrations have identical assessment opportunities)		
Competency	* Course number(s) or other educational requirements	Specific assessment opportunity
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	PUBH 5302 Epidemiology	Quizzes and exams, development of a research proposal
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	PUBH 5305 Biostatistics; PUBH 5352 Public Health Evaluation and Research	Bivariate Analysis Project (BAP), quizzes and 2 exams; Students include as part of their logic model and evaluation proposal, activities and description of methods (quantitative and qualitative) they will employ to evaluate each objective and outcome they design
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	PUBH 5305 Biostatistics	Bivariate Analysis Project, SPSS Modules, quizzes and 2 exams
4. Interpret results of data analysis for public health research, policy or practice	PUBH 5305 Biostatistics	BAP and BAP oral presentations to classmates
Public Health & Health Care Systems		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	PUBH 5307 Health Services Administration and Health Policy	Homework exercises, group presentations, field experiences at different agencies (of class group)

Competency (Cont.)	* Course number(s) or other educational requirements	Specific assessment opportunity
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	PUBH 5322 Eliminating Health Disparities	Weekly written reflective responses on reading assignments, Hispanic health disparity case presentation
Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health	PUBH 5321 Responding to Chronic and Infectious Diseases, PUBH 5353 Social and Behavioral Approaches	Written and oral presentation on US-Mexico border health challenge; Writing on weekly readings, quizzes and exams, weekly student-led discussions of key concepts and readings
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	PUBH 5353 Social and Behavioral Approaches	Oral and written critical analysis of social and behavioral aspects of a public health intervention for a border public health problem
9. Design a population-based policy, program, project or intervention	PUBH 5352 Public Health Evaluation and Research; PUBH 5353 Social and Behavioral Approaches	Students design an evaluation proposal (includes needs assessment and logic model design) for a local public health program ; Design an intervention for a public health problem of relevance to the border region using two major strategic frameworks
10. Explain basic principles and tools of budget and resource management	PUBH 5307 Health Services Administration and Health Policy	Homework exercises, group presentations, field experiences at different agencies (of class group)

Competency (Cont.)	* Course number(s) or other educational requirements	Specific assessment opportunity
11. Select methods to evaluate public health programs	PUBH 5352 Public Health Evaluation and Research ; PUBH 5307 Health Services Administration and Health Policy	Program evaluation design activities and team project on designing program evaluation proposal for local organizations (service learning and real world applications); Homework exercises, group presentations
Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	PUBH 5307 Health Services Administration and Health Policy; PUBH 5353 Social and Behavioral Approaches	Homework exercises, group presentations, field experiences at different agencies (of class group); Weekly student-led discussions of key concepts and readings, critical analysis of intervention for border health problem
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PUBH 5307 Health Services Administration and Health Policy	Homework exercises, group presentations, field experiences at different agencies
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	PUBH 5321 Responding to Chronic and Infectious Diseases; PUBH 5322 Eliminating Health Disparities	Written and oral presentation on US-Mexico border health challenge; Hispanic health disparity case study presentation
15. Evaluate policies for their impact on public health and health equity	PUBH 5307 Health Services Administration and Health Policy; PUBH 5353 Social and Behavioral Approaches	Homework exercises; group presentations; field experiences at different agencies (or class group); Writing on weekly readings; quizzes and exams, weekly student-led discussions of key concepts and readings, critical analysis of intervention for border health problem

Competency (Cont.)	* Course number(s) or other educational requirements	Specific assessment opportunity
Leadership		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	PUBH 5662 Practicum	Professional development course that all students attend during practicum placement with seminar and pre/post test
17. Apply negotiation and mediation skills to address organizational or community challenges	PUBH 5662 Practicum	Professional development course that all students attend during practicum placement with seminar and pre/post test
Communication		
18. Select communication strategies for different audiences and sectors	PUBH 5307 Health Services Administration and Health Policy	Homework exercises, group presentations, field experiences at different agencies (of class group)
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	PUBH 5307 Health Services Administration and Health Policy	Homework exercises, group presentations, field experiences at different agencies (of class group)
20. Describe the importance of cultural competence in communicating public health content	PUBH 5322 Eliminating Health Disparities	Weekly written reflective responses on reading assignments, Hispanic health disparity case presentation, completion of Health Disparities Measurement online course
Interprofessional Practice		
21. Perform effectively on interprofessional^ teams	PUBH 5662 Practicum	Professional development course during practicum placement that all students attend with seminar and pre/post test and weekly reflective journals on the practicum experience

Competency (Cont.)	* Course number(s) or other educational requirements	Specific assessment opportunity
Systems Thinking		
22. Apply systems thinking tools to a public health issue	PUBH 5353 Social and Behavioral Approaches; PUBH 5304 Environmental Health	Writing a final paper on a border health problem incorporating systems thinking into an intervention approach; Writing a report on an environmental public health issue utilizing a systems thinking approach

Table 2.6.4. MPH Program Concentration Competencies		
<i>Hispanic and Border Health Concentration Competencies</i>		
Competencies	Course number	Learning Opportunities
1. Describe the historical, cultural, social, economic, political, environmental and other similarities and differences among Hispanic and border groups and how these affect health equity and health disparities	PUBH 5321 Responding to Chronic and Infectious Diseases; PUBH 5322 Eliminating Health Disparities	Oral presentation and written report on US-Mexico border health challenge Reflective responses to readings; Hispanic health disparity case study presentation
2. Describe the roles of history, power, privilege, economics, environment and other structural inequalities that restrict health equity and produce health disparities in Hispanic and border communities.	PUBH 5322 Eliminating Health Disparities	Weekly reflective responses to readings
3. Identify the major chronic, infectious, and other public health challenges that face Hispanic and border communities.	PUBH 5321 Responding to Chronic and Infectious Diseases; PUBH 5322 Eliminating Health Disparities	Critique of lectures; midterm exam; oral and written report Reflective responses to readings; Hispanic health disparity case study presentation; class participation

Competencies (Cont.)	Course number	Learning Opportunities
4. Apply the basic principles of prevention and control for chronic, infectious, and other conditions especially those that differentially impact Hispanic and border communities.	PUBH 5321 Responding to Chronic and Infectious Diseases	Critique of lectures; midterm exam; oral and written report
5. Access the major sources of public health data that pertain to Hispanic and border communities (e.g., vital statistics and disease registries, health and nutrition surveillance databases, census data, national surveys).	PUBH 5321 Responding to Chronic and Infectious Diseases; PUBH 5322 Eliminating Health Disparities	Oral and written report Hispanic health disparity case study presentation; class participation
6. Develop public health strategies and interventions that are responsive to the unique needs and cultural values/traditions of Hispanic and border communities.	PUBH 5321 Responding to Chronic and Infectious Diseases; PUBH 5322 Eliminating Health Disparities	Midterm exam; oral and written report Hispanic health disparity case study presentation; class participation
7. Apply the social justice perspective in public health practice as it relates to community capacity building and empowerment.	PUBH 5353 Social and Behavioral Approaches; PUBH 5352 Public Health Evaluation and Research	Written responses to readings; quizzes and exams; student-led discussion of readings Students examine the social justice component of the evaluation proposal they design for a local program /organization
8. Plan, implement, administer, and evaluate public health programs in Hispanic and border communities.	PUBH 5352 Public Health Evaluation and Research	Team design of program evaluation; closed book exam; individual program logic model design assignment

Competencies (Cont.)	Course number	Learning Opportunities
9. Effectively communicate information to the public and policy makers regarding the special public health challenges and needs of Hispanic and border communities.	PUBH 5321 Responding to Chronic and Infectious Diseases; PUBH 5322 Eliminating Health Disparities	Oral and written report Class participation
10. Act as an effective resource person for Hispanic and border residents, organizations, and communities.	PUBH 5322 Eliminating Health Disparities; PUBH 5353 Social and Behavioral Approaches	Class participation Written responses to readings; quizzes and exams; student-led discussion of readings; final paper and presentation

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

Some changes have been made to the practicum course, PUBH 5662, but the general competencies have remained the same; these tend to be of a reinforcing nature, and the course is not a primary source for the competencies. No other course changes are known to have occurred.

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

The Hispanic and Border Health competencies were developed by the MPH Program specifically for the program's concentration in Hispanic and Border Health when the program was being created and developed. They are used to guide the course syllabi, particularly for the 3 Hispanic and border health concentration courses. The MPH program competencies are highlighted in written materials provided to all new students during New Student Orientation and in the Practicum Orientation session. They also are made available to students in various documents located in the ERF and on the departmental website at: <https://www.utep.edu/chs/phs/index.html>.

- MPH Program Student Handbook: <https://www.utep.edu/chs/phs/ Files/docs/PDFs/mph-student-handbook-rev.-9-27-17-pdf.pdf>.
- MPH Practicum Handbook: https://www.utep.edu/chs/phs/ Files/docs/PDFs/mph-practicum-handbook-revised12_01_2016.pdf.

The core and concentration competencies and their placement in learning matrices are central to the MPH Program's conceptual map. They contain the basic knowledge, concepts, technical and analytical skills that all program graduates should have and facilitate understanding of the curriculum including the rationale for course offerings and sequences, practicum, and culminating thesis/ graduate research project evaluation criteria. The program competencies are ultimately linked to the needs of the public health agencies and organizations who serve local communities, especially Hispanic and Border groups.

Regarding the foundational competencies, these were initially mapped by the Program Director examining the current syllabi. The curriculum mapping was then discussed with the faculty members. We discovered there were some overlaps where multiple courses addressed a competency, and gaps with several of them. This led to some updating of course syllabi and inclusion of assessment opportunities into some courses. The Academic Curricular Excellence committee works with the faculty to update the syllabus for each course to make sure they are in alignment with the competencies.

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

The program keeps abreast of trends in public health practice through several sources. This includes through our surveys of alumni, students and public health employers, as well as through other types of feedback from practicum supervisors, current students, program alumni, and discussions with the MPH Program Advisory Board. This is also accomplished through information contained in public health publications, attendance at APHA and other annual meetings, and conversations with other public health colleagues across the country and abroad.

The program plans to revisit the competencies in the near future with the feedback of our constituents as we develop new educational products. A reason to revisit the program competencies would be if we developed new additional concentration areas and as we expand our workforce development outreach to the public health community. We also recently reviewed our Hispanic and border health concentration competencies and made a few inclusions to the wording. The faculty plan to review these on a yearly basis during the last faculty meeting for the fall semester.

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

This criterion is met.

Strengths: Our MPH Program has public health core and concentration-specific competencies, which are clearly articulated to the students in the program by classroom instructors and in each of the course syllabi. The program competencies are integrated into the core and concentration courses, the practice experience, and the culminating experience.

Weaknesses: The program is in the process of integrating its foundational competencies into its core and concentration-specific curriculum.

Plans: The program will continue to refine and revise program competencies and curriculum in response to evolving needs, including incorporating foundational competencies. For example, we will revisit our program competencies and curriculum as we consider developing new concentration areas, and as we expand our workforce development outreach programs.

2.7. ASSESSMENT PROCEDURES

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

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

The Program employs several complementary assessment measures to monitor and to evaluate student progress in achieving the expected program competencies. These are described in the section below:

The program and its faculty monitor student performance in coursework, the practicum experience, and the culminating project (i.e., thesis/graduate research project). The Program Director tracks the student’s progress in completing the required coursework outlined in the Plan of Study. This administrator meets with all students at least once per semester during the mandatory graduate advising session. In addition, each MPH student is assigned an academic research mentor who provides additional oversight in ensuring timely progression through the course sequence, thesis/graduate research project, and other program requirements.

Coursework. The required program competencies are addressed in one or more of the required core and concentration courses. Thus, the successful completion of these requirements is essential for assuring that students are achieving the expected competencies. The core, concentration, and elective courses offered by the MPH Program use exams, quizzes, reflective reading assignments, written papers, oral presentations, and projects to monitor and evaluate student progress in achieving competency knowledge and skills. MPH students are expected to achieve a minimum grade of “B” or its equivalent (80%) in all their core, concentration, and elective courses and maintain a 3.0/4.0 (B) overall grade point average. Each semester, students whose GPA has dropped below a 3.0 are automatically placed on academic probation by the UTEP Graduate School and have until the end of the next regular academic semester to bring up their average to the required minimum. In addition, the Program Director monitors student course grades to ensure that all students have achieved a B or better in their courses.

Practicum Experience. The required 240-clock hour MPH practicum is designed to provide an opportunity for students to integrate, synthesize, and apply practical skills, knowledge, and training learned through coursework, to gain professional experience in a public health work environment, and to work on a public health practice project or program of interest to them that is relevant to Hispanic and/or border populations. Practicum site supervisors and other public health practitioners, program faculty and administrators assess student competence and confidence in carrying out the practicum project tasks. As described in Section 2.4, these tasks are based on using and practicing various competencies identified by the student at the beginning of the practicum. In addition, the students themselves self-evaluate their practicum experience. The MPH program will be incorporating the foundational competencies into the list of competencies that students select from starting with the practicum in summer 2018.

The specific tools used to evaluate student progress in achieving the expected competencies include:

- Evaluation of Practicum Student by Agency Field Site Supervisor: Evaluation rubrics and qualitative comments
- Student reflective journals: Qualitative self-assessment on evaluation form
- Student midpoint self-assessment: Qualitative self-assessment on evaluation form
- Student final self-assessment: Qualitative self-assessment on evaluation form
- Student practicum electronic portfolio: Evaluation by Practicum Coordinator
- Student practicum poster: Evaluation by Practicum Coordinator and departmental faculty
- Student practicum project oral presentation: Evaluation rubric

Culminating Experience. The required culminating experience for MPH Program students is a thesis or a graduate research project based on a problem of public health importance to Hispanic and/or border communities. These may be local, national, or international. The Program uses the thesis/graduate research project for the purpose of assessing student mastery and appropriate application of the core and concentration competencies, compliance with specific thematic, analytic, and technical framework requirements, and written and oral presentation skill adequacy. The student selects specific competencies that he/she will utilize in the specific thesis or project. Starting in the fall of 2018 we plan to add the foundational competencies to the potential competencies that students can incorporate into their theses or graduate projects. This item will also be included in the grading rubric for the oral and written presentations. Most students start their thesis or graduate project in the fall.

Students are required to first defend their thesis or graduate research proposal before a committee composed of three faculty members; this process has been described above in Section 2.5. This stage in the process makes certain that the student has sufficient knowledge and skills, a feasible/ appropriate topic, and a solid work plan that will allow him/her to successfully complete the project within a reasonable timeframe. This stage also allows deficiencies to be identified and corrected prior to the conduct of the research or project. The final public defense takes place in front of the same committee. This final stage of the process ensures that only qualified students who satisfactorily demonstrate at least a minimum level of competence are allowed to graduate from the program. Evaluation of student competence in this process is made by the thesis/graduate research project committee through their qualitative comments and the use of detailed evaluation rubrics as follows:

Stage 1

- Written proposal defense (MPH thesis or graduate research project) evaluation: Committee qualitative comments & evaluation rubric
- Oral proposal defense (MPH thesis or graduate research project) evaluation: Committee qualitative comments & evaluation rubric

Stage 2

- Written MPH thesis or graduate research project final defense: Committee qualitative comments & evaluation rubric
- Oral public final defense of MPH thesis or graduate research project: Committee qualitative comments & evaluation rubric

Examples of student coursework, practicum work, and culminating project work are available in the ERF.

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

Table 2.7.1. Students in MPH Degree, By Cohorts Entering Between 2011-2012 and 2016-2017

YEAR		COHORT					
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2011-2012	# Students entered	11					
	# Students withdrew, dropped, etc.*	1					
	# Students graduated	0					
	Cumulative graduation rate	0.0%					
2012-2013	# Students continuing at beginning of this school year	10	14				
	# Students withdrew, dropped, etc.*	0	0				
	# Students graduated	1	0				
	Cumulative graduation rate	9.1%	0.0%				
2013-2014	# Students continuing at beginning of this school year	9	14	10			
	# Students withdrew, dropped, etc.*	0	1	2			
	# Students graduated	5	1	0			
	Cumulative graduation rate	54.5%	7.0%	0.0%			
2014-2015	# Students continuing at beginning of this school year	4	12	8	11		
	# Students withdrew, dropped, etc.*	1	0	0	1		
	# Students graduated	1	3	1	0		
	Cumulative graduation rate	63.6%	28.6%	10.0%	0.0%		
2015-2016	# Students continuing at beginning of this school year	2	9	7	10	15	
	# Students withdrew, dropped, etc.*	0	0	0	0	2	
	# Students graduated	2	7	5	0	0	
	Cumulative graduation rate	81.8%	78.6%	60.0%	0.0%	0.0%	

Table 2.7.1. Students in MPH Degree, By Cohorts Entering Between 2011-2012 and 2016-2017 (Cont.)

YEAR		COHORT					
		2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
2016-2017	# Students continuing at beginning of this school year	0	2	2	10	13	16
	# Students withdrew, dropped, etc.*				0	0	1
	# Students graduated		1	2	9	2	0
	Cumulative graduation rate		85.7%	80%	81.8%	13.3%	0.0%

Comment: The 42-hr MPH Program is run on a cohort model with the core and concentration courses taught once per year. The minimum time that a student can graduate from the program is 2.5 years (two Fall, two Spring, and one summer semester). Our goal is that most students in the MPH cohort Program graduate within four years. Our program caters to and is designed for working professionals from diverse academic backgrounds. To date, over half of the enrolled students have come from undergraduate and graduate backgrounds other than health (e.g., biology, microbiology, chemistry, geology, engineering, mass communication, multidisciplinary studies). Many are first-generation college students from Hispanic minority backgrounds for whom English is a second language. Most students also work (full- or part-time) and many are parents with children. These factors appear responsible for the length of time it takes students to complete and present their culminating project (thesis/graduate research projects). The Program Director and faculty are making a concerted effort to get students to definitively identify a faculty research mentor and thesis/graduate research project theme much earlier in their program, i.e., first semester of study, so that they have more time to work on their culminating projects instead of waiting until the last semester or two of their program).

Template 2.7.2 Graduates' Employment

Table 2.7.2 Destination of MPH Graduates by Employment Type in 2013-2016	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16
Employed	9	6	12
Continuing education/training (not employed)	0	1	5
Actively seeking employment	0	0	0
Not seeking employment (not employed and not continuing education/training, by choice)	1	0	0
Unknown	0	0	0
Total	10	7	17

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

The data we have on student disposition comes from knowledge of this among all of the department's faculty; usually the student's thesis or graduate project advisor is aware of their career path as they exit the program. In addition, we have created a directory with contact and employment information for alumni. As students graduate they are asked to provide contact and employment information as available. We noted that the most recent graduate survey was de-identified for confidentiality and did not link employment outcomes to specific students. Going forward, the survey will be changed to capture student specific data. The Office of Alumni Relations is currently updating alumni tracking systems. This system attempts to have the most up-to-date and accurate information from UTEP graduates. Since gathering graduate data from faculty and staff is not sustainable one of our future plans could be working in collaboration with the Office of Alumni to obtain updated information from program graduates.

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

One student took the Certified in Public Health (CPH) exam in 2016 and passed. We had another student take and pass the exam in 2017. We also have a student scheduled to take the exam in June 2017. We recently received permission to fund the exam and study guide materials for all MPH students if taken during their student time. We also were able to secure a discounted price for alumni to take the exam, and free study materials for those alumni. We are anticipating that this support will increase interest in getting certified among our student and alumni populations.

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

Alumni and Second-Year Survey. The MPH Program has put a system in place to periodically assess the ability of its graduates to effectively perform the program competencies in a public health practice setting. We recently surveyed second-year students and recent alumni in a survey sent to both groups. (Future surveys will separate the two groups with two separate surveys). There were 24 respondents; the number receiving the survey was not recorded, unfortunately, so we cannot give a response rate. The 23-question survey contained closed and open-ended items, which collected data on student and alumni socio-demographic and employment characteristics, program quality and relevance, and the ability of program graduates to effectively perform the program competencies in a public health practice setting, among other items. The respondents reported that the competencies learned through the core and concentration courses, practicum experience, and culminating project (thesis/graduate research project) had adequately prepared them for public health practice. The alumni also made a number of helpful comments, which the program has/is using to improve quality and relevance in this area. Regarding the core courses, 54% felt they were adequately prepared, 37.5% felt they were well prepared, and 8.3% felt very well prepared. Comments for improvement included hands-on activities, more fieldwork, and more visits to public health places locally. Regarding the concentration courses, 50% selected adequately prepared, 37.5% felt well prepared, and 8.3% reported being very well prepared. Suggestions for improvements included integrating community examples, more hands-on experiences and working on projects that are beneficial to the community, as well as having a more

diverse faculty. Regarding the thesis or graduate project experience, 30.4% responded with adequately prepared, 30.4% responded they were well prepared, and 26% felt they were very well prepared for this work (13% had not yet taken their thesis). MPH faculty suggestions for improvements included engaging first-year students more in thinking about their thesis, offering writing workshops and refresher courses in epidemiology and biostatistics, and offering more hands-on activities, although this is already done in most courses. Several suggestions were given for websites students could search for career opportunities and these will be communicated to the students.

Regarding the practicum and how well it prepared the person for their future public health career, 33.3% felt adequately prepared, 23.8% felt well prepared and 23.8% felt very well prepared. In addition, 9.5% felt not at all prepared and 9.5% felt not well prepared. Thus, the practicum experience received the most negative ratings from the survey. Suggestions for improvement included having more practicum sites that fit the student's interests, on-site visits from faculty, and holding the practicum and follow-up poster sessions earlier in the MPH schedule. Many of the students responding had carried out their practicums under a previous practicum coordinator. The program has recently hired a new coordinator and a more positive experience for students is anticipated. The practicum orientation will be held earlier in the year next year to better prepare the students for the summer practicum and in response to student input. In the future, the survey will be sent separately to second year students and alumni annually during the summer months, as second year students are finishing the program.

Employer Survey. The MPH Program also has put a system in place to assess the ability of its graduates to effectively perform in a public health practice setting by surveying the employers of program graduates. The 29-question survey was developed to obtain feedback from employers on the preparedness of the MPH Program graduates to effectively function as public health practice professionals. The survey questionnaire contains both closed and open-ended items to elicit information on roles and responsibilities, competency knowledge, interactions with the target population and colleagues, professionalism, leadership skills, oral and written communication skills, cultural competency, and satisfaction with the overall performance. Results from a survey carried out in summer 2017 with 10 responses were mostly positive, with most respondents finding alumni well prepared or adequately prepared in the major public health knowledge areas. Response rate was 67%. Room for improvement was stated by several respondents for public speaking and oral presentations. Regarding written communication 4 thought the alumni well prepared, 1 said adequately prepared, and 5 responded that alumni were adequately prepared but required additional training. We did not receive any "not prepared" responses, except for one response under leadership training; with 3 indicating well prepared, 4 adequately prepared, and 2 adequately prepared but requires additional training. Strengths listed included cultural competence, technical knowledge and skills, analytical and data skills, familiarity with regional health issues, ability to manage a diverse program team, ability to interact with local stakeholders, and generally well prepared. Suggested areas for further development included public speaking and writing, leadership, managing processes related to fiscal program components, compiling reports for multiple audiences, and application of systems thinking skills. All respondents affirmed that they would be willing to hire other UTEP graduates based on their experiences with UTEP graduates. The Public Health Sciences faculty discussed these responses. Some comments regarding oral and written communication were that many students have English as a non-primary language, which makes communication more difficult, as we are a Hispanic-serving institution. Students are given a number of written and oral presentation assignments in our core and concentration classes. We discussed referring them to the Writing Center and giving detailed feedback on written assignments, despite this being time-consuming. In addition, the Program Director often suggests a course in grant or technical writing for elective courses, and many students take these. Some classes are requiring weekly presentations. The faculty were encouraged to continue to present multiple opportunities for oral and written presentations and for detailed feedback on these assignments. The survey instrument and its results are available in the ERF.

We plan to administer and analyze all of the surveys every summer going forward. Regarding whether the program updated survey instruments to reflect core/foundational competencies, for the student and alumni surveys we asked for their evaluation of the various courses that they have taken but we don't address competencies. We feel that it would be difficult to include additional questions regarding competencies and keep the survey to a reasonable length. For the employer survey we asked about their employees' basic knowledge about the five core public health competencies and about skills for public health practice such as oral, leadership, problem solving, etc. We feel it would be too lengthy to ask employers about the 22 foundational competencies, however, some of the questions regarding skills for public health practice are in alignment with some of the foundational competencies. We would be open to suggestions on how to update the surveys using the competencies. The program has not discussed the surveys with the Advisory Board members yet. However, it seems it is an excellent idea to have them review the survey instruments and also for the program to share survey results with the Advisory Board members.

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

This criterion is met with commentary.

Strengths: The Program employs several complementary assessment measures to monitor and to evaluate student progress in achieving the expected program competencies. In preparation for the self-assessment, it became apparent that the Program needed to create a comprehensive student database for more efficiently, tracking enrollment through program completion, and to use more efficient evaluation rubrics for the assessment of student competencies demonstrated during the completion of the research thesis or graduate project. These improved tools also allowed us to provide more "real-time" feedback to students regarding their program performance. To this end, the Program created a multi-page Excel spreadsheet for tracking all aspects of student enrollment and progress, and developed improved evaluation rubrics for the research thesis and graduate project proposal written and oral defenses, the research thesis and graduate project written and oral final defenses, and the practicum oral presentation. The Program also adopted a new, more detailed evaluation rubric to improve its evaluation process for MPH degree program and graduate certificate applicants.

Weaknesses: Tracking of job placement experiences of program alumni was not optimal.

Plans: We will continue to integrate the use of our new comprehensive Excel-based student tracking spreadsheets into the evaluation and monitoring of student progress by the Program Director, Program Administrator and Academic Curricular Excellence committee. We have also begun collecting more detailed data from the employers of alumni regarding the preparedness of our program graduates for their respective positions and the quantitative measures from these forms will be added to the comprehensive database.

2.8. Bachelors Degrees in Public Health

Not applicable.

2.9 Academic Degrees

Not applicable.

2.10 Doctoral Degrees

Not applicable.

2.11 Joint Degrees

Not applicable.

2.12 Distance Education or Executive Degree Programs

Not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

3.1. RESEARCH

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

3.1.a. A description of the program’s research activities, including policies, procedures and practices that support research and scholarly activities.

Overview of Research Program Activities. The Program’s research portfolio includes a broad spectrum of public health conducted in settings ranging from basic laboratory science to community-based participatory research. MPH Program faculty and students conduct a wide range of interdisciplinary research activities which focus on important public health issues affecting Hispanic, border and other minority populations in the United States and Latin America including the following:

- Minority health, health disparities, and health equity in ethnic (e.g., Mexican-American, Afro-Hispanic, and indigenous groups) and other minorities (e.g., LGBT, elderly, and immigrant groups)
- Maternal-perinatal health and nutrition
- Household food security, health, nutrition, and coping strategies of disadvantaged groups
- Culturally appropriate health and nutrition education
- Chronic disease prevention and control (heart disease, diabetes, obesity)
- Infectious disease epidemiology, prevention and control (HIV/AIDS and other STI’s, hepatitis C)
- Health behaviors (stress, coping, alcohol risk reduction cognitive and motivational mechanisms underlying health behaviors, including psychological mechanisms of change in brief intervention programs.
- Social and behavioral factors related to eating behavior, obesity, and its prevention.
- Environmental health (low-level lead exposure and child health, childhood lead poisoning prevention interventions, correlation of blood lead levels and environmental exposures in El Paso children)
- Management and prevention of childhood lead poisoning
- Occupational health (musculoskeletal injuries)
- Public health program and project evaluation
- Hispanic health disparities community outreach and dissemination research

Policies, Procedures and Practices Supporting Research and Scholarly Activities

Handbook of Operating Procedures. Chapter 3 of the UTEP *Handbook of Operating Procedures* (HOOP) describes institutional policies regarding the conduct of research at the university. As noted in the HOOP, the University complies with all Department of Health and Human Service (DHHS) regulations for the protection of human subjects, 45 Code of Federal Regulations (45 CFR 46) Section 45, Part 46, effective August 19, 1991, as documented in the University’s Federal Wide Assurance FWA 00001224.

Office of Research and Sponsored Projects (ORSP). The Office of Research and Sponsored Projects: <https://research.utep.edu/Default.aspx?alias=research.utep.edu/orsp>, provides a variety of research-related services including: proposal development assistance and training; review and institutional endorsement of all applications for external sponsored funding; review, negotiation, and acceptance of research awards on behalf of the University; compliance and post-award monitoring and oversight; maintenance of sponsored project data for the University; coordination of institutional review boards for research with human and animal subjects and for biosafety; management of the University's intellectual property; and promotion of entrepreneurial and commercialization activities. The University currently has more than \$84 million in annual research expenditures. It has made large capital investments in research equipment and facilities, an investment that has facilitated the recruitment and retention of faculty who successfully compete at the national level. UTEP's success also is enhanced by the supportive climate for research, creative, and scholarly activities in all of the University's colleges. The ORSP also manages several programs designed to support and facilitate faculty and student research including the University Research Institute, the Interdisciplinary Research Enhancement Program, the Proposal Development Team, and the Institutional Review Board.

The Institutional Review Board (IRB). The University of Texas at El Paso has an IRB that is responsible for protecting human subjects who participate in research: <https://research.utep.edu/Default.aspx?tabid=73250>. The IRB provides review and oversight for all human subjects research activities performed on the campus by University of Texas at El Paso faculty, staff, or students on or off campus; and by all other facilities under the purview of UTEP IRB. All review procedures meet or exceed the requirements set forth in 45 CFR 46. The UTEP IRB convenes monthly during the fall and spring semesters and only if needed during summer. The IRB uses IRBNet suite of tools, bringing electronic protocol management, on-line submissions, and many other important features to the University of Texas at El Paso research community. All research studies submitted for IRB review at UTEP must be submitted online via IRBNet. UTEP operates under Federal Wide Assurance number FWA00001224: <https://research.utep.edu/Default.aspx?tabid=74751>.

University Research Institute (URI). Twice yearly, members of the UTEP Faculty are invited to submit pilot study research proposals for funding by the University Research Institute: <http://research.utep.edu/Default.aspx?tabid=58975>. The Texas State Legislature appropriates funds each biennium for the support of research on each campus of the University System. This appropriation is independent of and in addition to funds provided by national, state and private agencies in support of University research. However, this is intended to assist in the generation of outside funding through the support it offers to pilot projects, institutional resources and individual researchers. The president of each institution then allocates that money (\$5,000 maximum award) to individuals and offices on campus which engage in or support faculty research. Recommendations for URI awards are made to the Vice President for Research by the Faculty Senate Research Committee. This Senate committee, whose membership is composed of faculty from each college, solicits applications for funding from faculty members, reviews proposals submitted, and recommends projects for funding to the Vice President for Research. The committee recommends funding for those proposals that: (a) Assist in the professional development of new junior faculty members, (b) assist in the development of research programs that will attract external sources of funds, and (c) make maximum use of resources and facilities available within this institution.

Community and Academic Partnerships for Health Science Research (CAPHSR). The purpose of the CAPHSR is to create a sustainable infrastructure for a community and academic health science partnership that fosters collaborative clinical and translational health sciences research to address health disparities and promote health equity among Hispanic populations in the US-Mexico border region: <http://chs.utep.edu/caphsr/>.

The major program goals of the CAPHSR include:

- To expand UTEP's developing community-based infrastructure of an existing community-academic partnership for health sciences research and training
- To create a culture among faculty in the UTEP College of Health Sciences that values relationship building and communication with community-based organizations for health sciences research and training
- To create a climate of trust among community-based organizations to foster collaboration with university faculty for health sciences research and training
- To develop the knowledge and skills among community-based leaders and faculty for conducting community-based participatory health sciences research and providing community-based training for health care providers; and
- To transform health professions education and community-based research through a "communitized" curriculum and research approach that incorporates cultural, linguistic, and community competencies.

Interdisciplinary Research (IDR) Enhancement Program. The Provost and the Office of Research and Sponsored Projects jointly issue a Request for Proposals for interdisciplinary research enhancement in UTEP's priority research areas:

<http://expertise.utep.edu/communities/interdisciplinaryresearchandeducationidre>. These include health and biomedical sciences and engineering, energy and environment, education for the 21st century demographic, national defense and border security, and global enterprise and border studies. Awards are made to emerging interdisciplinary teams in two categories: (1) Level 1 awards of up to \$5,000 per team and (2) Level 2 awards of up to \$20,000 per team. Level 1 (up to \$5,000 per team)—providing funding for interdisciplinary team building activities, specifically, awards are made to emerging interdisciplinary teams that have just begun to coalesce around one of UTEP's priority research areas. This team may have had preliminary meetings, but should not have submitted a proposal together for extramural funding. Level 2 (up to \$20,000 per team): Level 2 awards are made to emerging interdisciplinary teams that have made significant progress in coalescing around one of UTEP's priority research areas. This team should have begun to develop projects in the priority area it has chosen for which it will seek extramural funding. The team also must have reached the point that it is prepared to conduct a pilot project that will generate the preliminary results necessary to submit a competitive proposal for extramural funding.

Proposal Development Team (DevT). The Proposal Development Team provides services to UTEP faculty and administrators in support of the development and writing of competitive proposals to federal agencies, foundations and private agencies: <http://research.utep.edu/Default.aspx?tabid=59955>. The mission of the DEVT is to enhance UTEP's capabilities for research and sponsored projects and increase the university's stature as a research institution.

Services provided by the DevT include the following:

- Identification of strategic funding opportunities that match university faculty and staff with funding opportunities and assist in team building in response to funding opportunities
- Proposal development and writing including assistance in analyzing funding announcements and developing a proposal development timeline organization, such as timelines, task assignments, and accountability
- Provide data and information about UTEP and the region and assist with sections of the proposal such as project management, evaluation, and dissemination
- Edit proposals and, when needed, arrange peer review and provide assistance in analyzing reviewer feedback to improve resubmissions

- Develop investigator's capacity to write proposals through workshops on Proposal preparation fundamentals, agency-specific workshops, and workshops to address major parts of the proposal (e.g., research plan, specific aims, project summary, significance/intellectual merit, and broader impacts)

Center for Interdisciplinary Health Research and Evaluation (CIHRE). Located in the College of Health Sciences, the CIHRE is an Interdisciplinary center for excellence in research, evaluation, and training for health researchers: <http://utep.edu/chs/cihre/>. Center staff and faculty facilitate the development and translation of clinical, biomedical and behavioral research to improve the health of populations living along the US-Mexico border region. The Center maintains a repository of health-related information to facilitate the transfer of health research information to border researchers and policy makers. The CIHRE provides assistance to program investigators and their community partners regarding solicitation, management, and evaluation of health-related grants from federal, state and foundations to help improve the prevention and treatment outcomes of chronic and infectious diseases among border populations.

Affinity Research Groups (ARG). The Affinity Research Group model emphasizes the development of student research skills and those required for cooperative work (see website at: <http://research.utep.edu/Default.aspx?tabid=10885>). The ARG model provides students with opportunities to learn, use, and integrate the knowledge and skills that are required for research with those required for cooperative work.

Summer Writing Program. The summer writing program is designed to promote publishing endeavors including journal articles and grant proposals among College of Health Sciences faculty. Based on the "Publish and Flourish" workshops developed by Tara Gray; this program offers CHS faculty small incentives to faculty to participate in this weekly program. The program requires faculty to write on a project of their choosing for at least 15 minutes each day, helps faculty develop a support network for peer review, and provides weekly meetings to discuss goal setting and progress and provide assistance: <http://utep.edu/chs/cihre/>.

College of Health Sciences Research Committee. The College of Health Sciences maintains a Research Committee that serves all programs within the college, including the MPH Program. The major function of the committee is to facilitate research within the college. It promotes and monitors the progress (and outcomes) of research; provides research training to college faculty; is responsible for developing policy related to research in the college; and interfaces with representatives of the community regarding on-going research. The committee also advises and makes recommendations for the award and allocation of funds for research activities, and solicits and evaluates proposals for graduate student travel, research fellowships, and awards. Funds allocated by the research committee are used to fund student travel to the APHA, Texas PHA, and other professional conferences to present their research.

Other. Other UTEP units also facilitate student research. For example, the UTEP Graduate School offers funding programs for student research and travel to professional conferences as well as thesis writing workshops. Likewise, the Department of Public Health Sciences also manages funds for student travel (i.e., Dodson funds) as well as funds for faculty travel to disseminate research performed with students.

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

MPH Program primary and secondary faculty and students are actively engaged in a number of community-based research efforts with Hispanic and border communities in the Paso del Norte region and in Latin America, as well as in other underserved communities.

Some pertinent example of these projects are highlighted below:

- Dr. Maria Duarte-Gardea has recently published results of a collaborative research on Hispanic women with gestational diabetes mellitus (GDM) with a professor from Victoria University and Lehigh University. She is currently planning a research study in collaboration with faculty from Victoria University, Texas Tech University Health Sciences Center at El Paso and University Medical Center to assess the effectiveness of a culturally appropriate web-based intervention among pre-pregnant overweight Hispanic women of low socio-economic status to improve pregnancy weight gain and to prevent gestational diabetes among participants.
- Dr. Oralia Loza has conducted several studies in the local community that revolve around risk and risk reduction strategies for HIV and other sexually transmitted infections among transgender women, indigenous (Mixtec-Zapotec) immigrants, sexual and gender minorities, and other vulnerable populations in the U.S.-Mexico border region. Research Interests include Substance Abuse and Risk Factors for HIV/STIs and Hepatitis C Virus among migrants, transgender women, and other marginalized individuals living on the U.S.-Mexico border. Current research activities involve manuscript preparation of recently completed NIH-funded substance use study with The Alliance of Border Collaboratives (ABC) in El Paso, TX and Programa Compañeros, A.C. in Cd. Juarez, Chihuahua. Dr. Loza was also previously a member of the Community and Academic Partnerships for Health Science Research (CAPHSR) which was a formal research community-based participatory research program in the College of Health Sciences that worked with local community partners to design and conduct needs-based research projects.
- Dr. Thenral Mangadu has developed a partnership with Center Against Sexual and Family Violence and the El Paso District Attorney's Office for creating a coordinated community response for prevention of sexual violence, stalking, dating violence and domestic violence. She also has a partnership with Aliviane Inc., El Paso, TX (local community-based organization) for substance use disorder, HIV and HCV prevention. She has collaborated with the City of El Paso Department of Public Health for Nutrition Health promotion. She has a partnership with University of Texas Houston School of Public Health and the University of Zimbabwe for HIV prevention among adolescent girls and young women. Students are involved as peer educators in HIV, SUD and HCV prevention. They are also involved as GRAs in all projects.
- Dr. Carla Campbell conducted a study collaborating with the Philadelphia Department of Public Health and Community Legal Services, a legal advocacy group regarding the efficacy of the Philadelphia Lead Court. The study demonstrated with both quantitative and qualitative data that properties housing children with lead poisoning with identified lead hazards were cleaned up and brought into compliance with city laws more often and more quickly after the creation of Lead Court, as compared to prior to Lead Court. The majority of children involved were low-income from various minority groups.

- During the past 3 years (2015-2017) Dr. Gabriel Ibarra-Mejia has collaborated with colleagues from other universities conducting similar research in occupational health, such as University of Wisconsin-Madison, University of Wisconsin-Milwaukee, and University of Massachusetts-Lowell, as well as Universidad Autónoma de Ciudad Juárez, the Universidad Autónoma de Guadalajara in Mexico, and the Boromrajonani College of Nursing in Thailand.

- Dr. Christina Sobin has collaborated with the El Paso Independent School District on several studies. Similar to an estimated 1500 cities nationwide, the El Paso Border Region has a history of environmental contamination resulting in elevated risk of child lead exposure. Previously our research has shown that approximately 50% of elementary school children living in downtown El Paso neighborhoods have detectable blood lead, and approximately 20% have levels considered to be “elevated.” Her research is focused on approaches to intervention for early chronic low-level lead exposure in children. Currently, the only known solution for child lead exposure is source removal. Accomplishing source removal for low-level exposures is very challenging and no unified model for doing so has been suggested. While she and her research partners continue to develop an animal model for testing a novel oral intervention, the aim of her elementary school-based child studies is to use child blood lead levels to guide identification and removal of environmental lead exposure sources; and after removal or remediation, use child blood lead levels again to determine the success of source removal. To accomplish this, she aims to measure blood lead levels in children 5 to 8 years of age, three times per year for the coming 10 years. In all of her studies, she analyzes children’s blood samples using inductively coupled plasma mass spectrometry (ICPMS) which is a highly precise approach for measuring lower level exposures. She also analyzes children’s levels of cadmium, arsenic and mercury, as well as iron as a control for her data analyses. Through these studies, she provides free blood lead level testing and monitoring for local elementary school children. She uses her contact with participating parents to also provide information on how to reduce the effects of child contaminant exposure through good nutrition, preventive hand-washing, and knowledge regarding likely sources of lead exposure for young children. In her current project, she is expanding this effort to provide longer-term cohort monitoring for heavy metal exposure. Her environmental testing will be conducted by experts from the Center for Environmental Resources Management (CERM) on the UTEP campus. The incorporation of environmental testing with child testing is unique to her studies and she hopes her methods will provide a new model for how to accomplish source removal for low level child lead exposure.

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

Table 3.1.1. Research Activity of Primary and Secondary Faculty for the Last Three Years (from 2014-2015 to 2016-2017)

Project Name	Faculty	Funding Source	Funding Period	Amount Total Award	Amount 2014-2015	Amount 2015-2016	Amount 2016-2017	Community-Based Y/N	MPH Student Participation
AutoShop model for Health	Jeannie Concha, PI	Start-up funds, UTEP	2016-18	\$6,000	N/A	\$2,000	\$4,000	Yes	Yes
AutoShop model for health	Jeannie Concha, PI	BBRC Biomedical Border Research Center, UTEP	2016	\$5,000	N/A	\$5,000	N/A	Yes	Yes
El Paso Lead Study	Carla Campbell, PI	Start-up funds, UTEP	2016-18	\$45,800	N/A	N/A	\$29,633	Yes	Yes
Effects on Brain and Behavior of Early Chronic Low-Level Lead Exposure	Christina Sobin, PI	Stern Endowment	2010-17	\$18,000	\$6,000	\$6,000	\$6,000	Yes	Yes
Child Arsenic Exposure in Rural Southwest	Christina Sobin, PI	Stern Endowment	2010-17	\$18,000	\$6,000	\$6,000	\$6,000	Yes	Yes
Border Maternal/ Child Health Disparities	Christina Sobin, PI	Stern Endowment	2010-17	Varies by year	Varies	Varies	Varies	Yes	Yes
Minority Health International Research Training	Maria Duarte-Gardea, PI	NIH/NIMHD	04//04/2014 - 12/30/2018	\$2,500,000	\$206,540	\$171,071	\$253,245	No	Yes

Table 3.1.1. Research Activity of Primary and Secondary Faculty for the Last Three Years (from 2014-2015 to 2016-2017 Cont.)

Project Name	Faculty	Funding Source	Funding Period	Amount Total Award	Amount 2014-2015	Amount 2015-2016	Amount 2016-2017	Community-Based Y/N	MPH Student Participation
Developing an educational intervention for Hispanic women with GDM in El Paso, Texas	Maria Duarte-Gardea, PI	Victoria University and The University of Texas at El Paso	01/01/2014 – 05/31/2015	\$14,800	\$7,400	\$7,400	N/A	Yes	Yes
Can CHW/PS promote lifestyle and environment changes to reduce CVD in Texas?	Maria Duarte-Gardea, PI	NIH/NIMHD	07/01/2008 – 03/31/2014	\$2,695,582	\$110,816	N/A	N/A	Yes	Yes
Hispanic Health Disparities across Cultures in Latin America: Collaborative Research	Maria Duarte-Gardea PI; Kathleen A. Curtis, Former PI; Oralia Loza, Co-investigator	NIH/ NIMH	4/4/14-12/30/18	\$1,342,000				No	Yes
The University of Texas at El Paso (UTEP) Minority Serving Institution (MSI) – Community Based Organizations (CBO) partnership for integrated substance abuse (SA), HIV, and Hepatitis C Virus (HCV) prevention among minority young adults.	Thenral D Mangadu. (PI); Oralia Loza, Co-investigator	SAMHSA	9/9/2014-2017	\$892,089				Yes	Yes

Table 3.1.1. Research Activity of Primary and Secondary Faculty for the Last Three Years (from 2014-2015 to 2016-2017 Cont.)

Project Name	Faculty	Funding Source	Funding Period	Amount Total Award	Amount 2014-2015	Amount 2015-2016	Amount 2016-2017	Community-Based Y/N	MPH Student Participation
UTEP Vulnerability Issues in Drug Abuse (VIDA) Project (NIH R24 - DIDARP)	Edward Castañeda, PI; Oralia Loza, Co-investigator	NIH DIDARP	03/15/2011 – 02/29/2017	\$3,039,166				Yes	Yes
UTEP Minority Serving Institution – Community Based Organization (MSI CBO) Partnership for Integrated Substance Abuse, HIV and Hepatitis C (HCV) Prevention	Thenral Mangadu, PI	DHSS SAMHSA	09/2014-09/2017	\$892,089				Yes	Yes
The Healthy Miner Sex Positive Peer Education Program	Thenral Mangadu, PI	PDNHF	11/2014 – 10/2016	\$543,951				No	Yes
The (UTEP) Coordinated Community Response (CCR) Initiative for Reduction of Sexual Assault, Domestic Violence Dating Violence and Stalking on Campus	Thenral Mangadu, PI	DOJ	09/2015-09/2018	\$299,995				Yes	Yes (UTEP)

Table 3.1.1. Research Activity of Primary and Secondary Faculty for the Last Three Years (from 2014-2015 to 2016-2017 Cont.)

Project Name	Faculty	Funding Source	Funding Period	Amount Total Award	Amount 2014-2015	Amount 2015-2016	Amount 2016-2017	Community-Based Y/N	MPH Student Participation
Targeted Substance Use Disorder (SUD) Treatment Capacity Expansion for Minority (Latina and Native American) women at high risk for HIV/AIDS in vulnerable U.S.-Mexico Border Communities	Thenral Mangadu/ Health Promotion	US DHSS SAMHSA	09/2016-08/2019	\$1,479,820				Yes	Yes
Testing a sustainability plan for The Healthy Miner Sex Positive Peer Education Program	Thenral Mangadu/ Health Promotion	PDNHF	12/2016 – 11/2017	\$269,000				No	Yes
Healthy Eating Active Living 2013 Projects Evaluation. Funder: Paso del Norte Health Foundation	Thenral Mangadu/ Health Promotion	PDNHF	01/2014-12/2015	\$177,917				Yes	Yes
Understanding Bystander Attitudes among College Students in Relation to Sexual and Domestic Violence	Thenral Mangadu/ Health Promotion	CAPHSR, UTEP	05/2015-04/2016	\$4,000				Yes	Yes

Table 3.1.1. Research Activity of Primary and Secondary Faculty for the Last Three Years (from 2014-2015 to 2016-2017 Cont.)

Project Name	Faculty	Funding Source	Funding Period	Amount Total Award	Amount 2014-2015	Amount 2015-2016	Amount 2016-2017	Community-Based Y/N	MPH Student Participation
A survey of musculoskeletal pain and discomfort in Hispanic construction workers from the El Paso Del Norte Region	Gabriel Ibarra-Mejia, PI	NIH - NATIONAL LIBRARY OF MEDICINE	9/30/13-12/31/14	\$5,000.00	\$5,000.00	\$0	\$0	Yes	No
Minority Health International Research Training Program (MHIRT) (NIH NIMHHD)	Maria Duarte-Gardea PI; Kathleen A. Curtis, Former PI; Gabriel Ibarra-Mejia, Co-Principal ; Oralia Loza, Co-Principal; Delfina Dominguez, Co-Principal	NIH	8/7/05-12/31/18	\$1,315,160	\$241,560	\$241,560	\$241,560	Yes	Yes
The effect of cultural barriers in the perception of occupational risk in Mexican migrant workers	Gabriel Ibarra-Mejia, PI	University of California, Berkeley	9/1/16-2/18	\$29,947.00	\$0	\$0	\$29,947.00	Yes	Yes
Workshop for applying GIS-community based mapping for the identification of environmental health disparities in the El Paso del Norte Region	Gabriel Ibarra-Mejia, PI	NIH - NATIONAL LIBRARY OF MEDICINE	9/1/16-11/17	\$7,475.00	\$0	\$0	\$7,475.00	Yes	Yes

Table 3.1.1. Research Activity of Primary and Secondary Faculty for the Last Three Years (from 2014-2015 to 2016-2017 Cont.)

Project Name	Faculty	Funding Source	Funding Period	Amount Total Award	Amount 2014-2015	Amount 2015-2016	Amount 2016-2017	Community-Based Y/N	MPH Student Participation
Identification of inflammatory biomarkers for the early detection of tendonitis during repetitive manual assembly tasks	Gabriel Ibarra-Mejia, PI	Start-up funds, UTEP	2016-18	\$81,334	N/A	N/A	\$57,240	Yes	Yes
Creating a culture of healthy eating and active living in the Paso del Norte region	Leah Whigham, PI	Paso Del Norte Health Foundation	1/1/2015 to 12/31/2019	\$7,220,739		\$1.5 million	\$1.5million	Yes	Yes
Center for Advancing Research on Transportation Emissions, Energy and Health	Site PI: Wen-Whai Li. Leah Whigham, Co-Investigator	US Department of Transportation	1/1/2016 to 12/31/2021	\$335,329			\$335,329	Yes	Yes

NOTES: Primary faculty are shown in bold text.

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

Table 3.1.2. Outcome Measures for Primary Faculty for Research, 2014-15 to 2016-17				
Outcome Measure	Target	2014-15	2015-16	2016-17
1.1.a. MPH primary faculty will publish peer-reviewed articles, books, and book chapters	75% of primary faculty will publish at least one peer-reviewed journal article, book chapter, or book/year	100% (2/2)	75% (3/4)	100% (5/5)
1.1.b. MPH primary faculty will present research findings in local, regional, national, or international scientific conferences	75% of primary faculty will present research findings at least once/year in a local, regional, national, or international scientific conference	100% (2/2)	75% (3/4)	100% (5/5)
1.2. MPH primary faculty will apply for at least one grant per year as PI, Co-PI, or co-investigator to support public health research and training projects	50% of primary faculty will apply for at least one grant per year as PI, Co-PI, or co-investigator to support public health research and training projects	100% (2/2)	100% (4/4)	80% (4/5)
1.3.a. MPH primary faculty will participate in community-based research focused on health issues of Hispanic and border communities.	The primary faculty as a group will produce 3 publications per year that address health equity and reducing Hispanic and border disparities	3	3	5
1.3.b. MPH primary faculty will participate in community-based research focused on health issues of Hispanic and border communities.	The primary faculty as a group will present at 3 conferences per year that address health equity and reducing Hispanic and border disparities	3	4	4

See Table 1.7.1 for list of primary faculty by year. Please note 3 individuals from 2014-15 could not be included due to lack of data from them.

3.1.e. A description of student involvement in research.

All MPH students are required to successfully complete a thesis/graduate research project (culminating experience) under the supervision of program faculty. The research conducted by program graduates ranges from basic science approaches to epidemiologic investigations to community-based program evaluation and covers a variety of significant public health topics relevant to Hispanic and/or border communities in the U.S. and elsewhere. The titles of selected examples of previous MPH thesis/graduate research projects are found in the ERF. Copies of examples of student theses/graduate research projects are also available in the ERF.

In addition to thesis and graduate research project research, many students participate in funded research projects as Research Assistants or by taking Independent Study courses directed by faculty in the program. For example, several MPH students work as graduate research assistants with Dr. Leah Whigham, Executive Director of the Institute for Healthy Living and with Dr. Thenral Mangadu. Table 3.1.1. provides examples of the projects in which MPH students have participated in faculty research projects. Depending on the type of project and the student, the level of involvement in such research may involve participation in study design, participant recruitment, the IRB process and informed consent, data collection, data entry and database management, and data analysis.

In addition, some MPH students participated in the dissemination of the research findings in peer-reviewed journals and at local, regional, national, and international scholarly conferences and meetings (e.g., American Public Health Association, Texas Public Health Association, Society of Behavioral Medicine, United States/Mexico Annual Border Health Association, World Congress of Public Health, Society for Public Health Education, and Society for Advancement of Chicanos and Native Americans in Science). An MPH student recently presented her research findings at a microbiology conference. We were recently able to partially fund six students to attend the Texas Public Health Association meeting in March 2017, and have plans to encourage students to attend this important meeting each year.

As an example of faculty engagement of students, Dr. Thenral Mangadu works with MPH students as Graduate Research Assistants (GRAs) in two programs of regional and national significance funded through the US Department of Health and Human Services' SAMHSA. The projects focus on Substance Use Disorder (SUD), HIV and HCV prevention in the El Paso, US- Juarez, MX region among minority young adults (18-24) and minority women (18 years of age and above). She also has one more MPH student employed as a full time research assistant working on a campus violence prevention project funded by the US Department of Justice; this student collaborates with campus and community partners, including law enforcement, to organize program prevention activities, data collection, entry and analysis. In addition, she is mentoring 2 graduate students in their graduate research projects that are focused on two program components (violence prevention & SUD) from one of these funded projects. Previously, 4 MPH students were employed as her GRAs through the Paso del Norte Health Foundation grant for the Healthy Eating Active Living (HEAL) and one student was employed as a GRA through the University Research Grant examining violence context in the El Paso region. Two of our recent MPH graduates also are currently program coordinators for the SAMHSA and Department of Justice funded projects. Findings from these projects have been presented/accepted for presentation at local, national and international conference; examples: The Texas Perinatal Association Conference, The Society on Public Health Education (SOPHE) annual meeting, The Community Campus Partnerships for Health (CCPH) International Conference and, The World Congress on Metabesity. The students work 20 hours a week- full time and their duties include data collection, entry, analysis, organizing program outreach events, participation in report preparation and dissemination of findings for community and scientific audiences. Students also participate and/or coauthor, as applicable, in manuscripts for peer review.

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

This criterion is met.

Strengths: The interdisciplinary research expertise of the MPH Program faculty represents a broad range of fields from basic science to translational clinical science to community-based participatory research. All faculty have a major research focus relevant to the health challenges of Hispanic, border, and other underserved minority populations. Our students are involved in meaningful, supervised research through their research thesis or graduate project, as well as with other preparatory projects with faculty mentors. The University and College strongly support faculty and student research efforts.

Weaknesses: Not all students present their culminating experience work (research thesis or graduate project) at scientific conferences.

Plans: The faculty will increase their efforts to apply for more extramural research funding from federal and other agencies. Likewise, MPH Program faculty will seek out and develop strategies to enable student participation in the dissemination of research findings at local, national, and international scientific meetings.

3.2. SERVICE

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

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

Master of Public Health Program faculty and students contribute to the advancement of public health practice through their service activities. This work is consistent with the strategic plan and mission of the University, College, and Program missions. As is articulated in the University’s strategic plan, service activities carried out by faculty and students exemplify an engaged, community-centered institution that fosters human, cultural and social development and enhances the quality of life of people in the region. This can include student activities such as a thesis with a community-based organization, which helps with evaluation and data generation about the program. Service consists of activities and projects designed to improve public health, as well as activities that contribute to the public health profession.

Community service activities are organized by the CHS Community Affairs Committee and/or by individual departments such as the Department of Public Health Sciences. The Community Affairs Committee involves faculty, staff, students, community, alumni, and parents who work together under a College of Health Sciences Administrative Liaison. The mission of the Community Affairs committee is to enhance the College’s relationship with community based organizations and enhance visibility of the College in the community.

The MPH Program, Department of Public Health Sciences, and other administrative units within the College of Health Sciences independently initiate affiliation agreements through the Assistant Dean for Community and International Affairs. Affiliation agreements are formalized by the University to provide service, research, and training to outside community organizations. These agreements are reviewed by the College of Health Sciences Dean’s office and subsequently forwarded to the Office for Research and Sponsored projects for approval. These formal understandings include detailed expectations and responsibilities from an outside community organization and the university, term and effective dates in where all activities will be performed and any other pertaining information about the learning experience or service provided. The affiliation agreement is signed by the Vice President for Research and the executive director from the agency in where the service or learning activity will be performed. Formal agreements are on file for the agencies that support the MPH practicum experience for all students. Table 2.4.b. indicates the formal agreements that the MPH Program has in place with external community agencies.

University tenured and tenure-track faculty are required to participate in service on departmental, college, or university committees at UTEP: <http://admin.utep.edu/Default.aspx?PageContentID=2381&tabid=30381>. Service also is a high priority for the MPH Program and its parent unit, the Department of Public Health Sciences. All faculty members engage in service activities designed to improve the health of the local Paso del Norte region and other underserved populations. Many participate alongside students in a health fair given yearly in San Elizario. Service is one of the major areas assessed in faculty annual merit evaluations, 3rd year review, tenure and promotion, and post-tenure review processes. Most program faculty include service components in their teaching and research agendas.

The general categories of faculty service activities include but are not limited to the supervision of student organizations, service on professional and community boards, membership and leadership in professional and technical societies, service to the profession, including editorships, editorial boards, participation on panel reviews, regular and ad-hoc reviewer for journals, consulting work or clinical practice, program review for state/national accreditation bodies, conference organization and/or hosting, activities involving community partners, service learning, or collaborative projects, and lectures to community and professional audiences and organizations.

The MPH Program has had formal agreements in place with the organizations listed below. These organizations can be used as sites for students and the program to serve as resources to the organizations and the communities they serve.

- City of El Paso Department of Public Health- El Paso
- Texas State Department of Health Services, El Paso-Region 9/10
- El Paso Diabetes Association- El Paso
- El Paso First Health Plans- El Paso
- Paso Del Norte Health Foundation- El Paso
- YWCA Paso Del Norte Region
- University Medical Center (UMC)-El Paso
- University Medical Center Foundation-El Paso
- Arizona Department of Health Services- Phoenix, AZ
- Borderland Area Health Education (AHEC)/Project Vida
- William Beaumont Army Medical Center-El Paso
- University of Texas at Houston School of Public Health

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

All faculty are required to participate in professional and community service activities by the University as is indicated in the UTEP HOOP: <http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop>. Community service constitutes an important component of the promotion and tenure process including for (1) annual merit reviews, (2) pre-tenure review, (3) the review for tenure and/or promotion, and (4) faculty post-tenure review. This is particularly true for the College of Health Sciences and its departments and program, including Public Health Sciences and the MPH program. Most program faculty include service components in their teaching and research agendas. As public health is a collaborative process often involving multiple partners in studies and projects, the MPH program values community service as a core activity for both faculty and students.

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

The core and secondary faculty of the MPH Program are engaged in numerous local, regional, state, national, and international service activities. Specific examples of these are listed in Table 3.2.1.

Template 3.2.1 Service Activity of Faculty for the Last 3 Years

Table 3.2.1. Faculty Service from 2014-15 to 2016-17				
Faculty member	Role	Organization	Activity or Project	Year(s)
Carla Campbell	Member, Executive Committee	American Academy of Pediatrics	Council on Environmental Health	2011-17
Carla Campbell	Member	American Public Health Association	Section on Environment	Multiple years prior to 2015; 2016-17
Carla Campbell	Member	Project TENDR: Targeting Environmental Neurodevelopment Risks	Lead Work Group	2015-present
Carla Campbell	Journal Reviewer	Various journals	Review 1-3 manuscripts per year	Ongoing
Jeannie Concha	Community Advisory Board Member	YMCA Diabetes Prevention Program	Community Advisory Board	2016-18
Christina Sobin	Editorial Board Member (elected)	Neurotoxicology and Teratology (professional journal), Elsevier Press, New York, NY	Participated in decision-making for journal management, issues with publisher, and strategies for journal; provided reviews of manuscript submissions	2015-ongoing
Christina Sobin	Editorial Board Member (appointed)	Advances in Medicine: Genetics, Hindawi Press, New York, NY	Provided reviews of manuscripts submissions	2013-ongoing
Christina Sobin	Journal Reviewer	Various journals	Provide reviews of manuscripts, approx. 12 – 15 per year	Ongoing
Christina Sobin	MHIRT Advisory Council Member	International Research Training Grant, College of Health Sciences	Meet with international faculty members of MHIRT training team during annual advisory meetings; discuss strategies for increasing research collaboration	2013-ongoing
Oralia Loza	Member	District Office of Senator José Rodríguez	Health Care Advisory Committee (HCAC)	May 5, 2016 – present
Oralia Loza	Journal Reviewer	Journal of Psychoactive Drugs	Reviewer manuscript for publication	July 11-14, 2016
Oralia Loza	Journal Reviewer	Drug and Alcohol Dependence (DAD)	Reviewer manuscript for publication	September 15-26, 2015
Oralia Loza	Member	City of El Paso Department of Public Health	HIV Community Mobilization Group, LGBTQ Core Team	July 25, 2013 - present

Table 3.2.1. Faculty Service from 2014-15 to 2016-17 (Cont.)				
Faculty member	Role	Organization	Activity or Project	Year(s)
Oralia Loza	Member	Access to Care for the LGBTQ Community at Centro San Vicente	Advisory Board	January 2016-present
Maria Duarte-Gardea	Panel Review Member	NIH/National Institute on Minority Health and Health Disparities	Social, Behavioral, Health Services and Policy Research on Minority Health Disparities RO1	2014
Maria Duarte-Gardea	Council Member	Texas Diabetes Council	Texas Government Appointment	2014-17
Maria Duarte-Gardea	Panel Review Member	Centers for Diseases Control	Special Emphasis Panel	2015
Maria Duarte-Gardea	Expert Group on Gestational Diabetes, Chair	Academy of Nutrition and Dietetics	Evidence analysis Gestational Diabetes Guideline	2015-17
Maria Duarte-Gardea	Panel Review Member	Department of Health and Human Services	Special Emphasis Panel on US-Mexico Border Health	2016
Maria Duarte-Gardea	Panel Review Member	NIH/National Institute on Minority Health and Health Disparities	Loan Repayment Health Disparities Program	2016
Maria Duarte-Gardea	Advisory Board Member	Texas Tech University Health Sciences Center at El Paso	Desert Mountain Area Health Education Centers	2016
Maria Duarte-Gardea	Journal Reviewer	Journal of the Academy of Nutrition and Dietetics	Review 1 manuscript per year	2017
Thenral Mangadu	Conference planning	Texas Perinatal Association	Conference sessions/review committee	2009- present
Cynthia Wittenburg	Member	Southwest Colorectal Cancer Coalition	Meetings with community stakeholders to develop and implement the Coalition	2015-present
Leah Whigham	Task Force Member	Paso del Norte Region – Healthy Eating Active Living	Meetings with community stakeholders	2014- present

3.2.d. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program’s performance against those measures for each of the last three years. See CEPH Outcome Measures Template.

Table 3.2.2. Outcome Measures for Primary Faculty for Service, 2014-2016				
Outcome Measure	Target	2014	2015	2016
1.1 MPH Program primary faculty will maintain active memberships in local, state, national, and/or international public health or health-related associations.	75% of primary faculty will act in a leadership role in at least one local, state, national, or international public health or health-related association. Outcome	100% (2/2)	100% (4/4)	100% (5/5)
1.2.a MPH Program primary faculty will serve as peer-reviewers for public health or health-related scientific journals	75% of primary faculty will serve as peer-reviewers for public health or health-related scientific journals. Outcome	100% (2/2)	75% (3/4)	100% (5/5)
1.2.b MPH Program primary faculty will serve on at least one external editorial/committee/ advisory board or in a leadership role within professional organizations.	75% of primary faculty will serve on at least one editorial board, committee, advisory board, or assume a leadership role within professional organizations. Outcome	50% (1/2)	75% (3/4)	80% (5/5)
1.3 To include community outreach and service-learning activities that benefit local Hispanic and border communities in our curriculum.	At least three required courses in the MPH curriculum will include community outreach and service-learning activities. Outcome	4 courses	3 courses	3 courses
1.4 MPH Program primary faculty will collaborate with community-based organizations	50% of primary faculty will collaborate with at least one community-based organization Outcome	100% (2/2)	100% (4/4)	100% (5/5)

See Table 1.7.1 for list of primary faculty by year. Please note 3 individuals from 2014-15 could not be included due to lack of data from them.

3.2.e. Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

Students in the MPH Program have multiple opportunities to participate in community service activities. For example, they serve as an important community resource to public health and social services agencies during their practicum experience.

Additional ways in which students have participated in service activities are described below:

Involvement in Activities of the City of El Paso Department of Public Health: MPH students have participated in a Preparedness Expo in September 2015, a Full Scale Exercise in August 2015, a community radiation monitoring drill prior to the Pope’s visit to El Paso in February 2016, and an emergency preparedness expo in February 2017.

Students for Public Health (SPH) Graduate Student Association: The Students for Public Health run (SPH) by the MPH students with their faculty mentor, Dr. Oralia Loza, have a very active community service portfolio. Examples of some of their recent community outreach activities include the following:

In 2014, SPH continued to coordinate “HIV Testing @ HSN” by La Fe. SPH also participated in UTEP Queernival, Project MOVE, Organ Donor Program, Color Dash Run, and health talks at the Mexican Consulate. These talks continued through May 2016.

In 2015, SPH continued to host “HIV Testing @ HSN” on a monthly basis. They also participated in the San Elizario Health Fair, among other community activities. In addition, they organized events for National Public Health Week. A write-up of this event was published in the American Public Health Association (APHA) Newsletter.

SPH Officers received the award for “2014-2015 Collegiate Organization of the Year for the College of Health Sciences” at the UTEP Student Leadership Awards (April 25, 2015).

In 2016, SPH continued to host “HIV Testing @ HSN” and again organized events for National Public Health Week. At the UTEP Honors Convocation, SPH, President Juan Aguilera, and Faculty Advisor Dr. Oralia Loza were recognized as an Honor Society of the UTEP CHS (April 17, 2016). In addition, SPH was recognized during a Recognition Reception at the Mexican Consulate of El Paso for Community Activities Program 2015 (April 28, 2016). SPH officers were recognized for the participation of SPH in the “Ventanillas de Salud” and other activities at the Mexican Consulate of El Paso. Later that month, SPH received three awards at the UTEP Student Organization Leadership Awards hosted by the UTEP Student Engagement and Leadership Center (SELC) and the Student Government Association (SGA) (April 30, 2016):

- 2016-2017 UTEP Student Engagement and Leadership Center, Gold Standard Organization
- 2015-2016 Student Organization of the Year for the College of Health Sciences
- 2015-2016 Health Related Organization of the Year

Community Service

AIDS WALK EL PASO 2012: 20th Annual AIDS Walk El Paso, Participant with UTEP Student for Public Health (SPH), El Paso, TX, USA, approximately 6 hours spent per year. (October 27, 2012)
Created a group with UTEP CHS student organizations, Students for Public Health (SPH) and Eta Sigma Gamma (ESG), to raise awareness on HIV/AIDS in the El Paso community.

2012 El Paso Race for the Cure (Team “Miners for the Cure”), Participant, El Paso, TX, USA, approximately 6 hours spent per year. (February 19, 2012)
Created a group with UTEP CHS student organization, Students for Public Health (SPH), to raise awareness on breast cancer and support Dr. Paula Ford's family.

EMERGENCY PREPAREDNESS: In August 2015 SPH, and other MPH students participated in conjunction with the El Paso Department of Public Health in a regional full-scale exercise coordinated by the Texas Department of State Health Services simulating a Tularemia bioterrorist attack in the El Paso area. The students were provided Just in Time Training on their role within the Point of Dispensing (POD) where prophylactic medications were distributed to the affected community. Some of the SPH students also participated in February 2016, as part of Pope Francis’ visit to Cd. Juarez, in a preparedness drill simulating a response to an Improvised Nuclear Detonation attack. In 2017, some SPH students participated in a functional exercise simulating an anthrax attack, where they assisted in chemoprophylaxis dispensing at a Point of Dispensing.

Awards

SPH has won numerous awards and recognitions from UTEP.

2016-2017 UTEP Student Engagement and Leadership Center, Gold Standard Organization, UTEP Student Organization Leadership Awards. UTEP Student Engagement & Leadership Center (SELC) and the Student Government Association (SGA), (April 30, 2016).

2015-2016 Student Organization of the Year for the College of Health Sciences, UTEP Student Organization Leadership Awards. UTEP Student Engagement & Leadership Center (SELC) and the Student Government Association (SGA), (April 30, 2016).

2015-2016 Health Related Organization of the Year, UTEP Student Organization Leadership Awards. UTEP Student Engagement & Leadership Center (SELC) and the Student Government Association (SGA), (April 30, 2016).

Recognition Reception, Community Activities Program 2015, Consul Jacob Prado. Mexican Consulate of El Paso. (April 28, 2016). Students for Public Health (SPH) officers and I as advisor were recognized for the participation of SPH in the “Ventanillas de Salud” and other activities at the Mexican Consulate of El Paso

2016 UTEP University Honors Convocation, Honor Society of the UTEP CHS, Service, University, University. (April 17, 2016).

In the 2016 UTEP Honors Convocation, SPH and its President and Dr. Loza, its faculty advisor, were recognized as an Honor Society of the UTEP CHS. Honors Convocation is an awards assembly in which the University community gathers to recognize academic excellence of our outstanding students and faculty at The University of Texas at El Paso.

2014-2015 Collegiate Organization of the Year for the College of Health Sciences). UTEP Student Engagement & Leadership Center (SELC) and the Student Government Association (SGA), (April 25, 2015).

The Student Engagement & Leadership Center (SELC) and the Student Government Association (SGA) created the “UTEP Student Leadership Awards” to recognize student organizations have made to the community throughout the academic year. Students for Public Health (SPH) Officers received the award for “Best Collegiate Organization of the Year for the College of Health Sciences” during the UTEP Student Leadership Award’s dinner on April 25th, 2015.

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

This criterion is met.

Strengths: We have a strong MPH Advisory Board that has been meeting regularly over the past year. The program, faculty and students already have many links to community health agencies and health-related organizations in the border region.

Weaknesses: More community linkages could be established.

Plans: The MPH Program will establish additional formal linkages with governmental and non-governmental public health agencies and organizations. These linkages will expand opportunities for student practicum, research and internship experiences; foster practitioner participation in course instruction, lectures and independent studies; and assist in career mentoring and employment opportunities for students and graduates.

3.3. WORKFORCE DEVELOPMENT

“The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.”

3.3.a. Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

One of the ways in which the program assesses the needs of the Paso del Norte region is through regular meetings of the MPH Advisory Board. These meetings serve to inform the program staff about community events and concerns, and board members often have concrete ideas for improvement of the program. Each meeting has a dedicated time for feedback from the board members. Minutes are taken and some suggestions are followed up on. The MPH program conducted a workforce needs survey in 2012, which has informed recent work in this area. More recently, the Public Health Sciences department participated in the formation of a five-year Workforce Development Plan, created for use by the El Paso Department of Public Health (EPDPH). The plan followed guidance for linkages between academia and public health. Lastly, the program receives information from community public health leaders who serve as preceptors for the practicum course. We have a close working relationship with the Deputy Director of the EPDPH who is often able to bring to us directly public health workforce needs as they emerge in the workplace. Other data come from collaborations we have built with colleagues in the region, such as our role in hosting conference proceedings for a conference on extreme heat events, as described below in Section 3.3.b. Currently, we are pursuing further discussions with administrators of the El Paso Department of Public Health to assist them with developing workforce training and education curricula that could upgrade employee knowledge/skills and prepare for their national accreditation process. The Workforce Development Committee was formed in December 2017 in order to address the issue of public health workforce development. It is a departmental committee, and includes an employee of the El Paso Department of Public Health who is a part-time faculty member. The group will review the survey results taken in 2012 regarding workforce development needs, and consider revising the survey instrument and administering a new survey.

3.3.b. A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/continuing education activities may be reported in a separate table. See CEPH Data Template 3.3.1 (i.e., optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Template 3.1.1 (research) or Template 3.2.2 (funded service), respectively.

The Program does not presently have any formal continuing education programs in either regular or distance learning format, but we have participated in some of these programs in recent years. Additionally, based on findings from key informant discussions with public health workers and supervisors, we are in the process of developing continuing education offerings.

-The Department of Public Health Sciences co-sponsored a program in July 2016 with the City of El Paso Department of Public Health and Texas Department of State Health Services which featured a guest speaker from Mount Sinai Medical Center in New York. This was part of a First Responder Safety Series and the topic was “The World Trade Center Health Program-Experiences and Outcomes”. Estimated number of participants was 49, from all 3 institutions. The Department helped publicize the event and the MPH Program Director introduced the speaker.

- A faculty member, Dr. Mangadu, will be giving a seminar to EPDPH staff on cultural competency and clear health communication in 2018.

- Dr. Mangadu also sponsored several training sessions from funded research grants. The National Campus Law Enforcement Trainer Development Program on Sexual and Gender Based Violence sponsored two trainings: for 16 participants in April 2017 for police and security officers and for 17 UTEP faculty and staff in September 2017. The other training sessions were for the Safer Sex Train-the-Trainer training for promotoras de salud /Community Health Workers (CHWs) from El Paso, TX. These had 6 participants in May 2017 and 7 participants in September 2017.
- Another faculty member, Dr. Whigham, has sponsored an event each year entitled "Heal U" which involves a half-day session for public health practitioners on health eating, active living and obesity prevention. Approximately 125 people participated in 2016 and 2017. It also involves a health fair around the same topic to which the public is invited. Continuing Education was approved for MD, RD, Nurses, and Health Professionals.
- Our department hosted an event in May 2017 focusing on adaptation to extreme heat events where we livestreamed a conference taking place in Ciudad Juarez, Mexico (our border city). We had 3 public health practitioners attend for the length of the conference. The MPH Program Director took the lead in organizing and running the event, in collaboration with other colleagues from UTEP and agencies in El Paso and with assistance from a MPH student.
- Lastly, public seminars, health fairs and yoga demonstrations have been offered on campus in conjunction with National Public Health Week in spring 2017. These public events are advertised to the local community, students, faculty, and staff through the University email system. Attendance for the health fair in 2017 was approximately 100 students, with 15 public health students working at the booth.

The activities listed above resulted from individual activities of faculty members and their personal collaborations and collaborations with some of the MPH Advisory Board members. A need was identified for each of the programs described. However, they do not necessarily represent all of the community needs for workforce development. The Workforce Development Committee described above will investigate these needs in the future, so the MPH program can participate more fully in this important area of public health.

Regarding future plans, one such product, originally planned for spring 2018, would be a series of workshops on topics involving Public Health Leadership. Speakers would include faculty from the Department of Public Health Sciences. The audience would include public health workers at the El Paso Department of Public Health, as well other community partners. The newly formed Workforce Development Committee felt it was premature to continue these plans until a better assessment of community workforce needs could be undertaken, as the committee establishes its work plan and tasks for developing this area.

3.3.c. Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.

The MPH Program has developed an approved Graduate Certificate in Public Health Program for persons working in public health or other health-related fields who lack formal academic training in the field, current or post-baccalaureate students who want an introduction to the public health field, and others contemplating future application to the MPH Program. The certificate, which can be completed in as little as two semesters, consists of the five public health core courses: epidemiology, biostatistics, environmental health, social and behavioral sciences, and health services administration and policy. Like the MPH Program, it uses a cohort model for enrollment management. Certificate students attend class with MPH Program students. There is low enrollment in the Public Health Certificate when compared to the enrollment of the MPH program. Most of the potential applicants that contact the program director are interested in the MPH program. Information is given regarding the certificate program for prospective applicants that are interested. To increase the visibility of this program we have added a new section describing the Graduate Certificate in Public Health to our Department Website.

Table 3.3.1. Graduate Certificate in Public Health				
		2014-15 Cohort	2015-16 Cohort	2016-17 Cohort
	Applied	1*	1*	3
	Accepted	1	1	2
	Enrolled	1	1	2

*Number of total applicants unknown but records indicate at least one applicant

3.3.d. Description of the program’s practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

The MPH Program is firmly committed to supporting the professional development of the public health workforce including the development of specific continuing education and training products. However, as the majority of our efforts were focused on the development and delivery of the MPH and Graduate Certificate Programs, this area is still in its nascent stage. The implementation of a Graduate Certificate Program in Public Health was designed to facilitate the schedules of working professionals. Recently, the Public Health Workforce Development Committee of the faculty was reformed to take up this topic.

3.3.e. A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.

We have collaborated with the City of El Paso Department of Public Health and Texas Department of State Health Services in a continuing education session as described above. We also collaborated with Texas Tech Health Sciences Center in offering the livestreaming of the extreme heat event conference to the two university sites within El Paso, which involved some phone conferencing between the groups prior to the conference.

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

This criterion is partially met.

The Program is firmly committed to workforce development but our efforts were primarily focused on the development, delivery, and refinement of the new MPH and graduate certificate programs in the first years of existence. Public health workforce demand for continuing education products is expected to increase in future years.

Strengths: The recent workforce development presentations have been well received, and we intend to increase these types of activities.

Weaknesses: We have tended to focus on and dedicate faculty resources (time) to internal program and student development, with less attention to external workforce development.

Plans: The departmental committee on workforce development has been rejuvenated in 2017. The committee will begin by assessing community needs and planning for future continuing education activities to address specific workforce needs and interests. We also plan to continue to work with the El Paso Department of Public Health in meeting their needs for workforce development and training.

4.0 FACULTY, STAFF AND STUDENTS

4.1 FACULTY QUALIFICATIONS

“The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the program’s mission, goals and objectives.”

4.1. a. A table showing primary faculty who support the degree programs offered by the program. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format and include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests. See CEPH Data Template 4.1.1.

Table 4.1.1. Qualifications of Current Primary Faculty*										
Name	Title/ Academic Rank	Tenure Status	FET or % time	Gender	Race or Ethnicity	Graduate Degrees earned	Institution where degrees earned	Discipline	Teaching Area	Research Interests
Carla Campbell	Associate Professor	Tenure-track	1.00	Female	Non-Hispanic White	MD, MS	University of Kentucky College of Medicine; Mount Sinai Medical Center	Medicine; Community Medicine	- PUBH 5357. Special Topics in Public Health (Global Health and Environmental Health) -Mentoring theses	Pediatric environmental health; childhood lead poisoning prevention and management; global health
Gabriel Ibarra-Mejia	Assistant Professor	Tenure-track	0.75	Male	Hispanic	Ph.D, MD	University of Texas at El Paso;	Environmental Science and Engineering; Medicine	- PUBH 5304. Environmental Health -Mentoring theses - PUBH 5322. Eliminating Health Disparities	Environmental and occupational health, ergonomics and safety, prevention of work-related musculoskeletal disorders
Oralia Loza	Associate Professor	Tenured	0.75	Female	Hispanic	Ph.D, M.A.	University of California, San Diego and San Diego State University; University of California, Santa Barbara	Public Health, Epidemiology; Applied Statistics	- PUBH 5305. Biostatistics - PUBH 5302. Epidemiology -Mentoring theses	Health Disparities, Border Health in HIV/STI Prevention; substance abuse; border health

Table 4.1.1. Qualifications of Current Primary Faculty* (Cont.)

Name	Title/ Academic Rank	Tenure Status	FET or % time	Gender	Race or Ethnicity	Graduate Degrees earned	Institution where degrees earned	Discipline	Teaching Area	Research Interests
Thenral Mangadu	Assistant Professor	Tenure-track	0.5	Female	Asian Indian	Ph.D MPH, MBBS	University of Texas at El Paso UT-Houston School of Public Health Rajah Mutthiah Medical College	Inter-disciplinary Health Sciences; Public Health; Medicine	PUBH 5352. Public Health Evaluation & Research -Mentoring theses	HIV/AIDS prevention and control; program evaluation; violence prevention; health disparities
Christina Sobin	Professor	Tenured	0.5	Female	Non-Hispanic White	PhD	New York University, NY, NY	Clinical Psychology	-PUBH 5353 Social and Behavioral Approaches to Public Health -Mentoring theses	Developmental cognitive neuroscience; stress and the developing brain; the effects on neurocognitive development and function of low-level toxic exposures and stress in minority and underserved children.

* Faculty noted here are 1.0 FTE in the Department of Public Health Sciences for 9 months; Dr. Campbell also holds an administrative appointment as MPH Program Director/Graduate Advisor.

4.1.b. Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.). Data should be provided in table format and include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the program, e) highest degree earned (optional: programs may also list all graduate degrees earned to more accurately reflect faculty expertise), f) disciplines in which listed degrees were earned and g) contributions to the program. See CEPH Data Template 4.1.2.

Table 4.1.2. Qualifications of Current Secondary Faculty

Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Gender	Race or Ethnicity	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Maria Duarte-Gardea	Professor & Department Chair	Professor UTEP (DPHS)	.25	Female	Hispanic	PhD, MS, RD	Nutrition & Toxicology; Food Science & Technology	PUBH 5398 Thesis 1 PUBH 5399 Thesis 2
Angela Mora	Part-time Lecturer	Public Health Deputy Director for the City of El Paso Department of Public Health	.10	Female	Hispanic	MEd	Education	PUBH 5307. Health Admin. Services & Policy
Ximena Burgos	Lecturer	Lecturer UTEP (DPHS)	.10	Female	Hispanic	PhD	Interdisciplinary Health sciences	PUBH 5398 Thesis 1 PUBH 5399 Thesis 2
Jeannie Concha	Assistant Professor	Assistant Professor UTEP (DPHS)	.25	Female	Hispanic	PhD, MPH	Public Health; Community Health and Health Promotion	PUBH 5398 Thesis 1 PUBH 5399 Thesis 2
Delfina Dominquez	Professor	Joint appointment with Clinical Laboratory Services	.25	Female	Hispanic	PhD, MS	Molecular Biology; Biology	PUBH 5321 Chronic and Infectious Diseases PUBH 5398Thesis 1 PUBH 5399Thesis 2
Cynthia Wittenburg	Lecturer	Lecturer UTEP (DPHS)	.33	Female	Hispanic	MS	Health Education	PUBH 5662
Leah Whigham	Associate Professor	Associate Professor, Director, Institute of Healthy Living UTEP	.20	Female	Non-Hispanic White	PhD, FTOS	Nutritional Sciences	PUBH 5398 Thesis 1 PUBH 5399 Thesis 2

4.1. c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the program. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

The primary and secondary faculty members who support the MPH Program represent a diverse group of public health professionals with a broad range of training, expertise, and professional experience. These professionals serve as leaders in public health scholarship, teaching, and service. All faculty conduct research and service that focus on Hispanic and border communities. Areas of training and research expertise and experience represented by our faculty members include Hispanic and border health disparities, global health, environmental and occupational health, chronic and infectious diseases, public health education and promotion, program planning and evaluation, public health nutrition, biostatistics and epidemiology, health psychology, and social and behavioral aspects of public health. In addition, faculty members have held numerous professional and practice positions.

The practice dimension of the program is strengthened by the contributions of public health practitioners from governmental and non-governmental public health and social services agencies and organizations who teach part-time in the program, deliver guest lectures in the core and concentration courses, act as practicum site supervisors, conduct research with program faculty and students and serve as committee members on student theses and graduate research projects. These include practitioners from the City of El Paso Department of Public Health, Texas State Department of Health Services, El Paso independent School District, Paso del Norte Health Foundation, and El Paso Diabetes Association, among others.

Public health practitioners who hold a PhD, DrPH, ScD, DVM, MD, or similar graduate or professional degrees are eligible to apply for tenure track/tenured job openings in the department or appointment as full-time lecturers. Public health practitioners with a MPH, MS, MA, MEd, or other similar Master's degrees are limited to an appointment as lecturer. Public health practitioners who are currently employed in another job are limited to part-time lecturer since university rules do not permit full-time faculty to hold outside employment except for occasional consulting jobs which require university permission.

4.1.d. Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Outcome Measures Template.

Table 4.1.3. Outcome Measures for a Qualified Primary Faculty Component				
Outcome Measure	Target	2014-2015	2015-2016	2016-2017
MPH Program primary faculty with a doctoral degree in a core public health or interdisciplinary discipline	*75% of primary faculty will have a doctoral degree in a core public health or interdisciplinary discipline	100% (5/5)	100% (4/4)	100% (5/5)
MPH Program primary faculty with Hispanic and Border Health research focus	75% of program primary faculty with Hispanic and Border Health research focus	100% (2/2)	75% (3/4)	80% (4/5)
MPH Program primary faculty will publish peer-reviewed journal articles, book chapters, & books	75% of primary faculty will publish \geq 1 full-length peer-reviewed journals articles, book chapter, or book per year	100% (2/2)	75% (3/4)	80% (4/5)

* These include faculty with degrees from the fields of public health, medicine, environmental sciences, epidemiology, psychology and interdisciplinary health sciences (UTEP's College of Health Sciences and School of Nursing share administration of its "Interdisciplinary Health Science PhD Program," which is governed collaboratively and draws and integrates faculty mentors from all departments within the College of Health Sciences and School of Nursing, including our MPH program).

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

This criterion is met.

The multidisciplinary faculty represents the major public health core disciplines of public health.

Strengths: Our faculty members have a wide range of public health research, practice, and service experiences. All program faculty members have significant expertise and experience in Hispanic and border health. The Department of Public Health Sciences has been able to recruit and retain an impressive complement of high quality faculty. All primary faculty members have terminal degrees in their disciplines. All are actively engaged in funded research projects as a PI, Co-PI, or Co-investigator, most serve on local, regional, national and/or international public health or health-related boards, and provide high-quality instruction for our students, as indicated by their teaching and annual merit evaluations.

Weaknesses: None.

Plans: As our student body grows, we will recruit additional high quality faculty in areas of study that continue to complement the interests of our current primary faculty.

4.2 FACULTY POLICIES AND PROCEDURES

“The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.”

4.2.a. A faculty handbook or other written document that outlines faculty rules and regulations.

The MPH Program and its parent department, Public Health Sciences, follow the well-defined policies and procedures published by The University of Texas at El Paso with respect to faculty recruitment, appointment, and tenure and promotion. These are detailed in Section III, Academic Affairs, of the UTEP HOOP. The online HOOP Handbook is readily available to all faculty through the Office of the Provost website at: <http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop> as is the New Faculty Guide to Frequently Asked Questions and Common Problems published by the Office of the Provost at: <https://academics.utep.edu/Portals/1777/fmanual/NewFacultySolutionsGuide0809.pdf>. The UTEP Office of Equal Opportunity also provides other useful information online at: <http://admin.utep.edu/Default.aspx?tabid=3684&submenuheader=3>. In addition, the CHS Dean’s Office provides new faculty specific information documenting policies, procedures, timelines, and expectations for the 3rd year review of faculty and faculty tenure and promotion, during a New Faculty Orientation session. The Dean’s office also provides written documentation on the same during the 3rd year review and promotion and tenure orientation session held in the Fall semester of the faculty 2nd year and 5th year probationary periods.

4.2.b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

The University offers multiple faculty development opportunities to assist full-time and part-time faculty, postdoctoral fellows, and student TAs to enhance their abilities in the areas of teaching, scholarship, and academic leadership. For example, UTEP’s Center for Faculty Leadership and Development offers a variety of educational opportunities for the faculty to learn pedagogical tools to improve their teaching effectiveness and to use technological strategies to enhance student learning. These include course observations and formative midterm student feedback to faculty to help them assess how well they are teaching. The center also works with professors to develop course-specific strategies to collect and interpret data and plan future instruction. Other services including confidential teaching consultations, learning communities, online materials, and teaching workshops. These have been attended by departmental faculty members.

Additional training is also given by the UTEP Academic Technologies department. They sponsor training in various functions of Blackboard Collaborate, as well as seminars in usage of software packages, which is supportive of research work. These have been attended by departmental faculty members.

Full-time university faculty and staff also have the opportunity to participate in professional development training offered by the UTEP Center for Faculty Leadership and Development. The mission of the Center for Faculty Leadership and Development is to increase the number of UTEP faculty and staff members who aspire to serve in university leadership roles and prepare them to do so effectively. It does so by helping these individuals enhance their knowledge, skills, and attitudes for the purpose of taking on leadership-related challenges and actively support UTEP’s progress towards a national research university with a 21st century demographic.

Faculty also have access to additional education and development opportunities through the Human Resource Services Office as indicated in the Summary of Employee Benefits Report, Professional and Education Development: <http://ppp.utep.edu/>. Through a partnership with the Office of Professional and Public Programs, the University offers various professional development and enrichment training courses throughout the year. Upon approval of the department supervisor, a full-time UTEP employee may register for one three-semester hour course during working hours in the Fall and Spring sessions. The UTEP Fee Waiver Program allows qualified faculty members to have some university fees waived upon completion of one year of full time employment.

The Office of Research and Sponsored Projects (ORSP) provides additional training on research techniques, and grant development and management skills. For example, ORSP sponsors an all-day workshop for faculty and research staff to increase their success in obtaining federal-level funding as well as other proposal development workshops. The ORSP also sponsors a, "Jumpstart Your Research Program," whose purpose is to assist faculty in planning a productive career integrating research and education vis-à-vis a series of focused workshops/meetings and critical review in order to develop a concrete plan to serve as the foundation for preparing a competitive proposal. These have been attended by departmental faculty members. Faculty members are eligible to submit research proposals for funding by the University Research Institute (URI) twice yearly to obtain funding for pilot projects whose findings can be used to support grant proposals to NIH, NSF and other public and private funding agencies. Junior faculty members are given high priority. In addition, the ORSP and Office of the Provost jointly manage the Interdisciplinary Research Enhancement Program for priority research areas including health and biomedical sciences and engineering, energy and environment, education for the 21st century demographic, national defense and border security, and global enterprise and border studies. Seed money awards are made for the development of emerging interdisciplinary teams in the amounts of \$5,000 and \$20,000.

The College of Health Sciences (CHS), offers the *Healthy Exchange Lecture Series*, open to all faculty, which showcases experts in the fields of social and health research for the purpose of dissemination and to stimulate scholarly productivity. These have been attended by departmental faculty members. Another example of professional development activities in CHS is the development of the Community and Academic Partnerships for Health Science Research (CAPHSR) initiative to promote academic and community research partnerships. This program includes various educational lectures and discussions to develop skills in community-based collaborative research. CAPHSR not only enhances the faculty's research skills and scholarly productivity, but it also promotes evidence-based practices within community programs to promote high quality services within the community. Finally, the CHS sponsors a summer writing program to encourage faculty publications. Faculty who participate and succeed in submitting a manuscript or grant by the end of the program are provided with special incentives.

Another venue for professional development is the variety of lectures and lecture series on campus sponsored by the President's office, colleges and departments across campus, and special projects and programs. One of these many opportunities was the Annual Sun Conference. This highly regarded conference was dedicated to building a community of teachers in higher education, whose commitment to instructional excellence transcends disciplinary, cultural, and national barriers. The focus of the conference was on the scholarship of teaching and learning, as well as practical, applied strategies, tools, and techniques based on well-founded teaching and learning principles. The conference has been attended by departmental faculty members. The conference is currently being revamped and reformatted as the EDGE (Economic Development and Growth through Education) conference and will help to build regional collaborations and partnerships.

Lastly, the Centennial Lecture series: <https://www.utep.edu/about/CentennialLectureSeries.html>, offers lectures from prominent guest speakers on a variety of topics of interest to faculty members, students, and others in the UTEP community.

4.2.c. Description of formal procedures for evaluating faculty competence and performance.

All faculty at UTEP are evaluated for their competence and performance on an annual basis consistent with University: <http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop>, policies and procedures as outlined by the University of Texas System Board of Regents: <http://www.utsystem.edu/offices/board-regents/regents-rules-and-regulations>. The annual evaluation (merit review) document submitted by faculty through the Digital Measures system covers the period (January 1st - December 31st). Faculty are specifically evaluated for their competence and performance in instruction, research, service, and for administrators, in administration and management. For instruction, each faculty member arranges for peer observation one time per semester. The feedback received is then incorporated into an improvement plan. As discussed in a previous section of the self-study, this documentation is reviewed each spring at three levels by a college-wide committee, the Department Chair, and the Dean. Additional formal reviews of faculty competence and performance occur during the pre-tenure, tenure and promotion, promotion, and post-tenure review processes.

4.2.d. Description of the processes used for student course evaluation and evaluation of teaching effectiveness.

It is University policy that all students complete a detailed course and instructor evaluation rubric at the end of each course in each semester using an online form. They also have the opportunity to write additional comments into this evaluation form. While this evaluation is not mandatory for students to complete, most faculty members will actively solicit evaluation completion from their classes. The level of response to course evaluations has not been optimal. We have formulated a mechanism whereby faculty are encouraged to give protected time for evaluation completion to encourage a higher completion rate.

The summarized results are sent to each faculty member. The Department of Public Health Sciences Chair also has access to these evaluations. These are used as a measure of program effectiveness along with the other indicators. In addition, the evaluations are included as part of the annual merit evaluation as well as the 3rd year, tenure and promotion, promotion, and post-tenure review processes. The program is including survey questions of the course evaluation instrument and the course evaluations for Spring 2017 and Fall 2017 in the Electronic Resource File.

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

This criterion is met.

The University has well-defined and transparent policies and procedures regarding faculty recruitment, assessment, tenure, promotion and post-tenure review. These are documented at the university and college levels.

Strengths: The university and college provide multiple opportunities and resources to facilitate faculty teaching, research, and service effectiveness. MPH Program faculty are regularly evaluated on an annual basis and at other well-defined intervals and according to the university-defined tenure process and based on published policy and procedures.

Weaknesses: The participation rate of students for course evaluations has been lower than anticipated and desired.

Plans: The faculty have created a mechanism to improve student participation in course evaluations, which should increase this important source of feedback for quality improvement of the teaching experience.

4.3 STUDENT RECRUITMENT AND ADMISSIONS

“The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program’s various learning activities, which will enable each of them to develop competence for a career in public health.”

4.3.a. Description of the program’s recruitment policies and procedures. If these differ by degree (e.g., bachelor’s vs. graduate degrees), a description should be provided for each.

The MPH Program actively recruits prospective students using several different methods. The department website: <https://www.utep.edu/chs/phs/index.html>, provides students with up-to-date information on the MPH and Public Health Graduate Certificate programs, admission and degree requirements, the admission process and timing, faculty research interests, the Graduate Student Association, and other relevant materials. The program also recruits prospective students through Graduate career fairs held several times a year by the Graduate School and College of Health Sciences. Over time, our recruitment strategies have evolved to include advertisements placed on the main university website for the Coverdell Fellows program and through local media (i.e., newspapers, television) where recruitment ads are imbedded in public health stories, e.g. Public Health Week events. In addition, the Graduate Program Coordinator for the UTEP Graduate School also attends graduate recruitment and career fairs on behalf of the MPH Program on the local Ft. Bliss military Base and at other universities in Texas, California, New Mexico and other states where she recruits students for the MPH and other CHS programs. Furthermore, faculty and administrators who attend national and state scientific and professional meetings (e.g., annual American Public Health Association meeting) also recruit students at these events. (Please note the Paul D. Coverdell Fellows Program gives certain benefits to UTEP MPH students who are returned Peace Corps volunteers. Our MPH program represents the only Coverdell Fellows program in Texas. The Fellowship provides a vehicle for attracting excellent students with a track record for independence, responsibility and ability to problem solve.) Regarding class size, in the last few years we have enrolled somewhere between 13 – 16 students each Fall. The desired class size for each cohort is around 15 students. This is a number that we can be accommodated by the present number of faculty for required courses and for mentoring of theses and graduate projects. The program currently counts with five primary faculty and six secondary faculty members. In order to increase the number of admitted MPH students the program would need to increase the number of faculty members. It also is consistent with CEPH suggested guidelines of having a 1:10 faculty to student ratio as we typically have 45 to 50 total number of MPH students.

4.3.b. Statement of admissions policies and procedures. If these differ by degree (e.g., bachelor’s vs. graduate degrees), a description should be provided for each.

The admission process at UTEP occurs in two-stages. It begins with the submission of the online application materials and a \$45 processing fee to the UTEP Graduate School Admission Office (see Graduate Catalog, Academic Regulations, General Admission Requirements, accessible online at: <http://catalog.utep.edu/grad/college-of-health-sciences/public-health-sciences/master-of-public-health/>). Online applications for graduate admission are submitted to the UTEP Graduate School through the Quick Links, Apply Now area at: http://graduate.utep.edu/applynow_temp.html. Applicants are required to submit the following set of documents for consideration of admission to the MPH Program.

- A UTEP Graduate School application
- Official copy of the undergraduate transcript(s) and transcripts for all other relevant university work at accredited U.S. institutions or equivalent work and degrees at foreign institutions. Applicants are required to have, at a minimum, an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting body or national accrediting body if the student graduated from a college outside of the United States.

- A cumulative grade point average of 3.0 on a 4.0 scale for all previous undergraduate and graduate courses undertaken.
- GRE scores: verbal, quantitative, analytical writing (or alternatively, MCAT score).
- International students whose primary language is not English must submit TOEFL scores with a minimum of 213 (computer-based), 550 (paper-based) or 79 (internet-based)
- 500-word statement that describes the prior health experience, reasons for pursuing the MPH, and future career plans of the applicant.
- Three letters of references from current or former professors, supervisors, or other professionals; at least one should be from an academic reference
- CV or academic resume (including work, volunteer and internship experience, membership and leadership in community and/or professional organizations, publications, workshop/community education presentations, awards or honors, and continuing education received).

The Admissions Counselor in the UTEP Graduate School first evaluates the application materials to determine that all required documentation has been submitted and the applicant meets the minimum criteria required by the University and program. If the applicant is an international student, the Admissions Counselor determines equivalence of educational experience and adequacy of TOEFL scores. The Admissions Counselor uses e-mail to communicate with applicants regarding the status of their application packet. When all required documents have been received by the Graduate Admission Office, the Admissions Counselor forwards the application packet electronically to the MPH Program. The applicant also receives an e-mail notifying him/her that the materials have been forwarded. The application packet contains the following information: the name of the student, the assigned ID number, email address, term of potential admission, address, city, phone number, GRE/MCAT scores, TOEFL scores, baccalaureate and other former degree information (type, date, institute, cumulative GPA, transcripts), 500-word statement of purpose, CV/resume, and reference materials.

The second step in the process begins when the Master of Public Health Program Director receives the application packet. The admission packet is reviewed by two full-time tenured/tenure track faculty members (Graduate Admissions committee serving as a committee of the whole). The committee uses a qualitative rubric to evaluate the suitability of potential applicants based on their academic background and experience, prior coursework, cumulative GPA, scores on the GRE or MCAT exams, and TOEFL scores (where applicable), the 500-word statement (clear rationale for applying to the program and public health/health care career goals; writing ability), and letters of recommendation from three academic or professional references.

Based on this evidence, the faculty Graduate admissions committee makes their recommendation to the Graduate School on admission, conditional admission or admission denied.

- **Admission:** Application is accepted with no identified problems or concerns.
- **Conditional admission:** Application is with an academic condition or concern in relation to the student's personal statement. As defined in the Graduate Catalog ("Failure to meet conditions [of Conditional Admission] within one semester may result in dismissal from the Graduate School" and the MPH Program. The most common reason for conditional admission is because an applicant has not completed the required statistics and environmental health pre-requisites required for the PUBH 5302 Biostatistics course and PUBH 5304 Environmental Health courses, respectively. Applicants without prior exposure to the health field will be required to complete a course in Disease Characteristics, Prevention and Control in their first semester of study.
- **Admission denied:** Applicants denied admission are allowed to reapply during subsequent admission cycles.

The recommendations of the graduate admission committee are forwarded to the Admissions Counselor in the Graduate School by the Director of the MPH Program. The UTEP Graduate School is charged with the official University notification of all applicants. The MPH Program also notifies each applicant recommended for admission and asks them to fill out an "Acceptance/Denial" form to notify the department of their decision to accept or decline the offer of admission. A student who has been admitted into the program can request a deferred admission to the following academic year. The student must submit a request in writing to have admission deferred. Only one request for a deferral is allowed. Applicants denied admission by the program are allowed to appeal and/or apply again in subsequent years.

Regarding those students admitted conditionally, for the fall cohort of 2017, 10 students out of 15 enrolled were admitted conditionally, meaning that they need to complete a possible total of 3 pre-requisite courses (environmental health, statistics, and disease characteristics). At this time, the program does not have data stratified by admission status.

4.3.c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.

Examples of recruitment materials and other publications describing the MPH Program, its curriculum, public health graduate certificate, admissions requirements, and application process is readily available online through the UTEP Graduate Catalog, Graduate School, and Department of Public Health Sciences websites located at:

- UTEP Graduate Catalog: [http:// catalog.utep.edu/grad/college-of-health-sciences/public-health-sciences/master-of-public-health/](http://catalog.utep.edu/grad/college-of-health-sciences/public-health-sciences/master-of-public-health/)
- UTEP Graduate School: <https://www.utep.edu/graduate/>
- Department of Public Health Sciences: <https://www.utep.edu/chs/phs/>
- The official UTEP academic calendar is located online at: <http://catalog.utep.edu/undergrad/welcome-to-utep/academic-calendar/>

The program also has a brochure for the MPH program which is distributed to potential applicants who come and meet with the program director and to attendees at graduate program fairs on campus; a copy is in the ERF. The program is also advertised to graduating Health Promotion and Biology students each spring.

4.3.d. Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.

Template 4.3.1 Admissions Process Data: Information on Applicants, Acceptances, and New Enrollments, by Specialty Area for the last 3 years

Table 4.3.1 Quantitative Information on Applicants, Acceptances, and Enrollments, 2014 to 2016

		Year 1: Fall 2015	Year 2: Fall 2016	Year 3: Fall 2017
Specialty Area #1: Hispanic and border health	Applied	23	22	24
	Accepted	19	21	16
	Enrolled	15	16	15

NOTES: Specialty area is defined as each degree and area of specialization contained in the instructional matrix (Template 2.1.1)

Applied = number of completed applications

Accepted = number to whom the school/program offered admissions in the designated year

Enrolled = number of first-time enrollees in the designated year

Provide data for each of the last three years, starting with the year during which the site visit takes place (not based on the due date of the preliminary self-study).

Example: If the site visit takes place in fall 2016, the template must present data for fall 2016, as well as the two prior years. If the site visit takes place in spring 2017, the template must present data for spring 2017, as well as the two prior years. The preliminary self-study, due five months earlier, may leave the final cell blank or present expected student admissions numbers.

4.3.e. Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full- and part-time students and an FTE conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.

	Fall 2015		Fall 2016		Fall 2017	
	HC	FTE	HC	FTE	HC	FTE
Hispanic and Border Health Concentration	46	34.5	42	34.5	39	30

* **Note:** Includes students enrolled in 3 hrs. of Thesis 2 (PUBH 5399) who have completed all other program requirements (are considered full-time students by UTEP Graduate School and MPH Program). 2017 figures based on preliminary data.

4.3.f. Identification of measurable objectives by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Outcome Measures Template.

Table 4.3.3 Outcome Measures for Evaluating Success in Enrolling a Qualified Student Body, 2015 to 2017				
Outcome Measure	Target	Fall 2015 Cohort	Fall 2016 Cohort	Fall 2017 Cohort
Students who enrolled in the MPH Program with 3.0/4.0 GPA	100% of students enrolled in the program will have GPA of $\geq 3.0/4.0$ Outcome	100% (15/15)	100% (16/16)	100% (15/15)
Students who enrolled in the MPH Program with combined GRE score of $\geq 280^*$	50% of students who enrolled in the MPH Program will have a combined GRE score of $\geq 280^*$ Outcome	66.7% (8/12)	71.4% (10/14)	85% (11/13)

* **Note:** Applicants with a prior earned PhD, MD, DVM or equivalent degree are not required to take the GRE exam; some applicants submitted MCAT scores in lieu of GRE scores so also are not included in above data.

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

This criterion is met.

The admission policies and procedures of the UTEP Graduate School and the MPH Program are well-defined. They are readily accessible through website and print media.

Strengths: Our program advertises to potential applicants through a broad range of venues. The evaluation of prospective applicants is carried out by the Graduate Admissions Committee. The program has demonstrated ability in recruiting and enrolling qualified students. The program employs a strategy of "controlled growth" which has allowed the program to develop gradually while ensuring that the current available resources are sufficient to sustain the program.

Weaknesses: None.

Plans: We will continue to grow the program by attracting additional highly qualified applicants for future program cohorts, from within and outside the local region. Increasing the number of students in will increase the number of faculty needed to serve on student research theses and graduate projects as committee chair and members. Increases in the number of admitted students will be balanced with a careful consideration of faculty resources.

4.4. ADVISING AND CAREER COUNSELING

“There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.”

4.4.a. Description of the program’s advising services for students in all degrees and concentrations, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.

MPH Program New Student Orientation Session. Academic advising and career counseling for all students who enter the MPH and Public Health Graduate Certificate Programs begins with the New Student Orientation Session. The session is late summer (August) a few weeks prior to the start of the Fall semester. The purpose of this session is to welcome the new student cohort and provide them with an overview of the university, college, and program. The session also covers the specific requirements of the program, the curriculum and courses, the practicum, thesis/graduate research project, degree plan, course registration, academic performance and other program requirements, program competencies, potential research mentors, removal of graduate advising holds, participation in the student public health and health education associations, research and teaching assistantships, the Minority Health International Research Training (MHIRT) Program, and public health practice and academic career opportunities. Students are provided with an orientation packet (MPH student handbook and brochure about the Certified in Public Health exam) and the opportunity to meet their new student colleagues, some faculty, and have their questions and concerns addressed. In addition, they receive a guided tour of the classrooms and laboratories in the Health Sciences and Nursing building. A copy of the New Student Orientation materials is available in the ERF. Students are strongly encouraged to attend orientation and almost all of them do. Occasionally the program has an international student who has not arrived in the U.S. by the orientation date.

University New Graduate Student Orientation. Orientation sessions are also held for new students by other UTEP units. The Graduate Student Orientation held by the Graduate School Office aims to familiarize new graduate students with most aspects of graduate school life. See the ERF for more details.

Graduate Advising Sessions. Individual graduate advising is required for all students in the MPH and certificate programs. All MPH students meet with the Program Director once each semester for a mandatory advising session. The MPH Program Director works with the student to develop the University-required plan of study (degree plan) based on the program requirements and student career interests and goals. The individual graduate advising session for continuing students takes place a minimum of twice a year, once in the Fall prior to Spring semester registration and again in the Spring prior to the Summer/Fall semester. The purpose of graduate advising is to review student progress in the program, advise on the next semester’s courses, lift the graduate advising holds on MPH courses, and discuss any questions or concerns. The session usually lasts about 25-30 minutes but may take more or less time depending upon what documents need to be filled out and to provide answers to students’ questions or concerns. The graduate advising session also is used to help first year students, who do not already have a research mentor, identify potential MPH faculty who could serve as research mentors, identify barriers or student concerns, and discuss career interests and goals. For students approaching graduation, the graduate advising session is also used to discuss UTEP and MPH Program policies, procedures, and forms related to the thesis or graduate research project and graduation forms, policies and procedures.

Faculty Research Mentors. All MPH students have a “faculty research mentor”. Faculty Research Mentors direct the thesis or graduate research projects of MPH students. They also work closely with their mentees to develop their oral and written professional presentation skills, assist them with the selection of their elective courses, and provide career and other professional advising.

The selection of a Faculty Research Mentor is by mutual consent of the student and faculty member. Likewise, changes in mentors are by mutual agreement. Such changes are required to be reported to the Graduate Advisor so that these can be reflected in an updated degree plan. These advisors can also provide public health and academic career counseling as well as inform and support their mentees on job, fellowship, and other professional opportunities. In addition, current fellowship, assistantship, internship, scholarship, and job opportunities are regularly announced during many MPH courses by faculty instructors (e.g., PUBH 5322) and also are posted on Blackboard and sent out on the MPH list serve by the MPH Program Director.

4.4.b. Description of the program's career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program's student population.

Faculty-Provided Advising and Career Counseling. The MPH Program Director provides MPH students with information about careers during advising sessions, tailored to the student's unique career goals and needs, and through announcements in the MPH program list serve. She also posts written announcements on her office door. All MPH students select a primary faculty mentor who serves as their thesis/graduate research project director. These advisors can also provide public health and academic career counseling as well as inform and support their mentees on job, fellowship, and other professional opportunities. In addition, current fellowship, assistantship, internship, scholarship, and job opportunities are regularly announced during many MPH courses by faculty instructors (e.g., PUBH 5322) and also are posted on Blackboard. The College of Health Sciences, UTEP Graduate School, and UTEP Alumni Office hold several career fairs a year in the CHS building and Student Union.

MPH Program List Serve: Continuing Education Opportunities, Internships, Fellowships, Jobs and Other Career Announcements. MPH and Graduate Certificate Program students and alumni receive periodic announcements regarding continuing education, internships, fellowships, scholarships, and jobs via the program's student email list serve list. These are sent out whenever the information becomes available from employers, doctoral programs, alumni, current students or notices and emails sent to program faculty and administrators. The program held a career panel comprised of recent graduates who were working in a variety of public health settings in May 2016 and April 2017 and plans to hold every year to give first-year students a better idea of future career goals. Other opportunities for career planning include Practicum poster sessions offering presenting students a chance to network regarding possible employment, and professional development activities incorporated into the Practicum classes, which include resume critique. Additionally, occasionally the Program Director or other faculty hear from colleagues at El Paso Department of Public Health or elsewhere of job postings, which are then forwarded to the MPH students. Although some instructors already integrate information on public health career, job, fellowship, and internship opportunities into their courses (e.g., PUBH 5322), it was decided to do so across all MPH courses on a more frequent basis.

Graduate School Career and Professional Development Resources. The UTEP Graduate School provides career and professional development services including Graduate School information & awareness sessions, graduate and professional school career fairs, information on student grants and fellowships, and workshops on topics ranging from GRE preparation to time management. Examples of these are available at: <https://www.utep.edu/graduate/admissions-and-academics/thinking-about-grad-school.html>.

University Career Center Resources. All MPH students have access to free University Career Center Services. These include information on graduate and professional schools, fellowships, internships and experiential learning, service learning, volunteer and paid employment opportunities in the Paso del Norte region, state, county and foreign countries: <https://www.utep.edu/student-affairs/careers/>.

The Center also provides a variety of other career resources and assistance to students. These include career exploration, resume writing, cover letter writing, job interview preparation, professional behavior and dress tips. They also host professional development and career workshops, provide peer-counselors, and job fairs with local and regional employers, among other services.

4.4.c. Information about student satisfaction with advising and career counseling services.

The results of question 14 on a survey administered in fall 2016 to second-year students and alumni (N=24) revealed that 29% felt that the advice the MPH program had provided regarding information on public health job opportunities and career advice was very well or well provided. 33% felt the advice was adequately provided, and 37.5% felt the advice was not very well provided or not well provided. The rating on this item was on a 5-point scale (1=not at all provided, 2=not well provided, 3=adequately provided, 4=well provided, 5=very well provided).

Several also offered specific suggestions on how the MPH Program can better provide students with information on public health job and career opportunities (Q.15). Their suggestions include: provide information on job openings throughout the country (this is done when such information is known); give job information in classes; send emails regarding jobs and internships to graduates, as well; provide at the beginning of the program a list of potential practice sites on graduation; have employed alumni come back to present and mentor to current students; one person commented it takes a while for professors to respond to emails and generate letters of recommendation. In the future a list of potential practice sites in the area will be provided during the orientation sessions, in response to the above recommendation. We have also had alumni return and present to current students about their present employment and use of the MPH degree.

Based on previous alumni and student survey data, the MPH Program created an additional on-line source of information on the program website linked to public health jobs, careers, fellowships, internships, and scholarships sites and to send out current opportunities more frequently than is already done on the student list serve: <http://www.utep.edu/chs/phs/academic-programs/graduate/proffessional-resources.html>.

Additional steps to respond to survey comments include providing students with several websites advertising public health jobs which were recommended by faculty members, providing funding and encouragement for students to take the Certified in Public Health (CPH) exam as an added value to their career credentials, and discussing with faculty members the importance of timely transmission of recommendation letters for students applying for jobs and internships.

4.4. d. Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

Students are able to report their concerns and program quality improvement suggestions at any time through various channels of communication including their mentors and other program faculty, the Program Director/Graduate Advisor, the College Assistant Dean of Student Affairs, and through the Students for Public Health Graduate Association Advisor. In addition, the university has well-publicized, transparent policies and procedures for students who wish to file academic and non-academic grievances. These are outlined in detail in the MPH Program Student Handbook available on the DPHS website: <https://www.utep.edu/chs/phs/> in addition to those noted further below.

Two known official grievances or complaints were formally filed by students through the department, college, or university during the past three years; they were both asking for reversal of program dismissal which was based on poor grades, per MPH program policy. One dismissal was not reversed; the second one was after undergoing an appeal process.

Grade Appeals. The University has specific policies and procedures in place regarding student grade appeals: <http://sa.utep.edu/dean/grade-grievance/>. A student may challenge his/her grade as determined by a member of the faculty of the University during or within one year after the end of any credit course. Students also may challenge a grade on a qualifying/comprehensive examination, for which the student has been enrolled or three months following the term the graduate degree was awarded. Grade challenges may be pursued only for reasons of potential malice, bias, arbitrary, capricious grade determination, or impermissible discrimination. In no case, can a challenge be pursued on the basis of the standards employed in setting grades, so long as those standards are employed impartially. The student should first attempt to resolve the question through consultation with the faculty member who assigned the grade. The student should then attempt to resolve the question through consultation with the administrator(s) to whom the faculty member reports. Having failed to resolve the matter after consultation with both the faculty member and her/his supervisors; the student may consult with and/or file a challenge with the Chairperson of the Student Welfare and Grievance Committee. Students can contact the Office of Student Life for specific information or download a copy of the grievance form and instructions on the Office of Student Life, Student Conduct page (<http://studentlife.utep.edu/>).

Non-Academic Grievances. The University has policies and procedures in place for non-academic grievance by students:

<https://www.utep.edu/liberalarts/Files/docs/advising/best%20practice%2011.pdf>.

Non-academic grievances of policies and procedures of University departments related to matters other than discrimination, such as the application or interpretation of student policies, must be initiated by making an effort to resolve the matter with the individual involved in the interpretation or decision. If the matter is not resolved, it must be submitted in writing to the University Provost or his/her designee within 10 working days of the questioned decision or interpretation.

Equal Opportunity and Discrimination Grievances. In addition, University policy states that to the extent provided by applicable law, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by UTEP on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation: <http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/eoaa>.

Complaints regarding discrimination are required to be reported to the University's Equal Opportunity Office: http://admin.utep.edu/Portals/191/EO_BOOKLET_web_singles.pdf. The University's full policies, including complaint resolution procedures, on equal opportunity, sexual harassment and misconduct and accommodations for individuals with disabilities are available in *Handbook of Operating Procedures and on the webpage of UTEP's Equal Opportunity Office*. Inquiries regarding applicable policies should be addressed to the University's Office of Equal Opportunity, Kelly Hall, 3rd Floor, or at (915) 747-5662 or email: eoaa@utep.edu.

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

This criterion is met.

The MPH Program has a transparent and accessible academic advising system for students. The Program Director and faculty mentors are readily available to students as needed for additional mentoring and counseling.

Strengths: The program's relatively high faculty-to-student ratio facilitates the interaction of students with faculty. In addition, the MPH Program's New Student Orientation provides the opportunity to learn more about the program, its curricular structure, process, and requirement, the selection and role of faculty mentors, and completion of the research thesis or graduate project. The program also provides readily available information on public health practice and academic careers and job placement advice. Likewise, the program provides students with information on continuing education opportunities and public health and health-related fellowships, internships, scholarships and employment opportunities in local border, national, and global agencies and organizations.

Weaknesses: A sizable proportion of graduates and current students perceive that the above stated activities are not enough.

Plans: The program will seek out additional ways to ensure that students receive timely career, job, fellowship, scholarship and internship information. The program will continue to monitor and evaluate the satisfaction and changing needs and expectations of students related to academic advising, career counseling, job placement and other opportunities.