

**State University of New York
Old Westbury
Department of Public Health
School of Arts and Sciences**



**Council on Education for Public Health
Accreditation Self-Study**

Standalone Baccalaureate Program

Spring 2024

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Introduction

1) Describe the institutional environment, which includes the following:

- a. year institution was established and its type (e.g., private, public, land-grant, etc.)

State University of New York (SUNY) at Old Westbury is a public University within the SUNY 64-campus system. Chartered in 1965 as SUNY's experimental campus, the College initially closed due to disagreements among students, faculty, and administration over the meaning of students' "full partnership" in curricular development. Old Westbury reopened in 1971, at its current campus location with a much larger student enrollment, a revised Mission and a changed curriculum, which focused on the interdisciplinary study of fundamental social issues within an integrated and egalitarian intellectual community. While SUNY Old Westbury was a four-year comprehensive college for most of its history, the Institution successfully achieved University status in 2023.

- b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral, and professional preparation degrees)

Located on 604 wooded acres on the north shore of Long Island, New York, SUNY Old Westbury offers 52 undergraduate degree programs leading to a Bachelor of Arts, Bachelor of Science, Bachelor of Professional Studies, or Bachelor of Fine Arts, as well as 24 Master's degrees leading to a Master of Science, Master of Arts, or Master of Arts in Teaching, and 8 Advanced Graduate Certificates. Degree programs are offered through academic departments organized into four Schools: The School of Business, the School of Education, the School of Professional Studies, and the School of Arts and Sciences, where our program is housed.

- c. number of university faculty, staff, and students

As of Fall 2023, Old Westbury has 164 full-time faculty, 192 adjunct faculty, 307 staff, and 4,441 students total.

- d. brief statement of distinguishing university facts and characteristics

As the most diverse University in the SUNY system, we uphold our traditions of providing educational access to our ethnically, racially, and economically [diverse student body](#) and cultivating a respect for diversity (see table H1. for a demographic breakdown). Building on our growing reputation as a regional academic leader, we foster academic inquiry and personal growth and prepare students to embrace the social and environmental responsibilities of the 21st-century global community. The core of the undergraduate program at the University is our Liberal Education Program (LEP), comprised almost exclusively of School of Arts and Science (SAS) courses and revised in Spring 2023, which provides students with a broad multidisciplinary liberal arts education and serves as the intellectual foundation for further education, personal growth, career preparation, and lifelong civic engagement; it also aligns with the SUNY statewide General Education Curriculum. While the undergraduate program is central to the University, all of the Schools, except for the School of Professional Studies, also offer Master's degrees.

The University is organized into eight Divisions led by the President: Academic Affairs; Chief of Staff (Administration); Student Affairs; Business & Finance; Institutional Advancement; Enrollment Services; Diversity, Equity, and Inclusion; and Communications and College Relations; with each of these Divisions further divided into administrative units. We also have two Special Assistants to the President, for 1) Administration and Initiatives, and 2) Strategic Growth. Shared and participatory governance is a central principle of the University, and is reflected in the Faculty Senate's interrelationship with the President's Office and the College Council, as well as in its membership, which includes faculty, staff, administration, and representation from the Student Government Association.

- e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the regional accreditor for the university as well as all specialized accreditors to which any school, college, or other organizational unit at the university responds

SUNY Old Westbury is accredited by the Middle States Commission on Higher Education. The University was first accredited in 1976. The most recent accreditation was reaffirmed in 2022. The midpoint peer review will take place in 2025, and our next Middle States self-study evaluation will take place in 2028-2029. School and Program-specific [accreditations](#) and certifications are included in the table below.

| Program | Accrediting Body | Year | Website |
|---|--|---------------------|---|
| University-wide | MSCHE | 2022 | https://www.msche.org/institution/0448/ |
| School of Business | The Association to Advance Collegiate Schools of Business (AACSB) | 2023 | https://www.aacsb.edu/accredited/s/state-university-of-new-york-college-at-old-westbury |
| School of Education | Association for Advancing Quality in Educator Preparation (AAQEP): | 2022 | https://aaqep.org/accredited-programs |
| School of Arts and Sciences BS in Chemistry | American Chemical Society | N/A (certification) | https://www.acs.org/education/educators/chemistry-teacher-education-coalition/ctec-supporting-institutions.html |

- f. brief history and evolution of the standalone baccalaureate program (e.g., date founded, educational focus, rationale for offering public health education in unit, etc.)

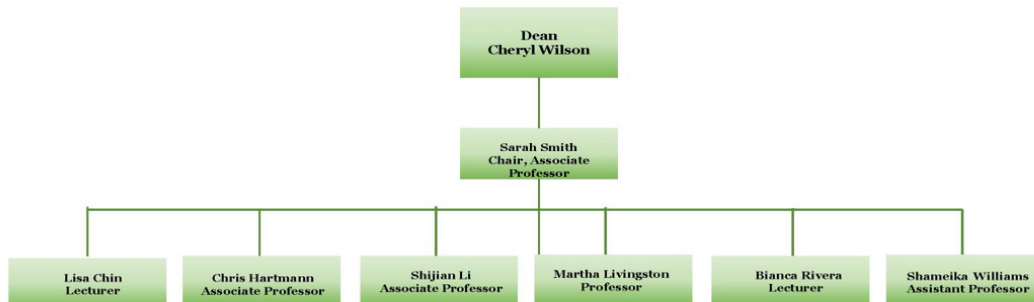
The State University of New York (SUNY) at Old Westbury has offered a program of study with a social determinants of health focus at the undergraduate level since 1975. In 1993 our degree was registered with the New York State Education Department as a B.S. in Health and Society. Until our creation as an autonomous department in 2012, the degree was situated within the Biological Sciences department. In 2012 we became autonomous, consistent with the needs of a rapidly growing major, and are now the Public Health Department. In 2021, we began the process to change our degree name to "Public Health." This decision was to be made at the SUNY and statewide level because it also indicated a HEGIS code category change for our program, and the approval required was from the SUNY Board of Trustees, the New York State Education Department Board of Regents, and the Governor's Office. In the school year 2021-2022, we drafted and submitted the application for review by our Faculty Senate Committee, Curriculum and Academic Planning. The committee approved it, and then it was voted on and approved by our Faculty Senate. The administration supported this application as well, and submitted it to SUNY Central in the form of a master plan amendment request in August 2022. It was reviewed and approved by SUNY Board of Regents on December 13, 2022. The official name and HEGIS code change notification is dated April 6, 2023, with the state date of registration change effective July 2023 (see ERF Folder Introduction supporting documents).

2) Organizational charts that clearly depict the following related to the program:

- a. the program's internal organization, including the reporting lines to the designated leader

See Figure A.1 (see also, ERF Folder Introduction SUNY Old Westbury Organizational Charts)

Figure A1 Department of Public Health Organizational Chart

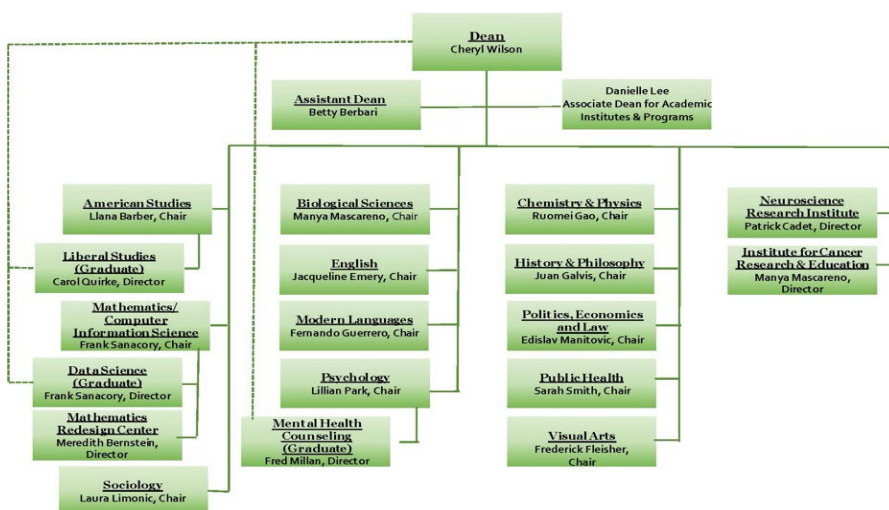


*Reviewers find it helpful to also include a copy of the organizational chart in the ERF

- b. the relationship between program and other institutional components, including departments, schools, colleges and other relevant units. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program.

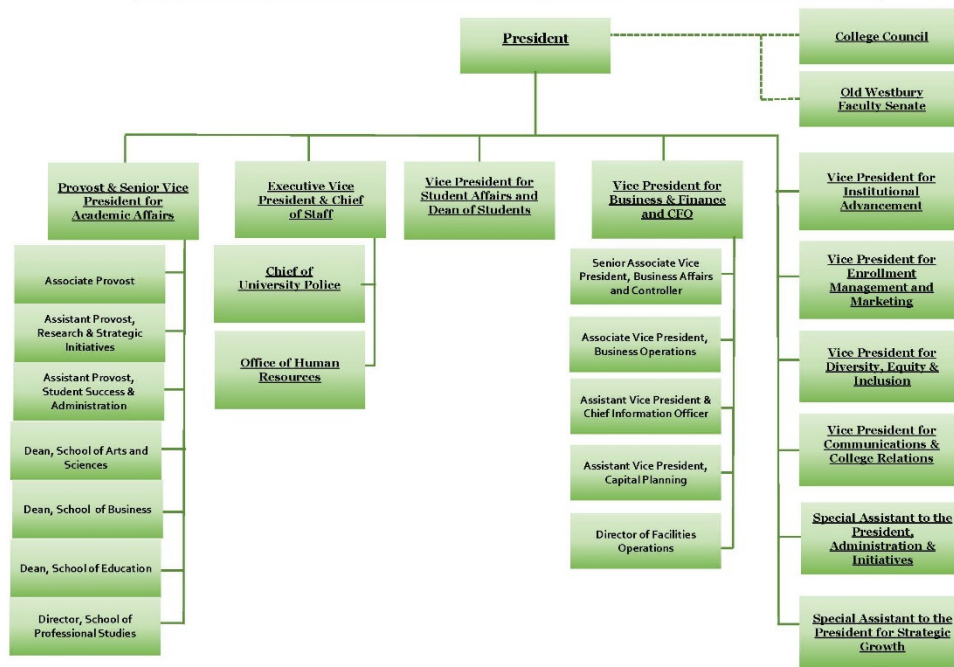
See Figure A.2. (see also, ERF Folder Introduction SUNY Old Westbury Organizational Charts)

Figure A2– School of Arts and Sciences Organizational Chart



- c. the lines of authority from the program's designated leader to the institution's chief executive officer (president, chancellor, etc.), including intermediate levels
See Figure A.3. (see also, ERF Folder Introduction SUNY Old Westbury Organizational Charts)

Figure A3 SUNY Old Westbury – Organizational Chart



Effective October 6, 2023

- 3) The program's mission statement; the mission statements for the department, college, school or other organizational unit(s) that house the program; the mission statement for the institution. The program's (major's) mission statement must be specific to the program (major) and be used to guide its activities. This programmatic (major) mission statement will also be used to guide the accreditation review.

All three mission statements, from the Public Health Department to SUNY Old Westbury and to the overall SUNY mission statement, are founded on the basis of social justice, respect for diversity, and community engagement. The Department's mission statement, consistent with both those of SUNY and SUNY Old Westbury, was created in conjunction with the core competencies identified in section B.2. below.

SUNY Mission Statement

The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals.

<https://www.suny.edu/about/mission/>

SUNY Old Westbury Mission Statement

SUNY Old Westbury is a dynamic and diverse public liberal arts university that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world. The University is a community of students, teachers, staff, and alumni bound together in mutual support, respect, and dedication to the Mission.

<https://www.oldwestbury.edu/about-us/mission-vision>

SUNY Old Westbury Vision Statement: 2018 -2023

Old Westbury, SUNY's most diverse campus, is a regional academic leader that fosters personal growth and prepares students to embrace the social and environmental responsibilities of our 21st century global community. <https://www.oldwestbury.edu/about-us/mission-vision>

SUNY Old Westbury Public Health Department Mission

To educate students with a social determinants perspective on health; identify the economic and social context within which individuals make behavioral choices; examine social and structural forces and resulting inequities that shape individuals' destinies; and plan, implement, evaluate, and advocate health programs and policies both in the United States and throughout the world.

<https://www.oldwestbury.edu/school-arts-and-sciences/public-health>

- 4) **An instructional matrix presenting the program's degree offerings. The matrix should include degree, major and any concentrations or sub-specialties within the major. Present data in the format of Template Intro-1. Non-degree programs, such as certificates or continuing education, should not be included in the matrix.**

TEMPLATE INTRO-1

| Instructional Matrix – Degrees and Concentrations | | | |
|--|-----------|--------------------|-----------------------|
| Degrees | | Place-based | Distance-based |
| <i>Public Health</i> | <i>BS</i> | Yes | No |

A1. Leadership, Management and Governance

The program, through its leaders and/or faculty, demonstrates autonomy that is sufficient to affirm the program's ability to fulfill its mission and goals and to conform to the conditions for accreditation. Autonomy refers to the program's ability, within the instructional context, to make decisions related to the following:

- allocation of program resources
- implementation of personnel policies and procedures
- development and implementation of academic policies and procedures
- development and implementation of the curricula
- admission to the major

In addition to program-level autonomy, the program's faculty have clearly defined rights and responsibilities, including formal opportunities for input in decisions affecting the following:

- curriculum design, including program-specific degree requirements
- student assessment
- program evaluation

Faculty have input in resource allocation to the extent possible, within the context of the institution and existing program administration.

1. A description of how each of the following functions (items a-n) is accomplished for the program in the format of Template A1-1. Template A1-1 requires the program to indicate who has responsibility for each process and where program faculty have roles in the process. The template also requires the program to cite the relevant supporting document(s) and page(s) (e.g. Faculty Handbook, pp. 12-25; College Bylaws, p. 5).

Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

TEMPLATE A1-1

Description of how each of the functions is accomplished for the program as relevant to the program's authority. (Criterion A1)

| Function | Responsible Party or Parties | Brief Summary/Description of Process(es) | Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks) |
|---|--|--|--|
| a. determining the amount of resources (financial, personnel and other) that will be allocated to the program | President; Division of Business and Finance Budget Office (CFO); Provost; Dean of the School of Arts and Sciences (SAS); Chair. University-wide budget/ resources determined by SUNY Central office. | SUNY Old Westbury is part of the larger SUNY system. The Board of Trustees is the governing body of SUNY. The Board of Trustees is responsible for making budget allocation recommendations to the Governor for the entire SUNY system. Tuition increases are set by the state legislature. The SUNY Old Westbury President and administration are responsible for Old Westbury's budget once it is allocated by SUNY. Old Westbury starts the budgeting process each year at the divisional level and uses prior-year funding and allocations as the initial basis for constructing the annual budget. The Division of Business & Finance (B&F) Budget Office provides vice presidents with an all-funds analysis of the past year's divisional expenditures by payroll, temporary services, and Other Than Personnel Services (OTPS). Assessment information, changes in SUNY initiatives and guidelines, state funding and enrollment and retention trends are utilized by the divisions to make the budget adjustments during the year. Divisional vice presidents develop their proposed budgets based on expected needs and priorities. The Office of the Provost/Senior Vice President (SVP) for Academic Affairs, in collaboration with School Deans and Department Chairs, is responsible for developing proposed budgets for academic departments. | SUNY Board of Trustees General Summary SUNY Old Westbury Division of Business and Finance Budget Office SUNY Old Westbury Office of Academic Affairs |
| b. distributing resources (financial, personnel, and other) | Provost; CFO; Dean of SAS; Chair | Salary increases for unionized employees are negotiated by the Governor's Office of Employee Relations. The Union Contract, most recently ratified in September 2023, determines salary increases for all faculty and provides discretionary funds to address salary compression issues. The Provost/SVP for Academic Affairs, in consultation with the Provost's Council, determines salary increases from the discretionary fund, with final approval by the CFO and President. The Chair assigns personnel to administrative and instructional loads in accordance with policies approved by the Faculty Senate. The normal faculty workload entails teaching and research assignments; service to the department, school, and the University; and/or other professional activities. | SUNY Old Westbury Provost's Council United University Professions Contract SUNY Old Westbury Faculty Bylaws |

| Function | Responsible Party or Parties | Brief Summary/Description of Process(es) | Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks) |
|---|--|---|--|
| c. hiring faculty who teach program courses | Provost, Dean of SAS, Chair, Faculty Hiring Committee; Appointment, Reappointment, Promotion and Tenure (ARPT) committee | New full-time faculty positions are allocated by the Provost/SVP for Academic Affairs, with approval by the President and CFO. This is completed at the request of or in consultation with the Dean of SAS, the Curriculum and Academic Planning Committee, and the Chair, based upon their assessment of departmental needs. Once a full-time position is approved, a hiring committee is formed by the Chair of the department and trained by HR. The hiring committee consists of 3 full time faculty. This department-level committee reviews candidates, consults with any department faculty members not on the committee after campus visits (we are a small department!) and then makes the recommendation to the Dean of SAS, who then makes recommendations to the Provost/SVP of Academic Affairs. The recommendation also requires approval of the ARPT. The Chair hires adjunct and part-time faculty with approval from the Dean of SAS. | SUNY Old Westbury Faculty Bylaws (see: Chair Responsibilities p. 29; Charge of ARPT, p. 19). ERF Folder A/Faculty Line request (2022-2023) |
| d. determining teaching assignments for program courses | Chair in consultation with faculty | As described by Faculty Bylaws, Chairs are responsible for assuring that courses offered by faculty satisfy student and program needs. Prior to creating the schedule, the chair assesses interest, faculty research and service loads, and past teaching assignments. Additionally, the chair assesses experience and expertise in the area of focus for each course. The Chair submits the schedule to the Dean of SAS for review and subsequent submission to the Registrar's office. | SUNY Old Westbury Faculty Bylaws ; (see: Chair Responsibilities p. 29). |
| e. evaluating the performance of individuals teaching program courses | Chair and full-time faculty; approval by campus-wide faculty's appointment, reappointment, promotion and tenure (ARPT) committee | Faculty are evaluated each semester by students and peers. First, student evaluate faculty every semester. The chair reviews student evaluations with each faculty member on an annual basis. These evaluations are included in faculty ARPT files for review for reappointment, promotion, or tenure. The chair is responsible for overseeing observational evaluations of faculty teaching. The department, or members outside the department at the request of the faculty member, must observe full-time faculty. These observations are a required component of the faculty member's Appointment, Reappointment, Promotion, and Tenure (ARPT) file. With each observation, the faculty-observer reviews the performance with the faculty member observed immediately and places the observation into a shared file with the chair. The chair reviews the observation report with the observed faculty member at the same time as the annual review of student evaluations. Teaching materials such as syllabi and exams are reviewed by the Department and ARPT prior to a review year for a tenure-track faculty member. The chair also observes or coordinates the observance of adjunct or part time faculty during the first semester of hire and every year after that. These reviews are not submitted to ARPT. | ERF Folder A/Public Health Classroom Observation Form. SUNY Old Westbury Faculty Bylaws Charge of ARPT, p. 19. SUNY Old Westbury ARPT Manual |

| Function | Responsible Party or Parties | Brief Summary/Description of Process(es) | Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks) |
|---|--|---|---|
| f. promoting and/or granting tenure, if applicable, to faculty teaching program courses | F/T tenure-track faculty; campus-wide (ARPT) faculty committee; Dean, Provost and President | The Department forms a three-member committee to work with the faculty applicant and make recommendations for each reappointment, promotion and/or tenure case. These recommendations are then voted on by the whole Department, and forwarded to the ARPT Committee. ARPT makes independent recommendations to the Dean and Provost/SVP based on ARPT guidelines. The Dean makes a recommendation to the Provost who, in consultation with the President, ultimately determines whether tenure and /or promotion is awarded. | SUNY Old Westbury Faculty Bylaws (Charge of ARPT, p. 19). SUNY Old Westbury ARPT Manual |
| g. re-appointing or terminating program faculty hired by contract, if applicable | Faculty committee and chair; Dean of SAS, Provost/SVP and President | Non-tenure-track faculty contracts begin at the department level. Adjuncts are hired by chairs, with the approval of the Dean and the Provost/SVP. Full- and part-time lecturers on limited-term contracts are likewise hired by the Chair after a recommendation of a hiring committee and with approval of the Dean and Provost/SVP. These appointments are for one year or less and may be renewed at the discretion of the Department Chair, Dean and Provost/SVP, subject to the needs of the department. One-year appointments are not automatically renewed. | SUNY Old Westbury Faculty Bylaws (Charge of ARPT, p. 19; Chair Responsibilities pp. 29-30). |
| h. hiring personnel to advise program students | Chair | As outlined in the Faculty Bylaws, the chair is responsible for assuring that all students within a major are advised about program requirements, progress toward the degree, and all other student needs. The chair works with full-time faculty to create an advising schedule in which each full-time faculty member contributes. Full-time faculty are trained in advising by the Academic Advising Center and Chair during their first semester, and receive updated training as needed. | SUNY Old Westbury Faculty Bylaws (Charge of ARPT, p. 19; Chair Responsibilities pp. 29-30). SUNY Old Westbury Academic Advising Center |
| i. evaluating the performance of individuals advising program students | Chair and F/T faculty, within the department; Office of Academic Advising outside of department. | Students are able to evaluate advisors through an annual survey. This survey, and forms used for advising, are included in Criterion G of this self-study. | ERF Folder G Supporting Documents/G.3. Advising Satisfaction |

| Function | Responsible Party or Parties | Brief Summary/Description of Process(es) | Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks) |
|---|---|--|---|
| j. developing the program's academic policies governing matters such as academic standing and award of degree | Full time faculty and chair, Dean of SAS, Academic Policies and Practices committee (APPC). | <p>The program faculty develop the program's academic policies which govern matters such as academic standing and the award of a degree. The department decides, for example, on the GPA requirements to enter and graduate from the program. In terms of overall academic standing, that is determined by the Academic Advising and Registrar's office. Once a student falls below 2.0 GPA, that student is placed on probation Academic Suspension applies to a student who attempted a minimum of 32 credits (2 semesters) and failed to meet the minimum semester and cumulative GPA requirements. Academic dismissal applies to those previously suspended who again fail to meet the 2.0. requirement. Once suspended or dismissed, a student must go before an academic standing hearing, organized by the Academic Policies and Practices Committee to be reinstated.</p> <p>Degrees are awarded by the registrar's office based on curriculum requirements designed by faculty (see details in k. below). The Department of Public Health requires that students earn a C or better in all major courses in order to graduate. Rare exceptions (one C-, for example), are considered on a case-by-case basis and must be approved by the chair of the Department and Dean of SAS.</p> | SUNY Old Westbury Faculty Bylaws (Academic Policies and Practices Committee, pp. 18). |

| Function | Responsible Party or Parties | Brief Summary/Description of Process(es) | Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks) |
|--|---|--|---|
| k. designing the curriculum, including defining the requirements for the major | Chair and full-time faculty; approval by campus-wide faculty's Curriculum and Academic Planning (CAP) committee | <p>Curriculum design and improvement is defined by the SUNY Old Westbury Faculty Bylaws as a faculty responsibility, and is addressed in the department, whose members develop and review suggestions, concerns, or new ideas, and recommend action. The measure is then discussed in a department faculty meeting and voted on by all full-time faculty. Major approved curricular changes are forwarded for review and approval by the Curriculum and Academic Planning (CAP) Committee at the University level. CAP is charged with guiding the overall curricular development and academic planning of the University, including continuous review of all aspects of current academic offerings, to ensure that they are consistent with the overall guidelines established by the SUNY Board of Trustees and officers, and with the standards developed by appropriate accreditation bodies, except those specifically delegated to other standing committees. The CAP Committee also has the following responsibilities: a) To review and approve all proposals bearing on the curriculum of academic programs. No changes in the academic programs may be implemented without the approval of the committee. All proposals shall include a detailed analysis of the impact on the allocation of University resources. b) To forward to the Faculty Senate for action, the following types of recommendations: (1) Changes in policies and practices relating to curriculum development. (2) General principles that will guide curriculum development at the University. (3) Long range academic plans that will guide overall curriculum development of the University. (4) Guidelines and procedures for the assessment of existing academic programs, including the criteria to be used in the selection of outside evaluators. (5) Proposals concerning new programs, majors, and minors; significant revisions of existing University-wide programs; phasing-out, terminating, deactivating, or deregistering existing programs; and University-wide rules and regulations affecting curricular options for students (such as independent study, internships and minors), that have been approved by the Committee. After CAP approves changes, they are presented to the Faculty Senate for a vote, and once approved, sent to the Dean of the appropriate School (in our case, SAS) and Academic Affairs for final approval. Major changes require approval by the SUNY Central System and the State Education Department.</p> | SUNY Old Westbury Faculty Bylaws (Curriculum and Academic Planning Committee, pp. 23-4). |

| Function | Responsible Party or Parties | Brief Summary/Description of Process(es) | Relevant Program or Institutional Policies (cite supporting document(s) and page(s) including hyperlinks) |
|--|--|--|--|
| l. developing and reviewing plans for assessing student learning | Chair, Department Assessment Coordinator and full-time faculty; review and approval by Dean of SAS and University Director of Institutional Effectiveness | The primary mode of assessment of student performance is through evaluation of examinations, written assignments and student presentations in classroom settings. Please see section C (Assessment) of this self-study for additional classroom and program-level assessment measures. For SUNY Old Westbury more broadly, part of the Curriculum and Academic Planning (CAP) Committee's charge is to: 1) evaluate and approve periodic program reviews that are conducted at the school or department level in accordance with SUNY guidelines (as approved by the Old Westbury Faculty Senate); and 2) forward such approved reviews to the Director of Academic Assessment and the Office of the Provost. This includes CAP's 5-year reviews of each program and review of an annual assessment report by the Dean and Director of Institutional Effectiveness. CAP is further charged with assessing the progress made on implementation of recommendations from prior program reviews. Finally, the Liberal Education Program Course Assessment is conducted by the Liberal Education Committee (LEC) in consultation with Academic Affairs and the Office of Institutional Effectiveness. | SUNY Old Westbury Faculty Bylaws pp. 23-4. See p. 27 for a description of the Liberal Education Committee's charge. ERF Folder A Supporting Documents/Five Year Review ERF Folder C Supporting Documents/All folders |
| m. developing and implementing plans for measuring the program's effectiveness | Assessment Coordinator of Department (full time faculty member), in consultation with the Chair and other faculty. Guidance and assistance/oversight is provided by the Director of Institutional Effectiveness. | The University began supporting an assessment coordinator for each Department in 2021, who is responsible for organizing and maintaining assessment activities within the Department. The assessment coordinator first went through a year-long training program with the Division of Academic Assessment. The coordinator consults with all faculty teaching courses to collect class-level data, and coordinates with other full-time faculty to collect advising, graduation, and post-graduation outcome data. | ERF Folder C Supporting Documents/Student Competency Attainment/C.1.2. Regular Review of Data/ Year-End Assessment Report (2022 and 2023) |
| n. developing and implementing program-specific recruitment, advertising and admissions practices and strategies | Participation at Open Houses and University Fairs; campus-wide Office of Enrollment and Office of Communications and College Relations | All recruitment and advertising materials are created by the Office of Communications and College Relations in consultation with the Department. The Department also recruits through attending University-wide open houses and majors fairs. Events are posted on the SUNY-wide events calendar. Currently, the department does not have its own minimum GPA for admission to the major beyond the University and School of Arts and Sciences-wide minimum of 2.0 for good standing. To declare the major, a student completes a form through the University's Registrar. Before registering for classes, all new majors are required to be advised in the program. All core requirements of our major require students to have completed their English 1 and 2 courses with a C or better (we call this EMS, or English Mastery Satisfied, in the catalog). See SUNY Old Westbury's Undergraduate Catalog for additional details. | SUNY Old Westbury Events Calendar SUNY Old Westbury Undergraduate Catalog ERF Folder J Supporting Documents/Welcome Letter; Majors Fact Sheet |

A2. Faculty Engagement

Faculty (including *full-time and part-time*) regularly interact and are engaged in ways that benefit the instructional program (e.g., instructional workshops, curriculum committee).

1. A description detailing the interactions and engagement among faculty (*full-time and part-time faculty*) that benefit the instructional program (e.g., instructional workshops, curriculum committee).

The Public Health department has a minimum of one regularly scheduled meeting per month, attended by full-time faculty, as well as additional meetings for particular purposes (e.g., hiring reviews, in-depth curriculum discussions), on a regular basis. Part-time and adjunct faculty are invited to attend, but not required. In these meetings, we make decisions about curriculum, advising, assessment, and a number of other needs. Because our department is small, we do not have separate committees for these decisions (except hiring and ARPT committees). Instead, we collectively work on these matters. Once per year, typically over a series of days in August or September, all full-time faculty meet to discuss student outcomes (at the class-level) and program outcomes, and consider curriculum changes based on the data (see section C of this document for assessment-related meeting minutes and reports).

One faculty member in our department is elected to be our Senator each year, and that person attends all Senate meetings; however, full time and part-time faculty are encouraged to attend Faculty Senate meetings as well, and participation is frequent. Further, faculty attend and present as appropriate at Faculty Development workshops provided by our Teaching and Learning Resources Committee (<https://www.oldwestbury.edu/tlrc-initiatives>) and the Center for Excellence in Teaching and Learning (CETL) (<https://www.oldwestbury.edu/school-arts-and-sciences/center-excellence-teaching-and-learning-cetl>). Faculty also attend events held by various centers and groups at the University, such as the Amelie Wallace Art Gallery, and the Media Innovation Center. We also attend, participate in, and co-sponsor events hosted by the Women's, Gender, and Sexuality Studies Center, El Conuco Latinx and Ibero-American Center (formerly The Hispanic/Latino Cultural Center), the Black Studies Center (all of which are now housed in the new Social and Environmental Justice Institute (SEJI)).

2. Supporting documentation (e.g., minutes, attendee lists) that demonstrates regular engagement and interactions among faculty.

See the ERF Folder A.2 Faculty Engagement Supporting Docs/Department Meeting Minutes for samples of Department meeting minutes.

The Faculty Senate posts meeting minutes online:

<https://sites.google.com/site/oldwestburyfacultysenate/archive?authuser=0>

The Teaching and Learning Resource Committee (TLRC) presents annual reports at the faculty senate, which are also ERF Folder A.2 Faculty Engagement Supporting Docs

Flyers and/or reports listing workshops and other faculty events are in the ERF Folder A.2 Faculty Engagement Supporting Docs/Workshops

B1. Public Health Curriculum

The requirements for the public health major or concentration provide instruction in the domains. The curriculum addresses these domains through any combination of learning experiences throughout the requirements for the major or concentration coursework (i.e., the program may identify multiple learning experiences that address a domain --- the domains do not each require a single designated course).

1. A list of all required coursework and components for the program's degree(s), including the total number of credits required for degree completion in the format of a one-page summary. Provide hyperlinks to relevant documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

See table below for a complete outline of the degree requirements. Online links to requirements are as follows:

The catalog: <https://www.oldwestbury.edu/division/office-academic-affairs/office-registrar/catalogs>

The liberal education curriculum
<https://www.oldwestbury.edu/division/office-academic-affairs/liberal-education-core>

Note: It was updated in Spring 2023 to reflect SUNY-Central General Education Framework: <https://system.suny.edu/academic-affairs/acaproplan/general-education/suny-ge/>

SUNY OW BS in Public Health: <https://www.oldwestbury.edu/programs-courses/public-health-bs>

Table: Required Coursework for Bachelor of Science in Public Health

| SUNY Statewide Liberal Education Requirements | | |
|--|---|------------|
| Math/Quantitative Reasoning: Students must attain a C or better in either MA 1020 (College Algebra), MA 2000 (Applied Statistics), MA 2050 (Quantitative Reasoning & Decision Making), or by placing out of the courses via a competency exam. | | 4 |
| Basic Communication (written and oral): Students must attain a C or better in English Composition I (EL1000) and English Composition II (EL22xx). | | 8 |
| The Arts | | 4 |
| U.S. History and Civic Engagement | | 4 |
| World History and Global Awareness | | 4 |
| World Languages | | 4 |
| Natural Sciences | | 4 |
| Humanities | | 4 |
| Social Sciences | | 4 |
| Diversity, Equity, Inclusion and Social Justice (PH 3600 fulfills this) | | 4 |
| Required Courses for Public Health Major | | |
| MA 2000 | Students are required to take MA 2000, Introduction to Statistics, prior to enrolling in PH 4670. It also meets their quantitative reasoning requirement. | 4 |
| BS2100, 2300, 2310, 2400 or 2410 (+ lab) | Either Biology for Non-Science Majors, Anatomy and Physiology I OR II plus lab, or Basic Biological Sciences 1 OR II plus lab | 4 |
| PH3600 | Introduction to the Social Determinants of Health (prerequisites: English Mastery Satisfied, or EMS) | 4 |
| PH3610 | Introduction to the U.S. Health Care System (prerequisites: EMS) | 4 |
| PH4670 | Biostatistics (prerequisite: MA 2000, EMS) | 4 |
| PH4800 | Epidemiology (prerequisites: EMS) | 4 |
| PH4900 | Applied Practice Experience (prerequisites: EMS) | 4 |
| PH5900 | Senior Research Seminar I (prerequisites: PH3600 and PH3610) | 4 |
| PH5920 | Senior Research Seminar II (prerequisite: PH5900) | 4 |
| Three (3) public health electives | Options: PH 2900 Black Lives Matter: Health Inequities in the US; PH 3200 Nutrition, Health, and the Food System; PH 3400 International Study Abroad; PH 3700 Medical Anthropology; PH 3750 Carceral State and Health; PH 4450 Human Sexuality; PH 4600 Health Program Planning and Evaluation; PH 4610 Women's Health; PH 4631 Mental Health: Current Topics & Systems of Care; PH 4650 Substance Use: Social & Structural Determinants; PH 4661 Health Education; PH 4750 Aging and Social Policy; PH 4760 Health Administration; PH 4770 Occupational Health; PH 4790 Health Policy; PH 4810 Ethics in Public Health; PH 4820 Health Law; PH 4850 Global Health, PH 4890 Environmental Justice; PH 4920 Special Topics in Public Health, and PH 4930 Immigrant and Refugee Health. We also accept PE 4430, Health Economics; PY 3020, Health Psychology; and SY 3750, Medical Sociology. | 12 |
| Six additional courses (e.g., free electives, coursework in a minor) | | 28 |
| Total Credits for Bachelor of Science in Public Health | | 120 |

1. A matrix, in the format of Template B1-1, that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in this criterion.

| TEMPLATE B1-1 | | | | | | | | | |
|--|-----|--------------|---|--|--|--|--|--|--|
| A matrix that indicates the experience(s) that ensure that students are exposed to each of the domains indicated in Criterion B1. Template B1-1 requires the program to identify the experiences that introduce and covered each domain. Please note that a topic within a domain may be introduced and/or covered in more than one course. (Criterion B1) | | | | | | | | | |
| | Key | I-Introduced | A course is considered to “introduce” a domain if: 1) The course student learning objectives include a topic closely related to or introducing this domain, and/or 2) The course topic outline included an introduction to this domain, and/or 3) It is a topic that is the subject of at least part of one course lecture or activity, and/or 4) It may be assessed in papers, exams, quizzes or presentations, but not extensively. | | | | | | |
| | | C-Covered | A course is considered to “cover” (i.e., reinforce) a domain if: 1) The course student learning objectives include this domain, and/or 2) The course topic outline includes this domain, and/or 3) It is a topic that is the subject of at least one full course lecture or activity, and/or 4) It is assessed as a major component of a course assignment, such as a final paper, project or a major part of an exam. | | | | | | |

See below.

| Template B1-1 PUBLIC HEALTH DOMAINS | | Course Name and Number | | | | | | | | |
|---|---|-----------------------------------|--------------------|--|--|------------------------|----------------------|---|-----------------------------------|------------------------------------|
| | | BS2100/2300/2400 BIO Course + lab | MA 2000 Statistics | PH 3600 Intro to Social Determinants of Health | PH 3610 Intro to US Health Care System | PH 4670 Bio-statistics | PH 4800 Epidemiology | PH 4900 Applied Practice Experience (prev. Field placement) | PH 5900 Senior Research Seminar I | PH 5920 Senior Research Seminar II |
| 1. Concepts and applications of basic statistics: Identify and apply the principles of basic statistics | | | | | | | | | | |
| | Concepts of basic statistics | | C | | | C | C | | C | |
| | Applications of basic statistics | | C | I | | C | C | | C | |
| 2. Foundations of biological and life sciences: Address the foundations of biological and life sciences and the concepts of health and disease | | | | | | | | | | |
| | Foundations of biological and life sciences | C | | | | | | | | |
| | Concepts of health and disease | | | C | | C | C | | C | |
| 3. Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society | | | | | | | | | | |
| | Public health history | | | C | I | | C | | | |
| | Public health philosophy | | | C | I | | C | | | |
| | Core PH values | | | C | I | | I | C | | |
| | Core PH concepts | | | C | I | | C | C | | |

| Template B1-1 PUBLIC HEALTH DOMAINS | | Course Name and Number | | | | | | | | |
|---|-------------------------------------|-----------------------------------|--------------------|--|--|------------------------|----------------------|---|-----------------------------------|------------------------------------|
| | | BS2100/2300/2400 BIO Course + lab | MA 2000 Statistics | PH 3600 Intro to Social Determinants of Health | PH 3610 Intro to US Health Care System | PH 4670 Bio-statistics | PH 4800 Epidemiology | PH 4900 Applied Practice Experience (prev. Field placement) | PH 5900 Senior Research Seminar I | PH 5920 Senior Research Seminar II |
| | Global functions of public health | | | C | I | | | | | |
| | Societal functions of public health | | | C | I | | I | | | |
| 4. Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice | | | | | | | | | | |
| | Basic Concepts of Data Collection | I | I | C | | C | C | | C | C |
| | Basic Methods of Data Collection | I | I | C | | I | I | | C | C |
| | Basic Tools of Data Collection | I | I | C | | I | C | | C | C |
| | Data Usage | I | I | C | | C | C | | C | C |
| | Data Analysis | I | I | C | | C | C | | C | C |
| | Evidence-based Approaches | | | C | | | I | | C | C |
| 5. Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations | | | | | | | | | | |

| Template B1-1 PUBLIC HEALTH DOMAINS | | Course Name and Number | | | | | | | | |
|--|---|-----------------------------------|--------------------|--|--|------------------------|----------------------|---|-----------------------------------|------------------------------------|
| | | BS2100/2300/2400 BIO Course + lab | MA 2000 Statistics | PH 3600 Intro to Social Determinants of Health | PH 3610 Intro to US Health Care System | PH 4670 Bio-statistics | PH 4800 Epidemiology | PH 4900 Applied Practice Experience (prev. Field placement) | PH 5900 Senior Research Seminar I | PH 5920 Senior Research Seminar II |
| | Population Health Concepts | | | C | I | | C | | | C |
| | Introduction to Processes and Approaches to Identify Needs and Concerns of Populations | | | C | I | I | C | | I | C |
| | Introduction to Approaches and Interventions to Address Needs and Concerns of Populations | | | C | I | I | C | | I | C |
| 6. Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course | | | | | | | | | | |
| | Science of Human Health and Disease | C | | I | | | I | | | |
| | Health Promotion | | | I | I | | C | | | C |
| | Health Protection | | | I | | | C | | | C |
| 7. Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities | | | | | | | | | | |
| | Socio-economic Impacts on Human Health and Health Disparities | | | C | C | | C | | I | |

| Template B1-1 PUBLIC HEALTH DOMAINS | | Course Name and Number | | | | | | | | |
|--|--|-----------------------------------|--------------------|--|--|------------------------|----------------------|---|-----------------------------------|------------------------------------|
| | | BS2100/2300/2400 BIO Course + lab | MA 2000 Statistics | PH 3600 Intro to Social Determinants of Health | PH 3610 Intro to US Health Care System | PH 4670 Bio-statistics | PH 4800 Epidemiology | PH 4900 Applied Practice Experience (prev. Field placement) | PH 5900 Senior Research Seminar I | PH 5920 Senior Research Seminar II |
| | Behavioral Factors Impacts on Human Health and Health Disparities | | | C | | | C | | | |
| | Biological Factors Impacts on Human Health and Health Disparities | | | C | | | C | | | |
| | Environmental Factors Impacts on Human Health and Health Disparities | | | C | | | C | | I | |
| 8. Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation | | | | | | | | | | |
| | Introduction to Planning Concepts and Features | | | | | | | | I | C |
| | Introduction to Assessment Concepts and Features | | | | | | | | I | C |
| | Introduction to Evaluation Concepts and Features | | | | | | | | I | C |
| 9. Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries | | | | | | | | | | |

| Template B1-1 PUBLIC HEALTH DOMAINS | | Course Name and Number | | | | | | | | |
|--|---|-----------------------------------|--------------------|--|--|------------------------|----------------------|---|-----------------------------------|------------------------------------|
| | | BS2100/2300/2400 BIO Course + lab | MA 2000 Statistics | PH 3600 Intro to Social Determinants of Health | PH 3610 Intro to US Health Care System | PH 4670 Bio-statistics | PH 4800 Epidemiology | PH 4900 Applied Practice Experience (prev. Field placement) | PH 5900 Senior Research Seminar I | PH 5920 Senior Research Seminar II |
| | Characteristics and Structures of the U.S. Health System | | | I | C | | | | | |
| | Comparative Health Systems | | | I | C | | | | | |
| 10. Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government | | | | | | | | | | |
| | Legal dimensions of health care and public health policy | | | I | C | | | | | |
| | Ethical dimensions of health care and public health policy | | | I | C | | I | | C | |
| | Economical dimensions of health care and public health policy | | | I | C | | | | | |
| | Regulatory dimensions of health care and public health policy | | | | C | | | | | |
| | Governmental Agency Roles in health care and public health policy | | | I | C | | | | | |

| Template B1-1 PUBLIC HEALTH DOMAINS | | Course Name and Number | | | | | | | | |
|---|------------------------------|-----------------------------------|--------------------|--|--|------------------------|----------------------|---|-----------------------------------|------------------------------------|
| | | BS2100/2300/2400 BIO Course + lab | MA 2000 Statistics | PH 3600 Intro to Social Determinants of Health | PH 3610 Intro to US Health Care System | PH 4670 Bio-statistics | PH 4800 Epidemiology | PH 4900 Applied Practice Experience (prev. Field placement) | PH 5900 Senior Research Seminar I | PH 5920 Senior Research Seminar II |
| 11. Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology | | | | | | | | | | |
| | Technical writing | I | | | C | | | C | C | C |
| | Professional writing | | | I | C | | | C | C | C |
| | Use of Mass Media | | | I | | | C | | | C |
| | Use of Electronic Technology | | | I | | | C | I | C | C |

2. Syllabi for all courses required for the major. Syllabi must contain sufficient detail to allow reviewers to understand the content of each course and any assessment activities. Syllabi must contain sufficient detail to allow reviewers to verify the courses' alignment with the elements presented throughout Criterion B, including assessment of student learning outcomes, public health domains, public health competencies, etc. If the syllabus does not contain sufficient information to support Criterion B, the program should append supplemental information to the syllabus, such as handouts with detailed instructions for required papers, assignments, etc.

See ERF folder B Supporting Documentation/Syllabi for Core Courses

3. Include examples of student work that relate to assessment of each of the public health domains.

See ERF folder B Supporting Documentation/PH Domain (1 through 11)

B2. Competencies

Students must demonstrate the following foundational competencies:

- 1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences**
- 2. Locate, use, evaluate and synthesize public health information**

In addition, the program defines at least three distinct additional competencies for each concentration area identified in the instructional matrix that define the skills a student will attain in the public health major. The competencies align with the program's defined mission and the institution's regional accreditation standards and guide 1) the design and implementation of the curriculum and 2) student assessment. These are not re-statements of the public health domains but define skills that the student will be able to demonstrate at the conclusion of the program.

A general public health curriculum (e.g., BA, BS, BSPH in general public health) is also considered a *concentration*.

These competencies may be established by other bodies, if applicable and relevant to the program's intended outcomes. Specifically, if the program intends to prepare students for a specific credential, then the competencies must address the areas of responsibility required for credential eligibility (e.g., CHES).

- 1. A list of the program's foundational competencies including, at a minimum, the two competencies defined by CEPH.**

Program Competencies

- 1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences**
- 2. Locate, use, evaluate and synthesize public health information**
- 3. Demonstrate and apply an understanding of the social determinants of health framework to public health research, practice and prevention efforts**
- 4. Demonstrate the ability to define and use key epidemiological concepts and principles to identify and assess population health**
- 5. Understand and integrate ethical practices and social justice in public health practice and action**

Based on our 2019 CEPH accreditation review and feedback, we developed and assessed program student learning outcomes. Based on our 2023 preliminary review, we have now changed these to reflect the newer competencies requirement. However, assessment has been based on PSLOs for the last four years, so these are included for reference:

| | |
|--------|--|
| PSLO 1 | Understand the philosophy, beliefs, history, core values, and fundamental concepts of public health |
| PSLO 2 | Demonstrate and apply an understanding of the social determinants of health framework to public health research, practice and prevention efforts |
| PSLO 3 | Demonstrate an understanding of the key components of health care systems, with a particular focus on the U.S. |
| PSLO 4 | Demonstrate the ability to define and use key epidemiological concepts and principles to identify and assess population health (also part of CEPH competency 2) |
| PSLO 5 | Communicate public health information and ideas in oral and written formats to diverse audiences using a variety of media (also CEPH competency 1) |
| PSLO 6 | Conduct literature reviews on public health issues (also part of CEPH competency 2) |
| PSLO 7 | Understand and integrate ethical practices and social justice in public health practice and action |
| PSLO 8 | Demonstrate the ability to develop and carry out independent research to understand and assess the health status and needs of a community (also part of CEPH competency 2) |

2. A list of the program's concentration competencies, including the relevant competencies addressing the areas of responsibility for credential eligibility, if applicable.
N/A our program is the concentration, so they are listed in 1. above.
3. A matrix, in the format of Template B2-1, that indicates the assessment activity for each of the competencies defined in documentation requests 1 and 2 above. The template requires the program to identify the required course and the specific assessment and/or evidence within the class for each competency. If the program offers more than one concentration, multiple matrices may be required.

Template B2-1

Indicate the assessment activity for each of the CEPH defined competencies as well as concentration competencies defined by your program. Be sure to include the required course and the specific assessment and/or evidence within the class for each competency. If the program offers more than one concentration, multiple matrices may be required.

| Competency | Course number(s) and name(s)* | Describe specific assessment opportunity ⁿ |
|--|---|--|
| Public Health Communication | | |
| 1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences. | PH 3600 Social determinants of health | PH 3600 Advocacy Project: A project in which students are required to make an advocacy tool in the form of a brochure, letter to a legislator, children's book, photovoice project, or other form of media that focuses on an area covered in the course. |
| | PH 4800 Epidemiology | PH 4800 Infographic. Students analyze data and present it in an infographic (and record a presentation about infographic) |
| | PH 4900 Applied Practice Experience (prev. Field Placement) | PH4900 Final Paper: An essay analyzing experiences at their internship site, how it relates to their Public Health coursework, and how it all fits into their future career goals. They also create a resume, cover letter, and LinkedIn account that communicates their own expertise and education in public health. |
| | PH5900 Senior Research Seminar I | PH5900-5920 Oral Presentations: Presentation of research findings from class projects (PH 5900) and presentation of community health needs analysis, program proposal, and program evaluation (PH 5920). We allow them record videos to present to the class. |
| | PH5920 Senior Research Seminar II | PH5920 Local Health Report. Students locate, analyze and synthesize data and scientific literature, a public health program proposal based on their findings, and a program evaluation proposal of proposed program. PH 5920 SDoH Training: Student creates a training for a local public health organization on the importance of examining the social determinants of health. |

| Competency | Course number(s) and name(s)* | Describe specific assessment opportunity ⁿ |
|--|--|--|
| Public Health Information Literacy | | |
| 2. Locate, use, evaluate, and synthesize public health information | PH 4800 Epidemiology | Infographic Assignment |
| | PH 5900 Senior Research Seminar I | Research Assessment Assignment |
| | PH 5920 Senior Research Seminar II | PH5920 Local Health Report. Students locate, analyze and synthesize data and scientific literature, a public health program proposal based on their findings, and a program evaluation proposal of proposed program. *Note, information literacy (not specific to public health) is also a SUNY general education core competency . |
| Additional Foundational Competencies as defined by the program (if applicable)^ | | |
| Demonstrate and apply an understanding of the social determinants of health framework to public health research, practice and prevention efforts | PH3600 Introduction to the Social Determinants of Health | PH3600 Exams (2020-2023). Starting F2023, piloting a Pre- and Post- Test to evaluate knowledge of core public health concepts covered in this course. After one year of data, we will review and determine whether to change this competency measure permanently. |
| | PH 5920 Senior Research Seminar II | PH 5920 SDoH Training: Student creates a training for a local public health organization on the importance of the social determinants of health. |
| Demonstrate the ability to define and use key epidemiological concepts and principles to identify and assess population health | PH 4800 Epidemiology | PH4800 Exams |
| Understand and integrate ethical practices and social justice in public health practice and action | PH5900 Senior Research Seminar I | Ethics Training: Completion of HHS's Human Research Protection Foundational Training |
| Assessment of Competencies for BA/BS in Public Health Concentration | | |
| Competency** | Course number(s) and name(s) | Describe specific assessment opportunity ⁿ |
| See above 'additional competencies' | See above | See above |

4. Include the most recent syllabus from each course listed in Template B2-1, or written guidelines such as handbook, for any required elements listed in Template B2-1 that do not have a syllabus.

See syllabi in ERF Section B Supporting Documentation

B3. Cross-Cutting Concepts and Experiences

The overall undergraduate curriculum and public health major curriculum expose students to concepts and experiences necessary for success in the workplace, further education and life-long learning. Students are exposed to these concepts through any combination of learning experiences and co-curricular experiences.

1. A brief narrative description, in the format of Template B3-1 of the manner in which the curriculum and co-curricular experiences expose students to the concepts in Criterion B3.

Template B3-1.

| Concept | Manner in which the curriculum and co-curricular experiences expose students to the concepts |
|--|--|
| 1. Advocacy for protection and promotion of the public's health at all levels of society | Some discussion of advocacy happens in each core course, but it is more deeply considered in the following: First, our core course, PH 3600, covers this topic in depth, and students complete an advocacy-based project. In PH 3610, students write a critical review paper about U.S. healthcare policy, which includes discussing public health advocacy. Additionally, students participate in PH 4900 (Applied Practice Experience, previously Field Placement), in which they get to practice health promotion and protection outside of the classroom. In PH5900 and PH5920, students are first introduced to and then practice advocacy through an applied data collection practice projects (PH 5900) and through a series of assignments in PH 5920 in which students train local elected officials on the social determinants of health; locate, analyze and synthesize data and scientific literature; develop a public health program proposal based on their findings; and create a program evaluation proposal of their proposed program. Further, students are encouraged to participate in various organizations that practice health advocacy on our campus. These include, but are not limited to Student Research Day (both on our campus and SUNY-wide), the Social and Environmental Justice Center (SEJI), and activities across the Metro area (e.g., Medicare for All events in NYC, lectures at other public health institutions, etc.). |
| 2. Community dynamics | Students learn about the communities around them through their photo voice and/or advocacy projects in PH 3600 Social Determinants of Health, their research projects in Senior Research Seminar I (PH 5900) and Senior Research Seminar II (PH 5920), and in their Applied Practice Experience (PH4900) course, in which they spend 90 hours in a community agency and reflect on this work throughout the semester. Community dynamics are also studied through projects in elective courses such as Immigrant and Refugee Health (PH 4930) and Global Health (PH 4850). Finally, students participate in campus community events that help them to connect to communities on our campus and in surrounding communities on Long Island and the New York metropolitan area. Some examples include research talks, advocacy, and volunteer opportunities with local organizations (e.g., Planned Parenthood of Nassau County), and participation in student-run SGA clubs. |

| Concept | Manner in which the curriculum and co-curricular experiences expose students to the concepts |
|--|--|
| 3. Critical thinking and creativity | SUNY's General Education requirements are designed with the idea that critical thinking cannot be taught in one particular course in one discipline; that it derives from exposure to a variety of disciplines, perspectives, and experiences. Thus, critical thinking and creativity are achieved through the completion of all of the General Education requirements. Within the major, starting with PH 3600, Introduction to the Social Determinants of Health, students are taught to think critically about what it means to be healthy, and how social, political, and economic forces shape the public's health beyond the behavioral perspective with which they often enter the classroom. In PH 3610, students write a critical review paper on the U.S. health-care system and its impact on the nation's health, specifically designed to promote critical thinking and creativity. In their advanced core courses (PH 4760, PH 4800, PH 5900, PH 5920), students engage in critical thinking through literature reviews and analyses/critical reviews of public health data. |
| 4. Cultural contexts in which public health professionals work | All students at Old Westbury are expected to satisfy Liberal Education requirements in nine domains, including two focused on these areas: Diversity, Equity, Inclusion and Social Justice (DEISJ) and World History and Global Awareness. Students in the PH Department take several courses which further cover cross-cultural contexts. All students are required to take PH 3600, in which they are exposed to the impacts of class, gender, race, sexuality, immigration, and ethnicity on health. Students are expected to write critical reflection papers which reflect on how their readings and experiences with this material reshape their understanding of the public health professions. During PH 3610, students learn about cultural competency in clinical settings, and CLAS standards. We host speakers who discuss the cultural contexts of their work. The concept is further discussed in Section H of this self-study. |
| 5. Ethical decision making as related to self and society | The DEISJ courses at Old Westbury contribute to exposure to ethical decision-making as it relates to self and society. See above (under 'Critical Thinking & Creativity') for further details. In our department, each course covers ethics in public health within the context of that particular course. In Senior Research Seminar I (PH 5900), students are taught about the many ethical breaches of public health research historically (e.g., Nazi experiments, Tuskegee syphilis study, etc.), and discuss the possibilities for exploitation in the present. Students are expected to complete an ethics training on ethics in public health for credit in the course; proof of completion is a course requirement. During PH 5920, students again review ethical research (see class handout in student assignments folder). |
| 6. Independent work and a personal work ethic | Public Health coursework requires a significant amount of independent work and the development of a personal work ethic. Independent work includes reading and studying for quizzes and exams, often-mandated participation in course discussions, and a variety of assignments and papers in which students are expected to independently reflect or report on their readings and/or findings. In order to develop students' personal work ethic, each faculty member works closely with students, providing feedback on how to develop papers, write more efficiently and effectively, and form successful study habits. Particular examples of independent work include papers and advocacy projects in early core courses (PH 3600, PH 3610), and major research papers, literature reviews and data analyses in advanced core courses (PH 4760, PH 4800, PH 5900, PH 5920). |

| Concept | Manner in which the curriculum and co-curricular experiences expose students to the concepts |
|----------------------------|---|
| 7. Networking | <p>Students learn to network in a variety of ways, such as through PH 4900 Applied Practice Experience (formerly Field Placement), where they engage in an organization that may provide opportunities or contacts for the future. In PH4900, the internship supervisor evaluates students on this domain. Students also learn about the value of online networking and prepare for making connections through online venues. The University's Office of Career Planning & Development visits the course to discuss the importance of networking to students, and hosts career panels for students to practice their networking skills. Further, all students are invited to attend guest lectures at Old Westbury about various public health research topics and projects through several campus programs, such as that by programs housed in SEJL. Finally, we work closely with the Collegiate Science and Technology Entry Program (CSTEP), a state-funded enrichment opportunity for populations historically underrepresented in Public Health, STEM fields, and cognate disciplines. CSTEP hosts speaking events open to all students – at least 10 events every semester. Please see the most recent CSTEP calendar of events in the supporting documents, ERF G.2.</p> <p>Students are encouraged to sign up for the Public Health Club listserv, which is monitored by PH faculty members. Campus events, employment opportunities, graduate school advertisements, and internship opportunities are posted to this listserv. We also recently created a LinkedIn account. Students created LinkedIn accounts in PH 4900, and can now link up with alumni in this way.</p> |
| 8. Organizational dynamics | <p>PH 4900, Applied Practice Experience (previously Field Placement), is one venue by which students learn about organizational dynamics. They work within various organizations and learn how to work alongside public health practitioners in the field. They are then expected to reflect on these experiences through a series of written reflection assignments. Further, our core course PH 3610 (Introduction to the U.S. Health Care System) detail the ways in which organizations function and serve the public's health. It includes a critical review paper, homework assignments, and exams which cover the dynamics of the system.</p> |
| 9. Professionalism | <p>Students are expected to exhibit professionalism in all of our courses; as a team, faculty work with students to develop their skills in demonstrating professionalism in communication both in and outside of the classroom. PH4900 Applied Practice Experience (previously Field Placement) requires students to develop a résumé and cover letter and to complete a 90-hour internship with a community agency. Internship supervisors then evaluate the student-intern on Overall Professionalism.</p> <p>In addition, many Public Health students seek professionalization opportunities through the University's College Science Technology Entry Program (CSTEP), a state-funded enrichment opportunity for populations historically underrepresented in Public Health, STEM fields, and cognate disciplines. CSTEP programs are open to all members of the campus community.</p> |

| Concept | Manner in which the curriculum and co-curricular experiences expose students to the concepts |
|-----------------------------|--|
| 10. Research Methods | Students start the process of learning research methods in their Epidemiology course (PH 4800), when they begin to learn about different types of research designs and the importance of research in public health. Next, Senior Research Seminar I (PH 5900), is a major mechanism through which students learn research methods and design data collection tools, practice conducting and analyzing research and report findings. Senior Research Seminar II (PH 5920) then further develops those skills as students engage in critical literature reviews and design and development of community-based projects. Students are also given the opportunity to participate in SUNY Old Westbury's Student Research Day and SUNY's Statewide Undergraduate Student Research Day to present their findings. See ERF section G Student Research Day Programs Folder. |
| 11. Systems thinking | As a Department focused on the social determinants of health, we imbue systems thinking in every course we teach. Students are expected to think critically about social, economic, political, and individual determinants of health, and how each system works together. This is apparent in their introductory courses, Introduction to the Social Determinants of Health (PH 3600) and Introduction to the U.S. Health Care System (PH 3610), and in many of our elective courses as well. |
| 12. Teamwork and leadership | Students are expected to take a leadership position early in the major as they lead course discussions in PH 3600. In PH4900 Applied Practice Experience (formerly Field Placement), students complete a 90-hour internship at a local agency with a public health focus. Students work within a team setting with a supervisor. Upon the completion of the internship, the supervisor is asked to evaluate the student/intern on a number of outcomes, including leadership and teamwork. In terms of teamwork, in PH 5900, Senior Research Seminar I, students work together on data collection, design of instruments, and analysis of data. Throughout this course, they discuss how the projects mirror public health work nationwide and how public health is largely a team-based discipline. Additionally, they must present findings to the class, leading discussions on their findings. |

B4. Cumulative and Experiential Activities

Students have opportunities to integrate, synthesize and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, Senior Research Seminars, portfolio projects, research papers or honor theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

1. A matrix, in the format of Template B4-1, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated in this criterion.

TEMPLATE B4-1

A matrix that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize, and apply knowledge as indicated in Criterion B4.

Students have opportunities to integrate, synthesize, and apply knowledge through cumulative and experiential activities. All students complete a cumulative, integrative, and scholarly or applied experience or inquiry project that serves as a capstone to the education experience. These experiences may include, but are not limited to, internships, service-learning projects, senior seminars, portfolio projects, research papers, or honors theses. Programs encourage exposure to local-level public health professionals and/or agencies that engage in public health practice.

| Cumulative and/or Experiential Activity (internships, research papers, service-learning projects, etc.) | Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge. |
|--|---|
| PH 4900 Applied Practice Experience Internship | Assignments around the internship include 1. Resume and cover letter; LinkedIn profile development; 2. Internship (90 hours) + preceptor evaluation of intern; 3. Weekly journals connecting internship experiences to coursework; and; 4. Final essay analyzing these experiences, their education, and how it all fits into their future career goals. |
| PH 5920 Senior Research Seminar II Final Research Project | Assignments for the final project include: 1. Conduct a social determinants of health training for local city council member and staff; 2. Review the literature and data on a local public health issue in a local community. Develop an evidence-based report; 3. Develop and present a social determinants of health-based program and evaluation to respond to the local health report. Must be grounded in ethics and social justice. |

2. A brief description of the means through which the program implements the cumulative experience and field exposure requirements.

In PH 4900. Applied Practice Experience, the student performs 90 hours of community work in a public health-related agency, with prior approval of the instructor (with a signed agreement). This provides an opportunity for students to integrate classroom learning with practical work experience in assessing community health needs and effecting change in health care or public health delivery systems. Students meet to discuss their

experiences, maintain a journal of their activities, and write a final paper describing the agency and summarizing their work. Students practice professionalization skills throughout this experience.

In PH 5920, Senior Research Seminar II, students first contact a local public health practitioner and conduct a social determinants of health training with a local elected official or staff member, using the training they have received throughout their program. Next, students review the evidence on the social determinants of a local health-related problem through literature reviews and finding, evaluating and synthesizing data about a community. Using these findings, students develop and present a program in response to this health problem and create an evaluation plan for that program. Throughout this course students review some of the key topics covered in the Public Health, but the central work in the course is to apply an understanding of public health and the social determinants of health in order to improve local population health outcomes.

3. Handbooks, websites, forms and other documentation relating to the cumulative experience and field exposure. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are available online.

The ERF Folder B consists of a folder for PH 4900 and PH 5920. Each folder includes the syllabus and relevant assignments, including, but not limited to:

PH 4900 Applied Practice Experience Folder contains:

- Syllabus, including cover letter, resume, journal and paper instructions;
- Preceptor introduction letter from faculty member with internship agreement link;
- Final paper rubric;
- Supervisor evaluation.

PH 5920 Senior Research Seminar II Folder contains:

- Syllabus
- Instructions for SDoH presentation/training for an official;
- Final project instructions

4. Samples of student work that relate to the cumulative and experiential activities. The program must include samples from at least 10% of the number of degrees granted in the most recent year or five samples, whichever is greater.

Student work for each of the assignments listed in B4.1. are in the ERF, Folder B examples of student work.

C1. Summary Data on Student Competency Attainment

The program collects and analyzes aggregate data on student competency attainment, using the competencies defined in Criterion B2 as a framework. Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed.

1. A brief summary of the results of data collected on student competency attainment listed in Criterion B2 for the last three years.

The Public Health department developed a robust set of assessment practices for our original application to the Council on Education for Public Health, which we submitted in 2018 and was approved in 2019. Since that time, we have continued to evaluate and revise our methods of evaluation of student competencies. Our eight PSLOs have largely remained the same (with some minor language changes to better reflect our meaning). To assess whether our students are meeting these assessment criteria, we developed course and program-specific assessment measures. In addition to assessing performance on exams, assignments, and other classroom activities, we collect data from current students and recent alumni; interview data from adjunct faculty, applied practice experience (formerly field placement) supervisors, one hiring manager, and community stakeholders are discussed in section C4. Stakeholder Feedback.

Classroom-level assessment data are collected at the end of each semester (December/January and May/June), and analyzed/discussed once per year; other forms of data collection are conducted annually and reviewed at our annual faculty retreat. The ERF Folder C includes assessment and annual retreat reports.

Note that assessment data reflects PSLOs, not the new competencies. However, the new competencies reflect the same measures (just less of them). We have identified which PSLO reflects which competency below.

| | |
|--------|--|
| PSLO 1 | Understand the philosophy, beliefs, history, core values, and fundamental concepts of public health |
| PSLO 2 | Demonstrate and apply an understanding of the social determinants of health framework to public health research, practice and prevention efforts |
| PSLO 3 | Demonstrate an understanding of the key components of health care systems, with a particular focus on the U.S. |
| PSLO 4 | Demonstrate the ability to define and use key epidemiological concepts and principles to identify and assess population health (also part of CEPH competency 2) |
| PSLO 5 | Communicate public health information and ideas in oral and written formats to diverse audiences using a variety of media (also CEPH competency 1) |
| PSLO 6 | Conduct literature reviews on public health issues (also part of CEPH competency 2) |
| PSLO 7 | Understand and integrate ethical practices and social justice in public health practice and action |
| PSLO 8 | Demonstrate the ability to develop and carry out independent research to understand and assess the health status and needs of a community (also part of CEPH competency 2) |

| Course number(s) and name(s)* | Classroom Assessment Tool | Competencies Evaluated | Summary of Assessment Results |
|---|--|---|---|
| PH 3600 Social Determinants of Health | Exams (2021-2023); Pre-Post tests for future | Demonstrate and apply an understanding of the social determinants of health framework to public health research, practice and prevention efforts (Competency 3) | Increase ('21/'22) and then decrease ('21/'22 to '22/'23) in % of students scoring "Superior" or "Above average" on exams. |
| PH 3610 Introduction to the U.S. Health Care System | Final Grade | Demonstrate an understanding of the key components of health care systems, with a particular focus on the U.S. | Noticeable decrease in % students scoring "Superior" or "Above average" on exams: approx. 80% in '20/'21 to 75% in '21/'22 to 55% in '22/'23. |
| PH 4800 Epidemiology | Exams | Demonstrate the ability to define and use key epidemiological concepts and principles to identify and assess population health (Competency 4) | Approximately ½ of students score "Superior" or "Above average" on exams over the 3 yr period; the % of students scoring "Average" or "Unacceptable and below" remains high over reporting period. |
| PH 4900 Applied Practice Experience | Final Paper | Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences (Competency 1) | Data are limited because 1) our response to the pandemic disrupted normal data collection through '21/'22AY and 2) we began assessing outcomes through the final paper in '22/'23 AY. Data from '22/'23 AY show large percentage (>86%) students scoring "Superior" or "Above Average." |
| | | Understand the philosophy, beliefs, history, core values, and fundamental concepts of public health | |
| PH5900-PH 5290 Senior Research Seminars I and II | Oral presentations *SDoH presentation for 2023-2024 | Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences; (Competency 1) | Students performed very well in '22/'23; note that data were not collected the previous two years. The % of students scoring "Superior" or "Above Average" increased overall, despite dip in '21/'22. |
| PH5900: Senior Research Seminar I | Research Proposal *No longer required as of 2022/23 | Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences; (Competency 1) | Decrease in student performance ("Superior" or "Above Average") over reporting period from '20/'21 to '21/'22. |
| | | Conduct literature reviews on public health issues (Competency 2) | |
| PH5900 Senior Research Seminar I | Ethics Training | Understand and integrate ethical practices and social justice in public health practice and action (Competency 5) | Students are required to pass this training and receive the certificate for HHS's Human Research Protection Foundational Training to pass the course. |

| Course number(s) and name(s)* | Classroom Assessment Tool | Competencies Evaluated | Summary of Assessment Results |
|-----------------------------------|---------------------------|--|--|
| PH5920 Senior Research Seminar II | Capstone Research Paper | Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences (Competency 1) | Overall improvement in percentage of students scoring "Superior" or "Above Average," in spite of decrease in performance in '21/'22; data for '22/'23 improved over previous years with approximately three-fourths of students scoring "Superior" or "Above Average." |
| | | Understand the philosophy, beliefs, history, core values, and fundamental concepts of public health | |
| | | Locate, use, evaluate, and synthesize public health information (Competency 2) | |
| | | Conduct literature reviews on public health issues (Competency 2) | |
| | | Demonstrate the ability to develop and carry out independent research to understand and assess the health status and needs of a community (Competency 2) | |

We also have program-level assessment of our Program Student Learning Outcomes (PSLOs) through the graduating senior exit survey and the alumni survey.

- The graduating senior exist survey asks students to rate their confidence in each PSLO. It states: Based on your education in this program, please rate your confidence in your ability to... (each PSLO is named). Options include: Very confident, confident, a little confident, not confident.
- The alumni survey asks:” How well do you think your education in our OW public health program prepared you to do the following?” Each PSLO is named (competency changes above are per the new self-study requirements and will be assessed moving forward). Options are very much, quite a bit, some, very little, not at all. A brief review of the result are in the table below.

| PSLO | Assessment Tool | Summary of results for academic years: 2021/2022, 2022/2023 |
|---|---------------------------------------|---|
| 1. Understand the philosophy, beliefs, history, core values, and fundamental concepts of public health | Graduating Senior Student Exit Survey | Over 92% of graduating students indicate they are “very confident” or “confident” in meeting this PSLO. |
| | Alumni Survey | Nearly 90% of alumni answered “very much” or “quite a bit.” |
| 2. Demonstrate and apply an understanding of the social determinants of health framework to public health research, practice, and prevention efforts (Competency 3) | Graduating Senior Student Exit Survey | Over 91% of graduating students indicate they are “very confident” or “confident” in meeting this PSLO. |
| | Alumni Survey | Over 81% of alumni answered “very much” or “quite a bit.” |
| 3. Demonstrate an understanding of the key components of health care systems, with a particular focus on the U.S. | Graduating Senior Student Exit Survey | Over 84% of graduating students indicate they are “very confident” or “confident” in meeting this PSLO. |
| | Alumni Survey | Over 81% of alumni answered “very much” or “quite a bit.” |
| 4. Demonstrate the ability to define and use key epidemiological concepts and principles to identify and assess the causes of health problems (Competency 4) | Graduating Senior Student Exit Survey | Over 84% of graduating students indicate they are “very confident” or “confident” in meeting this PSLO. |
| | Alumni Survey | Over 75% of alumni answered “very much” or “quite a bit.” |
| 5. Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences (Competency 1) | Graduating Senior Exit Survey | Over 81% of graduating students indicate they are “very confident” or “confident” in meeting this PSLO. |
| | Alumni Survey | Over 75% of alumni answered “very much” or “quite a bit.” |
| 6. Conduct literature reviews on public health issues (Competency 2) | Graduating Senior Student Exit Survey | Over 88% of graduating students indicate they are “very confident” or “confident” in meeting this PSLO. |
| | Alumni | Approximately 75% of alumni answered “very much” or “quite a bit.” |
| 7. Understand and integrate ethical practices and social justice in public health practice and action (Competency 5) | Graduating Senior Student Exit Survey | Over 84% of graduating students indicate they are “very confident” or “confident” in meeting this PSLO. |
| | Alumni | Over 73% of alumni answered “very much” or “quite a bit.” |
| 8. Demonstrate the ability to develop and carry out independent research to understand and assess the health status and needs of a community (Competency 1) | Graduating Senior Student Exit Survey | Over 80% of graduating students indicate they are “very confident” or “confident” in meeting this PSLO. |
| | Alumni | Approximately 68% of alumni answered “very much” or “quite a bit;” 18% answered “some.” |

2. Evidence and documentation of the program's regular review of data related to student attainment of the competencies defined in Criterion B2. Evidence may include reports, committee meeting minutes or other sources. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4). All documents are located in ERF Folder C/C.1. Student Competency Attainment/C.1.2. Regular Review of Data.

| Document Title | PLSOs/ Domains | Page(s) |
|--|--|---------------|
| PH Retreat Minutes 2020 2021 | All | All |
| PH Retreat Minutes 2021 2022 | All | All |
| PH Retreat Minutes 2022-2023 | All | All |
| Year-End Assessment Report 2022 | All | All (2 files) |
| Year-End Assessment Report 2023 | All | All |
| Senior Exit Survey Report 2022 to 2023 | All | 3 |
| Senior Exit Survey Report 2021 to 2022 | All | All |
| Senior Exit Survey Report 2020 to 2021 | All | All |
| Meeting PH 5900 5920 Issues 12.13.2021 | PSLO 6 (literature reviews); PSLO 8 (independent research/ understanding community health needs) | |

3. A description of the ways in which the program uses data to make improvements and at least three examples of recent changes based on data.

The Department of Public Health meets annually to discuss assessment measures during our CEPH annual retreat. Faculty members allot dedicated time per core course to discuss syllabus content, review assessment data, and propose changes to the course in the upcoming academic year.

1) PH5900 Senior Research Seminar I

At the 2021 Annual Faculty Retreat, faculty discussed the decreasing positive outcomes for students meeting the learning outcomes of PH 5900. Faculty discussed and agreed that the demands and expectations placed on students in PH5900 Senior Research Seminar I and the high number of assignments which seemed to overwhelm them and interrupt deep learning of the domains. We decided to monitor the issue for another academic year. At the 2022 Annual Faculty Retreat, faculty determined to re-design the course to ensure that each PSLO received adequate attention after reviewing the data and seeing that many students continued to struggle with the PSLO expectations. The redesigned course allows the instructor to spend a greater amount of time on content that addresses the PSLOs and to provide enhanced guidance on assignments that assess students' application of the PSLOs. We are pleased to see that student performance on the research assignments increased substantially from the prior years. The faculty member who taught three sections of PH5900 in the '22/'23 academic year believes the improvement is because of the changes discussed above. We will continue monitoring this trend.

2) PH5920 Senior Research Seminar II

Like PH5900 Senior Research Seminar I, faculty decided at the 2022 Annual Faculty Retreat to address concerns about PH5920 Senior Research Seminar II. Again, students were no longer performing quite as well in the courses, and we believed it was because

the demands of the course did not provide appropriate time for adequate discussion and application of the PSLOs. We believed we were asking for graduate-level work, which overwhelmed students and created an environment where everything had a survey review but not a deep learning experience. Additionally, the singular focus on students producing a research paper did not reflect the career ambitions of our students, the majority of whom do not pursue careers in research. To this end, the re-designed course to replace the large thesis style research project with an assignment in which students:

- Review the literature and data and use them to develop an evidence-based report on a local health problem(s) and how it is shaped by the social determinants of health.
- Consider these findings and create a social determinants of health based program/evaluation to address the issues they discovered, grounded in principals of ethics and social justice.

We just implemented this new design in Spring 2023. Early findings are very positive. We will implement this for one full year before a full review of outcomes.

3) PH5920 Senior Research Seminar II

Faculty were also concerned about students meeting PSLO 5: Communicate public health information and ideas in oral and written formats to diverse audiences using a variety of media. We used to have traditional oral presentations in PH 5900 and PH 5920 but thought that may not be enough. To this end, we now require students to complete an activity in which they communicate the importance of the social determinants of health, describe the social determinants of health model, and provide specific examples of how to address the social determinants of health locally to an elected official and staff through a mock training. This was implemented in Spring 2023. We discussed the success during the 2022-2023 retreat, but decided not to fully analyze it until we have a full school year's worth of data. So far, it is promising.

C2. Graduation Rates

The program demonstrates that at least 70% students for whom data are available graduate within six years or the maximum time to graduation as defined by the institution, whichever is longer.

For the purpose of calculating graduation rates the program should only include students who declared the major and have at least 75 credit hours.

If the program cannot demonstrate that it meets this threshold, the program must 1) document that its rates comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) provide a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on this analysis.

The program defines a plan, including data sources and methodologies, for collecting this information. The program identifies limitations and continually works to address data limitations and improve data accuracy. The program does not rely exclusively on institution – or unit-collected data, unless those data are sufficiently detailed and descriptive.

1. Graduation rates in the form of Template C2-1.
(see next page)

Template C2-1

| Students in Public Health Degree, by Cohorts Entering Between 2018-19 and 2023-24 | | | | | | | |
|--|--|-------|-------|-------|-------|-------|-------|
| *Maximum Time to Graduate: 4 years; Cohort defined as PH major with 75+ credit hours | | | | | | | |
| | Cohort of Students | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 | 23-24 |
| 18-19 | # Students entered | 46 | | | | | |
| | # Students withdrew, dropped, etc. | 0 | | | | | |
| | # Students graduated | 6 | | | | | |
| | Cumulative graduation rate | 13% | | | | | |
| 19-20 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 40 | 78 | | | | |
| | # Students withdrew, dropped, etc. | 3 | 0 | | | | |
| | # Students graduated | 23 | 12 | | | | |
| | Cumulative graduation rate | 63% | 15% | | | | |
| 20-21 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 14 | 66 | 64 | | | |
| | # Students withdrew, dropped, etc. | 2 | 6 | 0 | | | |
| | # Students graduated | 7 | 33 | 9 | | | |
| | Cumulative graduation rate | 78% | 58% | 14% | | | |
| 21-22 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 5 | 27 | 55 | 52 | | |
| | # Students withdrew, dropped, etc. | 2 | 8 | 3 | 0 | | |
| | # Students graduated | 2 | 15 | 27 | 6 | | |
| | Cumulative graduation rate | 83% | 77% | 56% | 12% | | |
| 22-23 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 1 | 4 | 25 | 46 | 54 | |
| | # Students withdrew, dropped, etc. | 1 | 1 | 9 | 6 | 0 | |
| | # Students graduated | 0 | 1 | 11 | 19 | 5 | |
| | Cumulative graduation rate | 83% | 78% | 73% | 48% | 9% | |
| 23-24 | # Students continuing at beginning of this school year (or # entering for newest cohort) | 0 | 2 | 5 | 21 | 49 | 27 |
| | # Students withdrew, dropped, etc. | 0 | 1 | 2 | 9 | 6 | 0 |
| | # Students graduated | 1 | 0 | 2 | 6 | 9 | 0 |
| | Cumulative graduation rate | 85% | 78% | 77% | 60% | 26% | 0 |

2. A brief narrative description of how the program collects and analyzes data to calculate its graduation rates.

Student enrollment, retention, and graduation information for all programs at SUNY OW are recorded and compiled in the institution's Student Information System, Banner™.

During our last accreditation cycle, our Office of Institutional Effectiveness pulled data from Banner and calculated graduation rates by starting with 60 credit hours – then tracking 2- and 4-year graduation rates from that starting point.

After CEPH guidelines changed, we changed our tracking. The student cohorts are now based on the following criteria:

- The first term in which a student had a minimum of 75 credits and is in the Public Health Academic Program; and
- Withdrawal is based on non-graduates and non-retained students to Public Health program (see limitation below).

3. If applicable, a discussion of limitations of the current data on graduation rate data.

Due to the lack of institutional data warehousing capacity, the institution is hampered by an inability to track students who change majors and/or leave and return to the Public Health program. This could result in increasing time-to-completion data points, thereby impacting graduation rates within the specified timeframe. Currently, our graduation rate data remain above the 70% threshold, but may be higher when this issue is corrected.

4. If applicable, a description of plans to improve the accuracy of graduation rate data.

The IR Office has initiated a Data Governance project that, when fully implemented, will enable the institution to track students who change majors and arrive at a more accurate graduation rate for students in all programs.

5. If data do not indicate that 70% or more of students graduate within the maximum time to allowable time AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program's response rates are comparable to similar baccalaureate programs in the same institution.

Not applicable

6. If data do not indicate that 70% or more students graduate within the maximum time allowable time AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors contributing to the reduced rate and a specific plan for improvement that is based on analysis.

Not applicable

C3. Post-Graduation Outcomes

The program demonstrates that at least 80% of graduates from the major have secured employment or enrolled in further education within one year of graduation. This rate calculated based on the number of students for whom outcomes are known.

If the program cannot demonstrate that it meets this threshold, the program must 1) document that its rates are comparable to similar baccalaureate programs in the home unit (typically a school or college) and 2) provide a detailed analysis of factors contributing to the reduced rate and a specific plan for future improvement that is based on the analysis.

The program collects and analyzes the data on the types of employment and further education graduates pursue.

The program defines a plan, including data sources and methodologies, for collecting information on post-graduation outcomes. Data collection methods for graduates' destinations are sufficient to ensure that data are available for at least 30% of graduates each year.

The program identifies limitations and continually works to improve data accuracy. Multiple methods, both quantitative and qualitative, may be required, and multiple data collection points may be required. The program does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive.

1. Job placement and further education rates for the last three classes of students who would have been expected to report destinations at one year post-graduation. Present information in the format of Template C3-1.

TEMPLATE C3-1

Job placement and further education rates for the last three classes of students who would have been expected to report destinations at one year post-graduation. (Criterion C3)

| Destination of Graduates by Employment Type | Job Placement/Further Education Rate by Graduating Class | | |
|--|--|------------------|------------------|
| | Year 1 (2020) | Year 2 (2021) | Year 3 (2022) |
| Employed (% is of respondents) | 18 (51%) | 19 (47.5%) | 13 (65%) |
| Continuing education/training (not employed) (% is of respondents) | 12 (34%) | 6 (15%) | 3 (15%) |
| Actively seeking employment (% is of respondents) | 4 (11%) | 10 (25%) | 2 (10%) |
| Not seeking employment (not employed and not continuing education/training, by choice) (% is of respondents) | 1 (3%) | 5 (12.5%) | 2 (10%) |
| Unknown (% is of all graduates) | 36 (51%) | 33 (45%) | 30 (60%) |
| Total Graduates (n) | 71 | 73 | 50 |

2. Qualitative and/or quantitative information on the types of employment and further education graduates pursue.

In our annual alumni survey, we ask alumni about their job titles, places of employment, and graduate school training after they graduate. Below is a list of programs, job titles and places of employment for our graduates from the last three years. The most common graduate program for

our alumni is SUNY Downstate's MPH program. We have a relationship with the program and they actively recruit our students. For those who go directly to professional work, our alumni work in health systems, nonprofit organizations, and health departments throughout the New York metro area, with Northwell Health is our top employer of graduates.

Where do our students go for advanced and professional degrees after graduating?

SUNY Downstate MPH program (top MPH program for our graduates)
City University of New York (CUNY) SPH Health Communications for Social Change Program
Stony Brook University MSW Program
New York Institute of Technology Doctorate of Occupational Therapy Program
Mercy College Accelerated Nursing Program
Capella MBA in Healthcare Management
All Saints Medical University MD Program
University of Bridgeport MPH in Healthcare Management Program
Hofstra University Health Informatics Program
Saint Paul's School of Nursing Program
Adelphi University MSW Program
New York University Program in Environmental Public Health Sciences

Employers of our recent graduates

Northwell Health (one of our top employers of graduates)
NYC Department of Health and Mental Hygiene
Columbia University
NYU Langone Hospital--Long Island
Independent Support Services, Inc
New York Presbyterian Hospital
Emu health services LLC
Independent Support Services
Catholic Charities
Bronx Works (Men's Shelter)
Jericho project (Housing services)
Transitional Services for NY
LI Federally Qualified Health Center
Nutrition Assistance for Women Infants and Children (WIC) Program
Catholic Health Saint Francis Hospital
Northshore University
Antech Diagnostics Certified Laboratories
Sun River Health

What kinds of work do they do? Job titles of our recent graduates:

Internal Control Analyst
Director, Volunteer Services
Community Habilitation Specialist
Laboratory Client Service Representative
Community Habilitation worker
Intake specialist/enrollment coordinator
Case manager
Outreach specialist/counselor
Health Administrator
Pharmacy Technician
Operations Associate/Operations Manager/Residential Manager
Qualified Nutritionist
Fertility care specialist
Microbiology lab technician I
Contact Tracer/COVID case investigator
Manager of health care center/medical billing and coding

3. A brief narrative description of how the program collects data on post-graduation outcomes.

During our first accreditation cycle, the Department created and distributed an alumni survey for the most recent three years; we continued this project for the most recent year annually after that initial 2018 survey. The survey is administered each August to a cohort of Fall, Spring and Summer graduates from the prior academic year (so, in 2023 we distributed it to F21, S22 and Summer 22 graduates).

The survey asks questions about employment, continuing education, types of jobs students retain, and their level of preparedness for such jobs based on their education with us. Each year we have distributed it, we experienced a reasonable response rate and post-graduation placements in graduate education and public health careers at over 80% until 2022. In that year, our response rate was still high, but several surveys were only half-completed. Most concerning was the placement rate at 78%. However, it was an anonymous survey so we could not reach out to those who were not employed and see what issues they were facing (see below for more on concerns with the 2022 survey).

Due to concerns about response rates (and completion rates), we also advocated for funding for incentives for the alumni to take the survey, and successfully secured funding for such incentives. Due to the low placement rate, we de-anonymized the survey so that we could reach out to former students who reported that they were not employed after one year. Two students (1 who reported being employed after 1-year, and one still unemployed) never responded when we contacted them; two other students responded that they in fact were employed and answered the question incorrectly. One student who was unemployed responded that she would meet with public health faculty and the Career Center as advised for help with resume editing and interview practice.

4. If applicable, a discussion of limitations of the current data that are based on data collection.

Our major issue was in 2022, when we had an anonymous survey and several responses that were half-complete and/or possibly from the same distressed alumnus. We started to suspect that because the answers to the qualitative questions were similar, and we also received several emails from this alumnus when we sent reminder email to the entire cohort. These emails demonstrated that the alumnus was in distress (some were cries for help, others exhibited anger toward the faculty member), and we worked with Career Services, the Counseling Center and Panther Cares (formally Panther Pantry) to reach out and offer help.

When we went back to analyze the data, many IP addresses were quite similar, which is another indicator one person may have answered it several times. Due to these concerns, we de-anonymized it for 2023. One benefit of de-anonymization is that we could see when someone started the survey, it timed out, and they started another survey. We could delete their first incomplete survey and accept the final, complete one. The more important benefit for us is that we could reach out to all alumni who may need help finding employment, and we did.

While the response rate in 2023 meets CEPH standards, we would like to have a higher rate, and we would also like to have a more dedicated connection to alumni. One strategy for the future is a using a [LinkedIn](#) page. We just created a Department page, and over the 2023-2024 school year, we are further developing it and encouraging current students to link with the page. We are also thrilled to learn that during the 2023-2024 school year, we will be able to hire an Applied Practice Experience coordinator for F24. We envision the person in this role to not only maintain

connections with internship placements but also assist students/alumni with career development in public health.

5. If applicable, a description of specific plans (with timelines) to improve the accuracy of data.

Not applicable (see changes to 2023 survey in question 3).

6. If data do not indicate that 80% or more of graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, evidence that the program's rates are comparable to similar baccalaureate program in the same institution.

Not applicable

7. If data do not indicate that 80% or more graduates from the public health major secure employment or enroll in additional education within one year of graduation AND this shortfall is not solely attributable to concerns with data collection methods, a detailed analysis of factors contributing to the reduced rate and a specified plan for future improvement that is based on this analysis.

Not applicable

C4. Stakeholder Feedback

The program collects information about the following through surveys or other data collection (e.g., focus groups, documented key informant interviews):

- alignment of the curriculum with workforce needs
- preparation of graduates for the workforce
- alumni perceptions of readiness and preparation for the workforce and/or further education

The program must collect this information from BOTH of the following stakeholder groups:

- alumni
- relevant community stakeholders (e.g., practitioners who teach in the program, service-learning community partners, internship preceptors, employers of graduates, etc.)

The program establishes a schedule for reviewing data and uses data on student outcomes and program effectiveness to improve student learning and the program.

1. A list of tools used to collect data from each of the following groups:
 - a. Alumni: Annual alumni survey (revised in 2023; see both old and new survey in ERF section C.4.)
 - b. Relevant community stakeholders: internship preceptors (aggregate of student evaluations; analyzed annually; see reports in ERF)
 - c. Relevant community stakeholders: internship preceptors (key informant interviews with a small sample of preceptors, every three years)
 - d. Relevant community stakeholders: interviews with practitioners who teach in the program (once per year)
2. For each tool identified in documentation request 1, include a copy of the instrument and the most recent year of data.

| Instrument and Data | ERF Location |
|---|--|
| Annual alumni survey and outcomes reports | Section C.4. Stakeholder Feedback/ C.4.2. Stakeholder Feedback Data Collection Methods and Findings/Annual Alumni Survey and Results. Included: <ul style="list-style-type: none">• Alumni Survey• Alumni Outcomes Report 2023 |
| Relevant community stakeholders: internship preceptors (interview) | Section C.4. Stakeholder Feedback/ C.4.2. Stakeholder Feedback Data Collection Methods and Findings/Internship Preceptor Interview Reports/ Included: <ul style="list-style-type: none">• Completed Interviews (Stakeholder Interview Notes for each)• Preceptor Interview Guide• Preceptor Interview Report |
| Relevant community stakeholders: internship preceptors (review of intern student's performance) | Section C.4. Stakeholder Feedback/Internship Preceptor Student Evaluation Reports. Included: <ul style="list-style-type: none">• Field Placement Agreement 2020 to 2023• Field Placement Agreement F2023• Preceptor Evaluation Report 2022 to 2023 |
| Relevant community stakeholders: teaching practitioner exit interviews | Section C.4. Teaching Practitioner Interviews. Included: <ul style="list-style-type: none">• Practitioner Focus Group Report 2022• Practitioner Interview Guide 2023• Practitioner Interviews Report 2023• Faculty Guide PH (Result of findings) |

| Instrument and Data | ERF Location |
|---|--|
| Relevant community stakeholders: Employers of graduates | We asked alumni to volunteer names and contact information for their employers on our alumni surveys for 2021-2022 graduates and 2020-2021 graduates. We received three names and email addresses. We reached out to all. One replied and we interviewed her. The summary is in Section C.4. Stakeholder Feedback/ C.4.2. Stakeholder Feedback Data Collection Methods and Findings/Hiring Manager Interview Report/ |

3. A description of the ways in which the program uses data to make improvements and at least three examples of recent changes based on data.
 - A. Findings from the 2021 and 2022 annual alumni survey revealed some unease / ill-preparedness with oral presentation skills. Therefore, we have instituted and required public speaking assignments in lower-level courses like PH3600 while continuing to mandate it in PH5900 and PH5920. In our 2023 survey, oral presentation skills were one of the highest ranked skills in terms of alumni confidence. We will continue to monitor this change in 2024.
 - B. Results from our 2022 annual alumni survey revealed lower than anticipated job placement within 12 months of graduation, but there were concerns with the data (see explanation in C.3. above). These findings prompted the Public Health faculty to increase our professional networking outreach. To date, we have increased students' interface with the Office of Career Planning and Development and Office of Alumni Relations in PH4900 Applied Practice Experience (Field Placement) and developed a [LinkedIn page](#) for SUNY Old Westbury Public Health. We also began implementing more hands-on career assignments in our courses. We also de-anonymized the survey and reached out to alumni who need help.
 - C. To improve the alumni response and completion rate, the Office of Institutional Effectiveness has advocated for our ability to incentivize participation in the alumni survey by offering gift cards. Incentivizing these surveys led to more completed surveys in 2023.
 - D. Findings from interviews with internship preceptors emphasized the importance of soft skills, including communication and interpersonal skills, organization, and timeliness. Now, each term, a staff member from the Office of Career Planning and Development leads a workshop on soft skills to improve the professionalization experience and workforce readiness of our students in PH 4900, Field Placement. We also decided to reinforce these discussions in PH 5920, Senior Research Seminar II.
 - E. Findings from interviews with practitioners teaching in the program in 2022 revealed that they had trouble finding all of the resources at Old Westbury in a central place – both answers to questions specific to our department and those that are University-wide. We created an adjunct faculty guide to alleviate this issue in 2022. In 2023, this guide was renamed faculty guide, as it was recognized as relevant to full time faculty as well. It is a living document that changes regularly as faculty point out missing items and/or processes change.
 - F. Findings from interviews with practitioners teaching in the program in 2023 revealed almost completely positive results. Several practitioners did suggest more career-readiness skill development in 2023. We are working on a few changes as a result. First, those of us teaching introductory courses (PH 3600 and PH 3610) have implemented career-research assignments so that students can begin the program thinking about potential careers in more meaningful ways. We will review our different approaches and their success in our 2024 retreat, and make decisions about whether to implement/institutionalize them in introductory courses. In PH 4900, Applied Practice Experience (formerly Field Placement), we are testing a career research assignment to further prepare students. Students are instructed to review five job prospects in the field of public health, research requirements for this type of job, and find someone doing one of these jobs to conduct an informational interview. We will assess the value of this assignment in our 2024 retreat to decide whether it is an effective tool. Finally, per their recommendations, we are hosting some of our practitioners for job readiness skill-development lectures outside of the classroom.

D1. Designated Leader

The program has a qualified designated leader with ALL of the following characteristics:

- is a full-time faculty member at the home institution
- dedicates at least 0.5 FTE effort to the program, including instruction, advising, administrative responsibilities, etc.
- has educational qualifications and professional experience in a public health discipline. Preference is for the designated program leader to have formal doctoral-level training (e.g., PhD, DrPH) in a public health discipline or a terminal academic or professional degree (e.g., MD, JD) in another discipline or profession and an MPH
 - if the designated program leader does not have educational qualifications and professional experience in a public health discipline, the program documents that it as sufficient public health educational qualifications, national professional certifications, and professional experience in its primary faculty members
- is fully engaged with decision making about the following:
 - curricular requirements
 - competency development
 - teaching assignments
 - resource needs
 - program evaluation
 - student assessment

- 1) The name of and relevant information about the designated leader, in the format of Template D1-1. Template D1-1 also requires a concise statement of the institution or unit's formula for calculating FTE.

Template D1-1

| Name of Designated Leader | FTE effort to the program* | Graduate degrees earned | Institution where degrees were earned | Relevant professional experience | FTE definition^ |
|---------------------------|--|---|---------------------------------------|----------------------------------|--|
| Sarah A. Smith | 1 (2/2 instruction, plus advising and administrative responsibilities) | PhD, Applied Anthropology; MPH, Maternal and Child Health | University of South Florida | See description in D.2. | SUNY OW considers 12 credits per semester to be a full-time teaching load; our courses are 4 credits each (so, 3/3). Our FTE is calculated based on # of courses taught, such that 1 course x 2 semesters = .33, and so forth. |

*including instruction, advising, administrative responsibilities, etc.

^The FTE calculation follows the institution or unit's formula

- 2) A concise statement of the designated leader's public health qualifications. If the designated leader does not have public health training and experience, a narrative statement, with names identified, of how the faculty complement, as a whole, demonstrates relevant public health qualifications.

Smith has an MPH from a CEPH-accredited institution, as well as a PhD in Applied Anthropology with a focus on Medical Anthropology. Smith's research is primarily focused on health services, migration and health, and reproductive and sexual health in US territories – addressing both domestic and global health issues. Smith has taught college-level public health courses since 2011. See CV in ERF Folder D Supporting Documentation/CVs for more information on research and service.

- 3) A list of the designated leader's duties associated with the program, including teaching, supervision of faculty and/or staff, advising, coordination of evaluation/assessment, administrative duties, etc. Include a job description in the electronic resource file, if available.

The designated leader is the Chair of the Department of Public Health. The Chair duties include, but are not limited to:

- teaching two courses per semester;
- participating in bimonthly meetings of the School of Arts and Sciences Chairs Council and monthly meetings of the Provost's Council;
- serving as liaison with University-wide bodies as needed;
- representing the Department as needed at University-wide events;
- hiring and supervising part-time and adjunct faculty;
- overseeing the work of full-time and part-time faculty, including teaching support;
- creating the teaching schedule, in consultation with Department faculty;
- supervising Department assessment reviews;
- supervising University Catalog revisions;
- supervising, in consultation with faculty, development of new courses or other curricular adjustments;
- advising as well as supervising the advising of students;
- hearing and processing student complaints as needed; and more, as demonstrated in the ERF Folder D Supporting Documentation/Performance Program for Academic Chairs.

See Old Westbury SUNY Old Westbury [Faculty Bylaws](#), Chair Responsibilities pp. 29-30. See, also ERF Folder D Supporting Documentation/NY State UUP Agreement; Board of Trustees Policies.

D2. Faculty Resources

The program has sufficient faculty resources to accomplish its mission, to teach the required curriculum, to provide student advising, and to achieve expected student outcomes. The following elements, taken together, relate to determining whether the program has sufficient faculty resources.

- a. In addition to the designated leader, the program is supported by AT LEAST an additional 2.0 FTE of qualified faculty effort each semester, trimester, quarter, etc.
- b. The program's student-faculty ratios (SFR) are sufficient to ensure appropriate instruction, assessment, and advising. The program's SFR are comparable to the SFR of other baccalaureate degree programs in the institution with similar degree objectives and methods of instruction.
- c. The mix of full-time and part-time faculty is sufficient to accomplish the mission and to achieve expected student outcomes. The program relies primarily on faculty who are full-time institution employees.

- 1) A list of all faculty providing program instruction or educational supervision for the last two years in the format of Template D2-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

Faculty for Fall 2022-Spring 2024

| Name* | Title/Academic rank^ | Full-time or part-time | FTE allocation |
|-----------------------------------|----------------------|------------------------|----------------|
| Tenya Blackwell (F22/S23) | Adjunct Instructor | Adjunct | 0.25 |
| Griselda Chapa (F22/S23/Su23) | Adjunct Instructor | Adjunct | 0.25 |
| Lisa Chin (all) | Lecturer | Part-time | 0.5 |
| Spring Chenoa Cooper (S23) | Adjunct Instructor | Adjunct | 0.125 |
| Katherine Fix (S23) | Adjunct Instructor | Adjunct | 0.125 |
| Rahwa Haile (F22, S23) | Associate Professor | Full-time | 1 |
| Christopher Hartmann (all) | Associate Professor | Full-time | 1 |
| Heather Henderson (F22/S23/Su23) | Adjunct Instructor | Adjunct | 0.125 |
| Shijian Li (all) | Associate Professor | Full-time | 1 |
| Martha Livingston (F22, S23, S24) | Professor | Full-time | 1 |
| Ashanti Loadholt (F22) | Adjunct Instructor | Adjunct | 0.125 |
| Bianca Rivera (F23, S24) | Lecturer | Full time | 1 |
| Shameika Williams (F23, S24) | Assistant Professor | Full time | 1 |
| Sarah Smith (F22, F23, S24) | Associate Professor | Full-time | 1 |

- 1) CVs for all individuals listed in Template D2-1.

The CVs for all individuals listed in D2-1 are in the ERF Folder D.2.2. Supporting Documentation/CVs.

- 2) A description of the administrative unit's workload policy and expected workload for program faculty. If multiple categories of faculty support the program, address each category. Following the description, cite the relevant supporting document(s) and page(s) (e.g., Faculty Handbook, pp. 12-25; College Bylaws, p. 5). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

Consistent with widely-recognized standards, the University considers 12 credits per semester to be a full-time load for tenure-track faculty; our courses are typically 4 credits each, so our full-time tenure-track teaching load is 3 courses per Fall and Spring semesters. Consequently, our FTE is calculated based on number of courses taught, such that 1 course x 2 semesters = .33, and so forth. All full-time faculty are also expected to advise students.

Full time lecturers (non-tenure track and no research expectation) are expected to teach 4 courses per semester, and an adjunct course is therefore considered to be 0.125 FTE.

Full-time tenure-track faculty are expected to engage in research and additional service work at the University. Service work may include, but not be limited to: serving on faculty senate committees, ad-hoc committees, and departmental committees (for faculty file reviews and/or hiring). To distribute service assignments equitably, we maintain a departmental service sign-up sheet for the department, which describes every faculty member's service roles. The professional obligation is described in the [Board of Trustees Policies](#), pg 32 and pgs 40-42. Please refer to the [Faculty Senate Bylaws](#) for descriptions of the Faculty Senate Committees in which faculty serve. and the [ARPT manual](#) for further description on evaluation of faculty. These documents are also available filed in ERF Folder D.2. Supporting Documentation.

- 3) A table showing the SFR and average class size for program-specific classes for the last two years in the format of Template D2-2. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

See next page.

| TEMPLATE D2-2 | | | | |
|--|--|---|------------------------|---|
| Semester | SBP SFR | Explanation of the data and method used | SBP Average Class Size | Explanation of the data and method used |
| Semester 1: Fall 2022 | 33 | The number of majors divided by full-time faculty (5 in F22, 4 in S23, 5 in F23 and 6 in S24) | 25 | Student count in all classes divided by all classes in the major. Excludes independent study courses. |
| Semester 2: Spring 2023 | 39 | | 21 | |
| Semester 3: Fall 2023 | 30 | | 17 | |
| Semester 4: Spring 2024 | 28 | | 20 | |
| Comparable Program Identification and Explanation | | | | |
| Comparable Baccalaureate Program in the institution | Narrative explanation of the choice of the comparable program. Include degree objectives and methods of instruction as well as a rationale for the choice. | | | |
| Psychology | Psychology was chosen because it is similar to Public Health in some respects: all students complete a research sequence; all students perform an internship. One major difference is that Psychology is a very large major at the University, with over 300 majors. | | | |
| | | | | |
| Comparable Program | | | | |
| Semester | Comparable Program SFR | Comparable Program Avg. Class Size | | |
| Semester 1: Fall 2022 | 41 | 21 | | |
| Semester 2: Spring 2023 | 36 | 22 | | |
| Semester 3: Fall 2023 | 39 | 22 | | |
| Semester 4: Spring 2024 | 40 | 24 | | |

- 4) A table showing the average advising load for the last two years in the format of Template D2-3. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

| TEMPLATE D2-3 | | | | | |
|---|---------------------------|---|---------------------------------------|--|--|
| <i>Provide information on the average advising load for the last two years.</i> | | | | | |
| Semester | SBP Average Advising Load | Explanation of the data and method used | Comparable Program in the institution | Comparable Baccalaureate Program Average Advising Load | Narrative explanation of the choice of the comparable program |
| Semester 3: Fall 2022 | 33 | N (PH students) / N (full-time advising faculty). | Psychology | 33 | Psychology was chosen because it is similar to Public Health in some respects: all students complete a research sequence; all students perform an internship. A major difference is that Psychology is the largest major at the University. This calculation was a simple average of each advisor's advising load. |
| Semester 4: Spring 2023 | 34 | | Psychology | 27 | |
| Semester 3: Fall 2023 | 29 | | Psychology | 30 | |
| Semester 4: Spring 2024 | 28 | | Psychology | 32 | |

- 5) Three examples of how the program has used enrollment data to gauge resource adequacy (e.g., course sequencing, teaching assistants, advising loads, etc.)

Our program regularly tracks student enrollment, progress, and graduation based on institutional data provided each semester by Institutional Research and Assessment (see our Public Tableau profile: <https://public.tableau.com/app/profile/oldwestbury>). On an ongoing basis, and specifically as part of our internal five-year program review process, we analyze:

Enrollments by Semester and by Year

Each year as we create the new schedule, we use data from the previous two years to inform our needs. If students are not filling particular core courses, we may cut a course section depending on need; if they are filling completely, we will add a course section.

Enrollments by Time of Course

Each year, we analyze the enrollment data based on our course time blocks. We assess whether students are filling the morning, midday, or evening courses. While some programs have had to cancel evening courses due to low enrollment, ours are still filling to at least half-full. This may be unique to our program, as we have many students who already work in healthcare in traditional 40 hour/week jobs, and thus need their courses to be offered in the evening. Watching these data, we have maintained that each core course needs to be offered in the evening at least once per year, and each semester, we offer at least one elective course in the evening or in an asynchronous remote format to accommodate those students.

Enrollments by Course Format

The program has tracked enrollment data for online vs. in-person courses since the pandemic. We began offering more online courses after going fully remote for 2020/2021, but once we returned to campus, online courses were never more than 30% of our course offerings. We have seen through tracking enrollment data that online courses are always filled. However, during our CEPH retreats (when we discuss student achievement with SLOs) we also have also considered how students struggle to retain material and meet learning outcomes in our online courses. We believe this is in part due to a lack of connection with the campus and their fellow students. In combining concerns about students meeting SLOs while also trying to accommodate the need for more online courses, we have increased our hybrid offerings, in which students attend in-person for half of their contact hours per week and do online work/meetings for the other half. Additionally, we are constantly discussing strategies for successful online pedagogy.

Advising loads

See advising section G below.

Workload distribution by rank and course level

Starting in Fall 2021, we began keeping a service sign-up form so that it is clear what each faculty member is contributing to the University. We review it every department meeting. In making this public and visible, we can track when a faculty member is over- or under-committed, and address the inequitable distribution (see ERF Folder D.2. Supporting Documentation/Service Distribution 2022 2023). In terms of course releases, the School of Arts and Sciences has a process to apply for a course release, and decisions are made based on this process (see ERF Folder D.2. Supporting Documentation/Course Release Policy). Finally, independent study assignments are at the sole discretion of a faculty member. The compensation process is outlined in the document in ERF Folder D.2. Supporting Documentation/Internships and Independent Studies.

D3. Student Enrollment

To adequately gauge resource needs, the program defines accurate and useful means to track student enrollment, including tracking the number of majors in the program. Given the complexity of defining “enrollment” in an undergraduate major or baccalaureate degree program, the program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals.

- 1) A table showing student headcount and student FTE for the last two years in the format of Template D3-1. For the purpose of defining the semesters of required reporting, the program should consider the semester during which the final self-study is due, or the most recent semester for which full information is available, to be semester four and should include information on the three preceding semesters.

| Semester | Student headcount | Student FTE | Narrative explanation of the specific method and source of student enrollment data |
|-------------------------|-------------------|-------------|--|
| Semester 1: Fall 2022 | 164 | 145 | This is calculated by taking the number of credits attempted (by public health majors) and dividing by 15. |
| Semester 2: Spring 2023 | 155 | 137 | |
| Semester 3: Fall 2023 | 154 | 151 | |
| Semester 4: Spring 2024 | 165 | 138 | |

E1. Doctoral Training

Faculty are trained at the doctoral level in most cases. A faculty member trained at the master's level may be appropriate in certain circumstances, but the program must document exceptional professional experience and teaching ability.

- 1) If applicable, a brief description of the professional experience and teaching ability of any faculty member listed in Template D2-1 who is trained at the master's level without a doctoral or other terminal degree (e.g., JD, MD).

Ana Djordjevic (F21) is an experienced educator with a master's degree focused on health policy. She had significant teaching experience inside and outside the classroom when she came to us, including at Brooklyn College, but also significant experience doing public health and health justice work both domestically and internationally, including work in Serbia, France, Spain, Senegal, Thailand, Burma, and the UK. She was an excellent faculty member for our students interested in program-development, health governance work, or international development work. See her CV for more details as to her exceptional professional experience and teaching ability.

Ashanti Loadholt (F22) is an alumnus of our program who went on to pursue an MPH in health policy and management and then work in health administration as a patient navigator and research associate for a SUNY-downstate hospital. She had fresh knowledge of health administration as a recent MPH graduate working in the field, and we took the mentorship opportunity with one of our alumni to train her ourselves in teaching in the college classroom. The chair reviewed her syllabus more thoroughly than most adjunct faculty, faculty shared assignments and reading materials with her to maintain consistent coverage for the class, and the chair met with her weekly to discuss teaching strategies, successes, and challenges in the classroom. She did a great job and we hope to have her back in the future when she has the time outside of her new full time position with New York City's Department of Health and Mental Hygiene.

Katherine Fix (S23) is also an alumnus of our program who went on to become a Vice President of our most common applied practice experience placement partners, Northwell Health. Northwell is also a major place of employment for our graduates. Ms. Fix received her Master of Health Administration in 1997 after graduating from our program in 1994, and then established herself as a leader in healthcare management. Ms. Fix has always been willing to come back to our program to connect with students, and more recently, teach her areas of expertise: health administration and healthcare management. She has also hired and mentored students who came into our program years after her. We are always excited when Ms. Fix can take the time from her busy VP position at Northwell to teach our students. Her teaching experience is primarily through Old Westbury for the last decade; she has been mentored to teach by the previous chair, Martha Livingston.

Simon Sandh has an MPH in Epidemiology and was working on his PhD (ABD) when he taught for us. His research experience is extensive, and he had experience teaching undergraduate public health students from multiple programs (in the CUNY system) before coming to us. Mr. Sandh has worked as a Fulbright scholar in Manila, a global health scholar at NYU, and program manager/research assistant on several projects.

Bianca Rivera did not technically teach during the semesters in which we collected data (F21-S23), however, we just hired Ms. Rivera to teach for the F23/S24 school year, and thus a description warrants inclusion. Ms. Rivera has an MPH in Epidemiology from SUNY Downstate and is currently ABD for a Dr.PH through Downstate as well. Ms. Rivera has been teaching undergraduate public health courses since Fall 2017 at CUNY Hunter as well as a few courses in other programs (University of Tampa, SUNY Downstate). Her former teaching evaluations are stellar, and her research experience is local and relevant to our students.

E2. Faculty Experience in Areas of Teaching

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

- 1) A list of all faculty providing program instruction or educational supervision for the last two years in the format of Template E2-1. This template should include the same faculty members listed in Template D2-1.

Template E2-1 Provide a list of the education and experience of all faculty providing program instruction or educational supervision for the last two years.

** List faculty alphabetically*

^ Classification of faculty may differ by institution, but may refer to teaching, research, service faculty or tenured, tenure-track, non-tenure-track faculty or alternative appointment categories used by the program.

See Template E2-1 on next page

| Name* | Graduate degree(s) earned | Institution(s) from which degree(s) were earned | Disciplines in which degrees were earned | Relevant professional experience outside of academia | Credentials from certification, registration, and/or licensure, if applicable | Courses taught F22-S24 |
|---|---------------------------|---|---|--|---|---|
| Tenya Blackwell (adjunct faculty F22/S23) | Dr.PH, MS | SUNY Downstate; New York Institute of Technology | PH; Environmental Technology and Engineering | Director of Community Engagement for Arthur Ashe Institute of Urban Health; Program Manager for NY Perinatal Network; several environmental advocacy groups; lots of focus on MCH as well in research. | Certifications in: Hazardous Waste Manifesting; Environmental Management; NYC Licensed Asbestos Inspector; PLM Asbestos Analyst; Environmental Sampling and Analysis; HIV/AIDS Health Educator. | PH 2000; PH 2900; PH 4800 |
| Griselda Chapa (adjunct faculty F22/S23) | Sc.D., MPH | Tulane University; University of Illinois @ Champaign-Urbana | Health Services Management; Health Education | Director of Research at Wellpoint, a health organization, doing both research and health administration work. Health services research at Blue Cross. NYCDOHMH positions in correctional health; also worked for labor unions on health research. Published around areas of cancer and healthcare utilization. | | PH 3200; PH 4670; PH 4850 |
| Lisa Chin | EdD, MA, MPH, JD | Columbia University; Medical College of Wisconsin; Columbia University; New York Law School | Bioethics, Health Policy and Management, Law | Postdoctoral Research Fellow, Columbia University HIV Center | | PH 3610; PH 4810; PH 4820; PH 4900 |
| Spring Chenoa Cooper (adjunct faculty S23) | Ph.D. | The Pennsylvania State University | Biobehavioral Health | An associate professor of public health at CUNY school of public health; research and interests focus on education concerning sexual health (vaccines, adolescents, pleasure, STI prevention, sexual violence, social media, etc.) | | PH 4450 |

| Name* | Graduate degree(s) earned | Institution(s) from which degree(s) were earned | Disciplines in which degrees were earned | Relevant professional experience outside of academia | Credentials from certification, registration, and/or licensure, if applicable | Courses taught F22-S24 |
|---|---------------------------|---|--|--|--|--|
| Katherine Fix (adjunct faculty S23) | MHA | Hofstra University | Health Administration | Working in health administration and healthcare management for over thirty years, including leadership roles in revenue cycle operations, practice management and business management at major hospitals in the area | | PH 4760 |
| Rahwa Haile (F22, S23) | Ph.D., MA | University of Michigan, Ann Arbor | Health Behavior and Health Education, American Culture | Postdoctoral Research Fellow, Columbia University HIV Center; Research Fellow, Center for Interdisciplinary Research on AIDS, Yale University | | PH 4800; PH 4900; PH 4920 (Special Topic: Mass Incarc and Health); PH 5920 |
| Christopher Hartmann | Ph.D., MA | Ohio State University | Geography | Publications in the <i>American Journal of Public Health</i> , the <i>Journal of Primary Prevention</i> , and the <i>International Journal of Epidemiology</i> . Completion of graduate coursework Biostatistics and Epidemiology at Case Western Reserve University, 2011-12 | | PH 3400; PH 3600; PH 4800; PH 4890; PH 4900; PH 5900; PH 5920 |
| Heather Henderson (adjunct faculty F22/S23) | Ph.D., MA | University of South Florida, Tampa | Applied Medical Anthropology (both degrees) | Program Director, IDEA Exchange Tampa; Director of Social Medicine, Department of Emergency Medicine, Tampa General Hospital; Program Director, Pathway Bridge and FOCUS (Infectious disease screening), Tampa General; Clinical Data coordinator, research associate for several projects | Certified Addiction Professional; Certified Recovery Peer Specialist; Phlebotomy Certified; Suicide Prevention Certification; Trauma-informed care certification; HIV/AIDS counselor; Medication Assisted Treatment Advocate | PH 4600; PH 4650; PH 4760 |

| Name* | Graduate degree(s) earned | Institution(s) from which degree(s) were earned | Disciplines in which degrees were earned | Relevant professional experience outside of academia | Credentials from certification, registration, and/or licensure, if applicable | Courses taught F22-S24 |
|--|---|--|--|---|--|---------------------------|
| Shijian Li | Ph.D., MSW, Advanced Certificate | University of Michigan, Ann Arbor, NYU | Social Work and Political Science; Social Work; Health Policy and Management | Postdoctoral Research Scientist, B Free CEED: National Center of Excellence in the Elimination of Hepatitis B Disparities, New York University Institute of Community Health and Research (ICHR) | | PH 4670; PH 5900; PH 5920 |
| Martha Livingston (F22, S23, S24) | Ph.D., MA, Childbirth Education Certification | State University of New York at Stony Brook (Ph.D.); University of Regina, Saskatchewan (MA) | Social/Health Psychology; Childbirth Education | Editorial Board, Journal of Public Health Policy; Physicians for a National Health Program: Vice-Chair, Board of Directors, New York Metro Chapter; Associate Director for Perinatal Services, Northern Manhattan Perinatal Network, New York | Certified Childbirth Educator (CCE) | PH 3600, PH 4790; PH 5920 |
| Ashanti Loadholt (adjunct faculty F22) | MPH | SUNY Downstate School of Public Health | Health Policy and Management | Patient Navigator for SUNY downstate hospital; senior research support specialist for HIV prevention programs; worked on several research projects around healthcare utilization and sexual health in SUNY downstate and NYCDOHMH system. | Certified Associate in Project Management; NY State of Health Online Assistor Certification Training | PH 3610 |
| Bianca Rivera (F23, S24) | ABD (Dr.PH), MPH | SUNY Downstate School of Public Health | Epidemiology | Publications in <i>Lancet Public Health</i> , <i>JAMA Psychiatry</i> , from health services and policy evaluation research conducted with the Center for Opioid Epidemiology & Policy at NYU School of Medicine; prior work as research assistant (ex: digital health interventions for individuals at risk of stroke, occupational epidemiology, and participatory action research in minoritized women and girls who are survivors of dating violence), | Certified in Public Health (NBPHE) | N/A |

| Name* | Graduate degree(s) earned | Institution(s) from which degree(s) were earned | Disciplines in which degrees were earned | Relevant professional experience outside of academia | Credentials from certification, registration, and/or licensure, if applicable | Courses taught F22-S24 |
|------------------------------|---------------------------|--|---|--|---|---|
| Sarah Smith (F22, F23, S24) | Ph.D., MPH | University of South Florida, Tampa | Cultural Applied Anthropology, MPH Community and Family Health | Violence Against Women Prevention Program; NYC Reproductive Health Access in School-Based Health Centers Project; Women's Oral-Systemic Health Projects; various publications. | | PH 3600; PH 3700; PH 5900; PH 5920 |
| Shameika Williams (F23, S24) | Ed.D., MPH | Columbia University Teachers College, Capella University | Health and Behavior Studies/Health Education, Public Health | City Research Scientist II, NYC Department of Health and Mental Hygiene; Project Director, Columbia University Irving Medical Center; Health Educator/Project Lead, Northwell Health; Project Coordinator, Brooklyn Breastfeeding Empowerment Zone/DOHMH | Certified Lactation Counselor | N/A |

All CVs are in the ERF Folder D Supporting Documentation.

Note: Dr. Williams was hired on a new tenure-track line for public health, and as a social justice fellow. She will be teaching 2 courses per semester while also contributing to the new Social and Environmental Justice Institute (SEJI). Her experience in New York's public health environment and extensive it it's depth and breadth, and we are so excited to welcome her to our faculty. While Dr. Rahwa Haile is on this list because it reflects F22-S23, she resigned effective August 2023 to pursue a new exiting opportunity with CUNY at Lehman College. We successfully advocated for an emergency hire of a full-time lecturer to fill her place this year. Ms. Rivera was hired in this role and will be teaching four courses per semester for us in the Fall and Spring semesters (see E.1. above). We are excited to welcome both new faculty members to our program. Further, a tenure-track line was approved for the permanent replacement of Dr. Haile's position for Fall 2024. We also received preliminary approval to hire an Applied Practice Experience coordinator for the department. Whether this role is a faculty or a staff position has yet to be worked out by the administration, but we are very excited to fill this role and have institutionalized support for student's applied experiences.

E3. Informed and Current Faculty

All faculty members are informed and current in their discipline or area of public health teaching. Activities that may demonstrate that faculty members are informed and current may include publishing peer-reviewed scholarship, presenting at peer-reviewed conferences, attending relevant conferences and seminars, etc. This list is not intended to be exhaustive.

- 1) A description of the activities and methods through which all faculty members remain informed and current in their discipline (e.g., completed professional development opportunities) in the form of Template E3-1. The description must address both full-time and part-time faculty.

Informed and Current Faculty F2021-S2023 (plus 2 newly hired faculty in F2023)

| Faculty name | Area of instruction | Explanation of currency |
|----------------------|---|--|
| Lisa Chin | Health Administration and Policy; US Healthcare System, Health Education, Ethics, Senior Research Seminar I | Maintains professional memberships and attends meetings/conferences when possible. Pursues continuing education/post graduate coursework in subject matter related to faculty member's areas of specialization. Serves as an abstract reviewer for conference meetings and peer reviewer for academic journals. |
| Rahwa Haile | Epidemiology, US Healthcare, Black Lives Matter, Senior Research Seminars I and II | RJWF foundation grant funding, community-focused research working with community groups; conferences, publishing in peer-reviewed journals. |
| Christopher Hartmann | Study abroad programs, Senior Research Seminars I and II, Social Determinants of Health, Environmental Justice, Global Health | Maintains professional memberships and attends conferences, conducts local and international research, serves on the board of local community groups; publishes in peer-reviewed journals. |
| Shijian Li | Immigrant and Refugee Health, Health Program Planning and Evaluation, Biostatistics, Senior Research Seminars I and II | He has numerous publications in peer-reviewed public health journals, and has served as Chair and Program Chair of the Asian-Pacific Islander (API) Caucus of the American Public Health Association. He holds an advanced certificate in Health Policy and Management from New York University. He also received postdoctoral training in Community-Based Participatory Research at New York University Medical Center. |
| Martha Livingston | Health Policy, the US Healthcare System, the Social Determinants of Health, Senior Research Seminar II | She has been a member of the Editorial Board of the Journal of Public Health Policy since 1998, a reviewer for the American Journal of Public Health and other public health journals, and a leader in the Socialist Caucus of APHA for twenty years. In 2017 she was honored as a 40-year member of APHA. |
| Bianca Rivera | Epidemiology, Biostatistics, Senior Research Seminar I, Occupational Health, U.S. Health Care System, Substance Use, Health Education | Maintains professional memberships and attends conferences; conducts local and national research, publishes in peer-reviewed journals. |

| Faculty name | Area of instruction | Explanation of currency |
|-----------------------------|---|--|
| Sarah Smith | Medical Anthropology, Senior Research Seminars I and II, Women's Health, Social Determinants of Health | Maintains professional memberships and attends conferences; attends meetings as funding allows; continues data collection in areas of migrant health, reproductive health, health services research; publishes in peer-reviewed journals; serves as a reviewer for multiple academic journals. Works with relevant community groups in Guam. |
| Shameika Williams | Social Determinants of Health; Senior Research Seminars, Women's Health Applied Practice Experience; Black Lives Matter | Maintains professional memberships and attends conferences; publishes work; services on community health-related organizations; deeply embedded in NYC public health work that the community-level. |
| Heather Henderson (F22/S23) | Substance Use; Health administration; Health Program Planning and Evaluation | Maintains professional memberships and attends conferences, runs a social medicine department within a hospital; manages several programs and research projects within the hospital (Tampa General) and USF health. |
| Tenya Blackwell (F22/S23) | Racism and health, social determinants of health, epidemiology | Maintains professional memberships and attends conferences, serves on several institutes and community programs in NYC area; manages research and outreach programs in areas of urban health, environmental health, and MCH. |
| Griselda Chapa (F22/S23) | Nutrition and the food system, biostatistics, epidemiology | Maintains professional memberships and attends conferences, teaches in several undergraduate public health programs; consults with health care organizations to help them use and understand data. |
| Ashanti Loadholt F22/ | Health administration, US healthcare system, and health policy | Maintains professional memberships and attends conferences, served as a patient navigator within SUNY downstate hospital system, works for NYC DOHMH in community outreach programs |
| Katherine Fix S23 | Health administration, US healthcare system, and health policy | Maintains professional memberships and attends conferences, serves as VP of an entire unit of Northwell Health Hospital System. |
| Spring Chenoa Cooper S23 | Sexual health and human sexuality | Maintains professional memberships and attends conferences, teaches graduate and undergraduate students at CUNY, publishes in peer-reviewed journals. |

E4. Practitioner Involvement

Practitioners are involved in instruction through a variety of methods (e.g., guest lectures, service learning, internships and/or research opportunities). Use of practitioners as instructors in the program, when appropriate, is encouraged, as is use of practitioners as occasional guest lecturers.

- 1) A list of the activities and methods through which practitioners are involved in instruction in the format of Template E4-1.

Template E4-1

A list of the activities and methods through which practitioners are involved in instruction. Template E4-1 requires each practitioner's name, credentials, title and place of employment, course(s) in which he or she is involved and instructional activities provided. (Criterion E4)

| Practitioner name | Credentials | Title | Employer | Course(s) taught/ Instructional activities provided |
|--------------------------|------------------------|---|---|--|
| Nolan Kline | PhD, MPH, CPH | Associate Professor | University of Central Florida College of Medicine | PH 3600 Guest Speaker |
| Jason Wilson | MD | Chief of Emergency Medicine | University of South Florida | PH4650 Guest Speaker |
| Tyler Bartholomew | PhD | Assistant Professor | University of Miami | PH4650 Guest Speaker |
| Samantha Reale | AS, CRPS | Peer Recovery Specialist | IDEA Exchange Tampa | PH4650 Guest Speaker |
| Jerilyn Marinar | MS | Director, Career Planning and Development | SUNY Old Westbury | PH 4900 Guest Speaker |
| Amita Patel | MS Nursing | Family Nurse Practitioner | Meadowbrook care center | PH 4900 Placement Preceptor |
| Ivy Sun | OD | Optometrist | Advantage Vision | PH 4900 Placement Preceptor |
| Roman Yunusov | BSN | Manager | CITI Med | PH 4900 Placement Preceptor |
| Pamela Portado | B.S., M.B.A. | Nurse Care Coordinator | West Nassau Dialysis Center | PH 4900 Placement Preceptor |
| Janet Romeo | MS Ed | Assistant Director of Epilepsy Services | Epilepsy Foundation Long Island | PH 4900 Placement Preceptor |
| Stacey DeFelice | C.B.C.S, C.P.T, C.E.T. | Director | OSSD | PH 4900 Placement Preceptor |
| Aman Gill | MPA | Billing manager | South Shore Medical Care P.C | PH 4900 Placement Preceptor |
| Thomas Bruno | M.P.A | Executive Director | Hicksville Boys & Girls club | PH 4900 Placement Preceptor |
| Vanessa Umana | LCSW, CASAC | Manager/Surgical Coordinator | Ophthalmology Center of Long Island | PH 4900 Placement Preceptor |
| Josie Manucha | B.A., PH concentration | Base Building Organizer | Long Island Progressive Coalition | PH 4900 Placement Preceptor; Guest Speaker in 5920 |

| Practitioner name | Credentials | Title | Employer | Course(s) taught/ Instructional activities provided |
|--------------------------|---|--|--|--|
| Stephanie Kubow | MPH | Principal, Community and Population Health | Northwell Health | PH 4900 Placement Preceptor |
| Kerry Brown | BS Physical Therapy | Director of Therapeutic Services | Mercy Hospital | PH 4900 Placement Preceptor |
| Paul Mac Millan | M.Ed | Assistant Director of Respite and Recreation | Citizens Options Unlimited | PH 4900 Placement Preceptor |
| Christopher Griffiths | BS Biobehavioral Health; MBA in Healthcare Mgmt | Assistant Manager: Hospital Operations | Memorial Sloan Kettering Cancer Center | PH 4900 Placement Preceptor |
| Jennifer Chlystun | MS | Director | Islip School Age Child Care | PH 4900 Placement Preceptor |
| Roy Maharaj | RN | Assistant Nurse Manager | Good Samaritan University Hospital | PH 4900 Placement Preceptor |
| Shanequa Levin | Award-winning and certified social justice leader | CEO & Founder | Women's Diversity Network aka WDN Resource Center | PH 4900 Placement Preceptor |
| Claudia Newman | BA | Coordinator | Panther Food Pantry | PH 4900 Placement Preceptor |
| Elizabeth Jean Zebroski | Bachelor Science - Public Health | Director, Volunteer Services | NYU Langone Hospital-- Long Island | PH 4900 Placement Preceptor |
| Doreen Cohen | BS Management | Volunteer Experience Program Manager | North Shore University Hospital | PH 4900 Placement Preceptor |
| JoAnna Fasulo | DC | Chiropractic Office | JoAnna Fasulo DC PC dba Fasulo Chiropractic | PH 4900 Placement Preceptor |
| Rochelle Rodney | BS | Director of Advocacy | NY Birth Control Access Project | PH 4900 Placement Preceptor |
| Bibi Gaffur | BS Public Health | Supervisor of operations | Northwell Health Physician Partners - OBGYN at Glen Cove | PH 4900 Placement Preceptor |
| Vaneza Tiama | BS Physical Therapy | Physical Therapist | Quan medical PLLC | PH 4900 Placement Preceptor |
| Christine Keller | MA, MS. Ed. | Founding Director | Sangha Education Center | PH 4900 Placement Preceptor |
| Danniya Samuel | MS Physician Assistant Studies | PA-C, Chief Physician Assistant | Mercy Medical Center Emergency Dept | PH 4900 Placement Preceptor |
| Briana Yule | ARRT licensed Xray /CAT scan technologist | CT Lead Technologist | Mount Sinai South Nassau Hospital | PH 4900 Placement Preceptor |

| Practitioner name | Credentials | Title | Employer | Course(s) taught/ Instructional activities provided |
|--|--------------------|--|--|--|
| Jason Sarzosa | OTR/L, CNS | Owner | Alternative Care OT, PC | PH 4900 Placement Preceptor |
| Lisa Jamison | LMSW | Division Director | Family Service League | PH 4900 Placement Preceptor |
| Naomi Schoenfeld | PhD, MS | Social Medicine Clinician Consultant; Nurse Practitioner | San Francisco General Hospital ED; San Francisco Department of Public Health | PH4920 Cuba Study Abroad (2023) |
| Jen Kaspar | MD, MPH | Assistant Professor of Pediatrics; Assistant Professor of Global Health and Social Medicine; Pediatrician; Director, | Brigham and Women's Hospital; Harvard Medical School; Southern Jamaica Plain Health Center; Pediatric Racial Justice and Health Equity SJPHC | PH 4920 Cuba Study Abroad (2021) |
| Samira Addrey | MD | Scholarship Program Coordinator | ELAM (Latin American School of Medicine, Cuba) | PH3400 International Study Abroad (2023) |
| Carol Kessler, , Psychiatrist in practice in the Bronx | MD, MDiv | Psychiatrist | Private Practice | PH 5920 Informational Interviews |
| Patricia Loftman | CNM | CNM | NYC Health and Hospitals Corp. | PH 5920 Informational Interviews |
| Linda Prine | MD | Co-Founder, National Leader on Abortion Access | M+A Hotline; ACT Access | PH 5920 Informational Interviews |
| Jenny Brown | MS | Author and Organizer | Author of two books about women's health; writer for Jacobin | PH 5920 Informational Interviews |
| Elisabeth Ryden Benjamin | MS, JD | Vice President for Health Initiatives | Community Service Society of New York | PH 5920 Informational Interviews |

E5. Graduate Students

Not Applicable.

F1. Financial Resources

The program has access to financial resources that are adequate to fulfill its stated mission. Financial support is adequate to sustain all core functions, including offering the required curriculum and other elements necessary to support the program's ongoing operations.

- 1) A letter, signed by the administrator(s) responsible for the program at the dean's level or above, indicating the institutional commitment to the program and to providing the resources required to accomplish the mission, to teach the required curriculum, and to achieve expected student outcomes.

See ERF Folder F Supporting Documentation/Dean Support Letter CEPH 2023.

- 2) A budget table delineating fiscal resources for the program indicating all funding sources to the extent possible in the format of Template F1-1.

See next page.

| Template F1-1. Public Health Financial Summary 2016-17 thru 2023-24 | | | | | |
|--|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| Tuition Revenue: | | | | | |
| Fall FT Undergrad | \$695,315 | \$667,880 | \$580,354 | \$582,625 | \$594,130 |
| Fall FT Undergrad – Excelsior | 60,770 | 61,950 | 21,742 | - | - |
| Fall PT Undergrad | 75,225 | 69,325 | 74,930 | 59,000 | 60,180 |
| Spring FT Undergrad | 632,480 | 537,195 | 536,222 | 510,645 | 520,675 |
| Spring FT Undergrad – Excelsior | 60,770 | 61,950 | 17,789 | - | - |
| Spring PT Undergrad | <u>45,725</u> | <u>65,195</u> | <u>67,555</u> | <u>76,405</u> | <u>77,880</u> |
| Total Revenue | \$1,570,285 | \$1,463,495 | \$1,298,590 | \$1,228,675 | \$1,252,865 |
| Expenses: | | | | | |
| Salaries & Wages: | | | | | |
| Full Time Faculty | \$555,923 | \$535,176 | \$567,111 | \$572,789 | \$584,244 |
| Adjuncts | 18,000 | 10,800 | 24,000 | 47,817 | 48,773 |
| Non-Institutional | - | <u>32,296</u> | <u>33,744</u> | <u>38,498</u> | <u>39,268</u> |
| Subtotal | 573,923 | 578,273 | 624,856 | 659,104 | 672,286 |
| Public Health OTPS | 500 | 500 | 5,000 | 5,000 | 5,000 |
| Indirect Operating Costs (AA) ¹ | 242,118 | 213,742 | 206,657 | 252,027 | 257,068 |
| Indirect Operating Costs (Fixed) ² | 72,656 | 52,293 | 45,294 | 61,322 | 62,505 |
| Other Indirect Operating Costs (Non-Fixed) ³ | 102,577 | 67,344 | 59,437 | 45,462 | 46,257 |
| Other Indirect Personnel Costs ⁴ | <u>578,510</u> | <u>551,342</u> | <u>357,347</u> | <u>205,761</u> | <u>209,749</u> |
| Total Expenses | \$1,570,285 | \$1,463,495 | \$1,298,590 | \$1,228,675 | \$1,252,865 |
| Net Margin | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> | <u>\$0</u> |
| Notes FY 2019-20 thru 2022-23 revenues are based on actual enrollment totals; 2023-24 are projected totals based on a mix of flat and 1% annual enrollment growth. FY 2019-20 thru 2022-23 expenses are based on actual budgeted costs; 2023-24 are projected totals based on Public Health Department. ¹ Indirect Operating Costs: Public Health portion of Academic Affairs costs (Library, Administration, Recharges, Location Pay, etc.); based on FTE. ² Indirect Operating Costs: Public Health portion of Fixed costs (Utilities, Postage, Telephone, etc.); based on FTE. ³ Other Indirect Operating Costs (Non-Fixed): OTPS State Funding College level less State funded FC. Percentage share based on total Student FTE/Public Health FTE. ⁴ Other Indirect Personnel Costs: Personnel State Funded costs less Academic Affairs and Public Health. Percentage share based on total Student FTE/Public Health FTE. | | | | | |

- 3) A narrative explanation of the data in Template F1-1 and a discussion of any recent or planned future changes in fiscal resources.

The Budget Table (Template F1-1) above demonstrates the funding sources and fiscal support for the Department of Public Health, as developed by our Budget Office in the Division of Business and Finance. The primary source of income is state appropriations, largely tuition and fees. Allocations from the Provost (AA) and Dean support faculty travel, professional development, and faculty recruitment. The Provost also supports the Faculty Development Grant Program, to which faculty can submit a proposal for research funding up to \$5000 for all Faculty (See ERF Folder F Supporting Documentation/FDG). SUNY is subject to the Collective Bargaining Agreement negotiated between the faculty union, United University Professions (UUP) and the Governor's Office, and UUP funds a Faculty Development Program to which faculty can apply for up to \$2000 for professional development.

The one major change in fiscal resources for the Department of Public Health was our addition of a tenure-track assistant professor line, which is supported by the Social and Environmental Justice Institute (SEJI) on campus. Dr. Shameika Williams began with us for the Fall 2023 semester, and will have one course release per semester this year to work with SEJI. Other changes include the departure of Dr. Haile, Associate Professor, and the hiring of a full-time lecturer for the F23/S24 school year to temporarily replace her (and a TT line for F2024). These numbers will not be considered 'actual' until the end of the fiscal year (see notes below Template F1-1). See ERF Folder F Supporting Documentation/Assistant Professor TT F24 Approval.

F2. Physical Resources

The program has access to physical resources that are adequate to fulfill its stated mission. Physical resources are adequate to sustain all core functions, including offering the required curriculum and other elements necessary to support the program's ongoing operations.

- 1) A description of the physical space available for faculty offices, program classrooms, and student meetings or study groups.

The Department of Public Health shares an administrative assistant with the Biological Sciences department, and has offices, equipment, and facilities available for research and instructional purposes. All classrooms are equipped with media projection resources and internet availability. The Natural Science Building (NSB) has a computer laboratory shared by Public Health majors and other students in the natural and physical sciences; additional computer labs are available for all student use in the New Academic Building (NAB) and in the Library Tech Commons. Faculty can reserve these computer labs for classroom instruction as well. The library also has collaborative study spaces that can accommodate 2-10 students, with access to screen-sharing technology. The library provides access to all major electronic databases for professional and research journals, and quickly uses interlibrary loan for anything we do not own.

The Natural Science Building (NSB) is in the early stages of a complete renovation, however. This will disrupt our space for future semesters, but the outcome will be improved facilities and room to grow. A residence hall (Woodlands Building 5) is currently being repurposed/outfitted to serve as a temporary space for faculty and staff offices during the years of construction, and faculty will be moved into these spaces in Summer 2024. Construction will include a 40,000 square foot expansion as well as rehabilitation of current spaces; it is estimated to be completed by 2030. Funding is already secured at SUNY-central. (See ERF Folder F Supporting Documentation /FAQ for Students NSB Renovations).

Institutional support for faculty development includes workshops held through the Teaching and Learning Resource Committee (TLRC), and the Center for Teaching and Learning (CETL) (see section A.2 of ERF). Additionally, we have workshops on development of blended, online, and hybrid courses offered by our instructional design team (See ERF Folder F Supporting Documentation/Instructional Design Team Training). As we have recently pivoted from Blackboard to Brightspace, they have been instrumental in training both faculty and students in navigating the new learning platform.

F3. Academic and Career Support Resources

The academic support services available to the program are sufficient to accomplish the mission and to achieve expected student outcomes. Academic support services include, at a minimum, the following:

- computing and technology services
- library services
- distance education support, if applicable
- career services
- other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program

- 1) A description of the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular, and indicate who is responsible for each service (e.g., the institution, the college, the program, etc.). Present the response in the format of Template F3-1.

Template F3-1

A description of the program's academic support resources, including each of the following areas. Focus the discussion on the resources that are intended for and/or supportive of the program and its students in particular, and indicate who is responsible for each service (eg, the institution, the college, the program, etc.). (Criterion F3)

| Academic Support Resource | Responsible Party | Description |
|--|-------------------|--|
| a) computing and technology services | The institution | There is IT support for our hybrid and remote courses, for assistance in the classrooms, and for all other student computing and technology needs: https://www.oldwestbury.edu/division/division-business-finance/information-technology-services . We also have several computer labs for students to use. |
| b) library services | The institution | Public Health students at Old Westbury have access to several library resources and services. We also have an assigned librarian with a long relationship with the department and extensive knowledge of public health sources. Our assigned librarian also provides classroom instruction for students to learn how to use library research databases. Our Library's resources and services are described here: https://libguides.oldwestbury.edu/ |
| c) distance education support, if applicable | N/A | |

| Academic Support Resource | Responsible Party | Description |
|---|-------------------|--|
| d) career services | The institution | <p>Our Career Planning and Development Center provides assistance to all students at the University, including our Public Health students, and sponsors several Public Health-specific events each year. For these events, they invite Public Health professionals in our area to describe the career opportunities open to students, and to interact with our students (see ERF Folder G Supporting Documentation/Career Advising Events/Career Center Events 2021-2023). Public Health faculty help plan these events, often inviting alumni to present. Career services professionals also offer classroom instruction on resume building and job interview techniques, as well as soft skills; we bring them into our PH 4900 classrooms every semester, and often, into other classes as well. https://www.oldwestbury.edu/student-success-center-career-planning-and-development.</p> <p>We have also been tentatively approved to hire an applied practice experience coordinator within our department; this person will liaison with the Career Planning and Development Office to further enhance offerings and student/alumni support.</p> |
| e) other student support services (e.g., writing center, disability support services), if they are particularly relevant to the public health program | The institution | <p>We now have a student success center, which houses all types of support for students in one central location https://www.oldwestbury.edu/student-success-center, including:</p> <ul style="list-style-type: none"> • Academic Advising Center (to complement the academic advising provided by our Public Health faculty): https://www.oldwestbury.edu/academic-advising-center • Writing Center: https://www.oldwestbury.edu/writing-center • Math Learning Center: https://www.oldwestbury.edu/math-learning-center • Tutoring Center (Public Health faculty are able to suggest advanced undergraduate students who can provide course-specific tutoring): https://www.oldwestbury.edu/tutoring-center • Resources for first generation to college students: https://www.oldwestbury.edu/school-arts-and-sciences/first-generation-students • Peer Mentorship Program: https://www.oldwestbury.edu/school-arts-and-sciences/peer-mentoring • Office of Services for Students with Disabilities: https://www.oldwestbury.edu/division/office-student-affairs/office-services-students-disabilities • Panther Community Care Program (food pantry, assistance signing up for benefits): https://www.oldwestbury.edu/panther-community-care-center |

G1. Academic Advising

Students are advised by program faculty (as defined in Criterion D) or qualified program staff beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.

- 1) A narrative description of the institution's system for undergraduate academic advising.

Old Westbury has an extensive structure for advising students, including a [First-Year Experience Program](#) in which all first-year students participate, and an [Academic Advising Center](#) which is available to all students, whether or not they have declared a major. Below we provide a brief description of these University-wide services.

When students enter Old Westbury, they start advisement through the Academic Advising Center. The Academic Advising Center helps students plan coursework and develop educational and professional goals. This process includes all students who enroll in Old Westbury as first year or transfer students from another institution. The Academic Advising Center works with students to develop a clear plan for completing the [General Education Curriculum](#), completing a major, and earning a degree. The primary focus of the Academic Advising Center is to provide guidance and support to all students who have not declared a major or are very early in their college experience and have not yet begun taking major coursework (e.g., the first two years). In addition, the Academic Advising Center serves students who wish to change majors as well as upper-division students who need help planning their course of study. Once students have declared a major, these general advisors are still available to assist them as needed, but students are assigned a faculty advisor from their major department.

There is also a special advising program for first year students. Entering first-year students are advised during a special orientation session during the summer. Advisors from the Academic Advising Center as well as from the First-Year Experience Program are available during orientation sessions to advise all students, as are additional faculty members who have been trained to advise new students. Students are initially assigned a primary advisor, who could be an advisor from the Academic Advising Center or the First-Year Experience Program; these advisors work closely to advise all incoming first year students. Second semester first-year students may choose to be advised in either the Academic Advising Center or the First-Year Experience Program. They are assigned advisors in both programs. When possible, students are encouraged to work with the same advisor who helped them during orientation to maintain an ongoing relationship. This assistance continues into the sophomore year as students work on their Liberal/General Education requirements and consider a major.

Incoming transfer students are advised during a special orientation session prior to their first semester at Old Westbury. Depending on their class standing and whether they have declared a major, they may work with an advisor from the Academic Advising Center or a faculty member in their major department. The Academic Advising Center is prepared to advise all students who have declared majors in case of need, and the Academic Advisors are present at all transfer orientations. However, standard procedure for declared majors is to meet with a faculty member from their department and be advised in the major. The Academic Advising Center provides backup on transfer orientation days in case there are more students than can be accommodated within a particular academic department on that day. These academic advisors are in constant communication with faculty from each department to be sure to provide the best advice.

The Academic Advising Center hosts Academic Mapping workshops to help students gain a better understanding of how to make steady progress toward completing a major and earning their degree. Advisors explain Old Westbury's requirements for proficiency in Writing and Math, and make sure students understand how to achieve proficiency. Advisors help students understand the coursework they need to complete, and the grades they need to achieve, to meet

their educational and professional goals. When students are having difficulty making progress in their intended major, advisors work with them to explore alternative options. Advisors keep records of all advising sessions and other student interactions in order to accurately track and monitor student progress. The creation of the Student Success Center in Spring 2018 and the use of our EAB software (Navigate) is designed to identify and assist those students experiencing difficulty in making satisfactory academic progress.

The University also hosts career and graduate school counseling events; for these, they often collaborate with departments. See the flyers in the See ERF Folder G Supporting Documentation/Career Advising Events/Career Center Events 2021-2023 + Public Health Focused Events 2021-2023.

Once in the major, full-time program faculty (as defined by criterion D2) advise students.

2) A description of the program's provision of academic advising, including the following:

a) assignment of advisors

Historically, we assigned all major students to all faculty so that they could visit any faculty member with whom they felt most comfortable. However, when collecting data on each faculty members' advising appointments, we found that this led to inequitable distribution of advising loads for faculty members, which ultimately may affect student access to advisors. As of Fall 2022, we began to pilot assigning one faculty advisor to each student and continued it for Spring 2023 and Fall 2023. So far, advising loads are much more equitably distributed. Each semester, after drop/add, our Assistant Dean in the School of Arts and Sciences checks in with the chair about advising loads (accounting for sabbaticals and/or other service requirements that may inhibit advising) and then randomly assigns all new PH majors to a faculty advisor.

b) training and responsibilities of advisors

New faculty are trained by both the Department and the Academic Advising Center so that they can navigate the student information systems and learn both the University-wide and major-specific requirements. The Academic Advising Center hosts training sessions for new faculty every semester; this information is also provided in their Guides for Faculty Advisors See ERF Folder G Supporting Documentation/G.1. Advising Training and Documentation/Advising Guide Spring 2023; Degree Works Quick Advisor Guide; Quick Reference Guide with Navigate and MS Team; Advising Checklist for New Transfers. Upon completion of this training, new faculty sit in and observe with a colleague in public health for several sessions during their first semester. During these sessions (and follow up discussions after the student has left), they learn the intricacies of our program, and what should be covered in each advising session. Once they are ready to advise on their own, they are assigned advisees.

In the Navigate program, all public health students are assigned to public health faculty and we receive alerts and notices when their professors in any class issue an alert that they are struggling or failing. We then contact the student to make an appointment. Similarly, students can log in to this system and schedule an appointment with us anytime.

Faculty are responsible for 1) reaching out to students via a Navigate campaign right before registration for the next semester begins; 2) posting advising availability on Navigate for students to sign up for appointments or drop in during open hours; 3) post advising summaries in Navigate after a session, so that any other advisor can also assist the student's future advising needs. Faculty discuss academic planning, course sequencing, career and graduate school advising, and anything else the student requests to discuss regarding their major.

c) policies and procedures related to advising

When students are advised in our Public Health department, they are provided an advising form See ERF Folder G Supporting Documentation/G.1. Advising Training and Documentation/PH Advising Form 2023 with all course requirements, to guide their future course planning. The faculty member completes this advising form in conversation with the student and while reviewing the student's transcripts, so that the student has a document that will allow them to know they are on track. At times, the faculty member may have suggestions for helping students overtally into a course, or need chair approval for something; in that case, the faculty member emails the appropriate party and cc's the student to begin the process.

During full advising sessions, the faculty member prompts students to discuss other concerns. These include (but are not limited to): career aspirations, graduate school aspirations, study habits and concerns, any outside factors that may influence school success, and more. Faculty have a list of resources for students who disclose personal struggles, such as that related to mental health or housing and food insecurity; or academic concerns, such as study habits, writing skills, or tutoring requests. The faculty are provided with an updated list of University resources every semester (See ERF Folder G Supporting Documentation/G.1. Advising Training and Documentation/Advisor Resource Guide Spring 2023). Once complete, the faculty member then uploads this advising form to the student's Navigate profile so that any faculty member can see and add to the document during future advising sessions.

d) process for changing advisors

Since we recently began assigning advisors, we have not encountered this issue yet, but we have planned for it nonetheless. As a practice, faculty advisors encourage students to seek out any PH faculty who they choose—not just their assigned advisor—so that students know they can reach out to any of us.

We have also decided that if a student meets with their assigned advisor and does not feel it is a good fit, they can reach out to the Chair of the Department or our Assistant Dean of Arts and Sciences to request to change advisors. This allows them two points of contact in case they are not comfortable with one or the other in order to make the request. Once the request is made, the Assistant Dean makes the change in our advising system, Navigate. It takes just a few minutes to change.

e) rules for frequency of contact with advisors

Once a student has declared a major in Public Health, they meet with one of our full-time faculty. They have a registration hold until they meet with one of us, so that we can be sure they understand our requirements and course sequencing, and generally get to know our department from the beginning of their tenure with us.

After that initial major declaration, students are not required by the University to be advised for registration purposes as long as their GPA remains above a 2.0. If a student's semester GPA falls below a 2.0, however, advising is mandatory; they again will have an advising hold until they have received advising. At that advising session, we help students create a realistic plan to improve their academic performance and address any issues that may be hindering them. We inform the academic advising center that the student has been advised and may proceed with registration; at that point, the hold is removed.

While it is not required that majors meet with us every semester, it is strongly encouraged at the department and university level. Faculty email all advisees inviting them to make an

appointment every semester before registration opens for the next semester. In that email, students are again told that they can meet with any PH faculty if their advisor hours do not work with their schedule, or if they prefer someone with whom they have built a relationship.

In addition to being able to reach out to any and all of our faculty at any time during the semester through Navigate or office hours, several open advising days are scheduled in the week leading up to each new semester to accommodate last-minute needs. Faculty are available on each of these days.

G2. Faculty Involvement in Public Health Career Advising

Students are advised by program faculty (as defined in Criterion D) about public health-specific career options beginning no later than the semester (quarter, trimester, term, etc.) during which students begin coursework in the major and continuing through program completion.

1) A description of the program's provision of career advising, including the following:

a) assignment of advisors

Academic advising and public health career advising begin at the same time: in our initial advising session with students. See answer G1 for assignment of advisors. We do not distinguish career and academic advisors – a student's faculty advisor provides both types of advising.

Public Health Career advising continues in the classroom and in personal sessions as needed. Both our introductory courses (PH 3600 and PH 3610) discuss the kinds of careers people pursue with public health training. Then, in our PH 4900, Applied Practice Experience (prev. Field Placement) course, students meet with the faculty member individually to 1) discuss career goals and ideas, 2) go over their resume, 3) review their online presence (e.g., social media/professionalism), 4) draft a cover letter or graduate school essay, depending on the student's goals, and 5) based on this information, decide on the best placement opportunities for professional development. Finally, PH 5920, Senior Research Seminar II, discusses career opportunities and graduate programs, and helps students prepare for their impending graduation.

b) training and responsibilities of advisors

Academic advisors do career advising with their students – see G1. Students enroll in PH 4900 with a specific faculty member. This varies from semester to semester. The faculty member is assigned Applied Practice Experience as a formal course,

and that faculty member is a public health faculty member; thus, they are well-versed in public health careers.

With the new hire of an applied practice experience placement coordinator, some of the formal career advising roles may be supplemented by that person; however, we will continue talking about careers in the classroom and in standard advising sessions.

- c) policies and procedures related to advising

See G1. The policies and procedures are the same for academic and career advising.

- d) process for changing advisors

See G1. The process remains the same for changing advisors.

- e) rules for frequency of contact with advisors

See G1. The process remains the same.

For PH 4900, students meet with their faculty member on a one-on-one basis at least twice in the semester. Those who secure placements quickly only meet after those first two meetings on an as-needed basis. Those who do not secure placements quickly meet with the faculty member every week until they are successful.

G3. Student Satisfaction with Advising

The program regularly tracks and regularly reviews quantitative and qualitative data on student satisfaction with advising.

The program uses methods that produce specific, actionable data; for example, data must sufficiently differentiate between faculty and staff advising roles, if applicable. The program does not rely exclusively on institution- or unit-collected data, unless those data are sufficiently detailed and descriptive.

- 1) A brief narrative summary and presentation of summary statistics on student satisfaction with advising for the last three years.

Every year, we survey majors about their satisfaction with major-specific advising. Here are the response rates for the last three years. As you will note, the response rate is very low for 2022. Not all faculty made the time in their classes for students to do this, and we saw how powerful that in-class time was. We returned to giving all students in all major courses class time to complete the survey in 2023.

| Year | Majors | Responses | Response Rate |
|------|--------|-----------|---------------|
| 2021 | 178 | 111 | 62% |
| 2022 | 166 | 75 | 45% |
| 2023 | 155 | 119 | 76% |

In 2021, we were overall quite happy with the findings. Unfortunately, there were 1-3 students who were not satisfied in a number of areas.

| 2021 Data | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| It was easy to schedule an appointment to see the advisor. | 59.5% | 29.7% | 1.8% | 0.9% |
| This advisor was knowledgeable about academic policies and procedures, degree programs and graduation requirements. | 65.8% | 24.3% | 2.1% | 0.9% |
| This advisor discussed my academic goals and progress with me. | 63.1% | 22.5% | 2.7% | 0.9% |
| The advisor discussed possible course selections to meet my needs and interests. | 63.9% | 23.4% | 1.8% | 0% |
| This advisor helped me plan a course load that took into account my work and/or other commitments. | 63.1% | 21.6% | 3.6% | 0.9% |
| My questions and concerns were addressed respectfully. | 64.9% | 23.4% | 1.8% | 0.9% |
| This overall advising experience met or exceeded my advising needs. | 64.9% | 23.4% | 1.8% | 0.9% |

In 2022, the overall advising satisfaction improved. We noted that making appointments was easier for students. We attribute this to our further adoption of the Advising platform, Navigate, in which students can login and see our schedule at any time. We also note that many students prefer zoom meetings, which became much more available post-pandemic. Our recommendations from these data were largely to continue using Navigate regularly and watch for any trends or concerns. Most importantly, we want to increase the response rate.

| 2022 Data | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|----------------|-------|----------|-------------------|
| It was easy to schedule an appointment to see the advisor. | 74.2% | 22.6% | 1.6% | 1.6% |
| This advisor was knowledgeable about academic policies and procedures, degree programs and graduation requirements. | 89.7% | 8.6% | 0.0% | 1.7% |
| This advisor discussed my academic goals and progress with me. | 84.8% | 11.9% | 1.7% | 1.7% |
| The advisor discussed possible course selections to meet my needs and interests. | 89.3% | 8.9% | 0.0% | 1.8% |
| This advisor helped me plan a course load that took into account my work and/or other commitments. | 85.5% | 10.9% | 3.6% | 0.0% |
| My questions and concerns were addressed respectfully. | 89.8% | 6.8% | 1.7% | 1.7% |
| This advisor was able to give me helpful information about resources and services on campus when appropriate. | 89.3% | 7.1% | 3.6% | 0.0% |
| This overall advising experience met or exceeded my advising needs. | 86% | 12.3% | 1.8% | 0.0% |

In 2023, it came to our attention that, while overall satisfaction with academic advising remains at or well above 90%, it was not as high as 2022 and 2021. This was unexpected. Notably, an increasing number of students expressed disagreement or strong disagreement with the ease of scheduling appointments, a significant departure from the previous year's experiences. This may be in part due to students adjusting to finding one assigned advisor instead of any PH faculty member. In addressing this issue, we have spent more time in the classroom showing students how to use Navigate (this is in addition to the training they receive at orientation); and reminding students that they can email us for an appointment if the system is confusing; we then create the appointment on Navigate, and show them how to use it in the future during that advising session. By implementing these strategies, our goal is to foster a supportive and proactive advising environment that motivates students to actively seek academic guidance and support throughout their academic journeys. Further, we will continue our open and consistent communication and our regular office hours to remain approachable to students.

| 2023 Data | Strongly Agree | Agree | Disagree | Strongly Disagree | N/A |
|---|----------------|-------|----------|-------------------|-------|
| It was easy to schedule an appointment to see the advisor. | 55.5% | 30.9% | 6.4% | 3.6% | 3.6% |
| This advisor was knowledgeable about academic policies and procedures, degree programs and graduation requirements. | 67.0% | 21.1% | 5.5% | 2.8% | 3.7% |
| This advisor discussed my academic goals and progress with me. | 64.2% | 25.7% | 3.7% | 1.8% | 4.6% |
| The advisor discussed possible course selections to meet my needs and interests. | 64.8% | 24.1% | 4.6% | 2.8% | 3.7% |
| This advisor helped me plan a course load that took into account my work and/or other commitments. | 62.6% | 28.0% | 2.8% | 2.8% | 3.7% |
| My questions and concerns were addressed respectfully. | 70.0% | 22.7% | 1.8% | 2.7% | 2.70% |
| This advisor was able to give me helpful information about resources and services on campus when appropriate. | 64.8% | 24.1% | 4.60% | 2.80% | 3.70% |
| This overall advising experience met or exceeded my advising needs. | 63.6% | 25.5% | 4.5% | 3.6% | 2.70% |

Qualitative Data on Advising

Our advising survey allows students to provide additional comments in an open-text, qualitative format so that we can gain perspective on any issues that may not have been articulated in our survey format. In 2021, all comments were positive. Some students specifically celebrated one of our faculty members for their attention to detail and helpful interactions. Others described general comments without a name such as this representative quote: “Really great advisor, easy to talk to, very knowledgeable about OW procedures and Public Health career paths in general.” The only concerning comments that stood out as worth considering were these two: “am not sure who is my actual advisor, however whenever I needed help registering for class Martha always helped.” This single comment sparked a conversation during our 2021 retreat regarding whether assignment of all of us as advisors was ideal. Yet, satisfaction was high, and students indicated they did receive the help they needed, so we did not make any changes at that point.

In 2022, the comments again were rather positive. One quote that represents many of the students’ comments was this “My advising experience has been great throughout my four years here at SUNY Old Westbury.” However, two students commented that they had some negative experiences. One described advising appointments as “impossible to get” and complained that faculty do not answer their emails. However, the majority of students indicated the opposite, such as this student: “I have met with Dr. Smith, Dr. Chin, Dr. Haile, and Dr. Livingston in my time as a Public Health Major. All my questions are always answered. I easily set up appointments with them through email or through Navigate and confirming the Navigate appointment through email.” While we were happy to see such positive responses, we did discuss the two unhappy students, and how best to reach them.

In 2023, the qualitative comments regarding public health professors’ advising were again overwhelmingly positive and appreciative. For instance, one student remarked, “Dr. Martha Livingston was a great advisor/professor, she helped me see life in a different way, she helped graduate on time and gave me great feedback. Thank For all the help.” Another student expressed: “Dr Chin is extremely helpful and motivating as an advisor and as a professor. She goes above and beyond to help me plan out what steps I should take according to my schedule, interests, and resources. She’s very knowledgeable and a great guide. She is also very organized and sends me a document with all my progress towards my degree every semester. She’s also very easy to contact and I enjoy meeting with her as she helps me find solutions to worries I have about my academic future.” Another representative quote about faculty involvement in assisting students was about Dr. Li: “Professor Li went above and beyond to contact whoever was needed to make sure I got as able to register for classes! I truly appreciate him.” However, there are two areas that a few students suggest improvement. One comment emphasized the importance of advisors considering students’ needs: “I think advisors need to be more considerate of students’ needs and wants when it comes to their academic needs.” Another comment underscored the importance for advisors to be more knowledgeable, as it mentioned, “There should be more knowledge to certain questions when I went to a Professor there were a few unanswered questions since she also did not know the answer to them but, she did give solid advice.” While we greatly appreciated the overwhelmingly positive feedback, we are committed to addressing the concerns raised by students in these areas. To achieve this, we plan to integrate inquiries about students’ needs in the advising and will ensure that any unanswered questions are diligently clarified in follow-up emails, if necessary.

Additional Data Points for Advising Satisfaction

In addition to an annual advising survey, we ask graduating seniors and alumni about their overall satisfaction with advising. The results have been rather positive each year.

Graduating Senior Exit Survey

The results of the senior exit survey in Fall 2020 and Spring 2021 demonstrated that out of 56 students, 33 (59%) were very satisfied, and 17 (32%) were satisfied with advising (totaling 89%

satisfaction). There were also 6 students who reported being dissatisfied, and 1 who reported being very dissatisfied, which totaled nearly 10%. For Fall 2021 and Spring 2022 graduates, 88% reported being either very or somewhat satisfied. For Fall 2022-Spring 2023, we reworded the question a bit, and received similar results. A total 95% of our students reported satisfaction, and 5% reported dissatisfaction. The most recent year demonstrated the most improvement. This may reflect our new advising policies. We will continue to monitor satisfaction through this measure as well as the larger advising survey.

Graduating Students Exit Survey Responses, Fall 2020-Spring 2023

| Please rate your satisfaction with the Academic Advising by Public Health Faculty | 2021 (n=56) | 2022 (n=45) | 2023 (n=20) |
|--|------------------------|------------------------|------------------------|
| Satisfied | 59% | 66% | 45% |
| Somewhat Satisfied | 30% | 22% | 50% |
| Somewhat Dissatisfied | 9% | 11% | 0 |
| Very Dissatisfied | 1% | 0 | 5% |

Alumni Survey

The results from the alumni survey show similar results. In 2021, 94% of students reported feeling somewhat or very satisfied, while in 2022, 79% reported being somewhat or very satisfied with advising by public health faculty. There were other concerns about our 2022 alumni survey (low response rate and possibly multiple entries by one person); see section C3. for how we addressed these concerns in 2023. In 2023, 94% reported being somewhat or very satisfied with advising by public health faculty.

Alumni Survey Responses, 2021-2023

| Please rate your satisfaction with the Academic Advising by Public Health Faculty | 2021 (n=35) | 2022 (n=29) | 2023 (n=20) |
|--|------------------------|------------------------|------------------------|
| Very Satisfied | 63% | 62% | 82% |
| Somewhat Satisfied | 17% | 17% | 12% |
| Neutral | 8% | 7% | 6% |
| Somewhat Dissatisfied | 8% | 10% | 0 |
| Very Dissatisfied | 4% | 3% | 0 |

- 2) A description of the methods used for collecting and analyzing data on student satisfaction with advising. The description must identify the parties responsible for collecting and analyzing data.

The Public Health Department developed a survey in 2016 to assess student satisfaction with advisement, and we revised it several times over the last seven years to get the best feedback. This survey is given once per year. Typically, we distribute this survey to faculty, who then distribute it and give students time in class to complete the survey. Unfortunately, it was not distributed by all in the Spring of 2022, and the response rate demonstrates our loss of data. We corrected this issue in 2023.

We also ask one broad advising survey question on our graduating student exit survey (provided to students in their senior capstone course, Senior Research Seminar II), and our alumni survey (distributed every summer).

The faculty member assigned to this part of our annual data collection reviews these data, analyzes them, and creates a report with recommendations. This report is presented to the department during our annual CEPH retreat, wherein we discuss possible solutions to any issues, or enhancements for any positive outcomes.

One issue we noticed that is less about satisfaction but instead about equitable distribution of work was that our old method of allowing students to go to any faculty member led students to go

to the chair because of confusion over who to speak with. In conversations with students, the chair learned that many saw a list of five faculty and felt unclear who was best to contact, and so, defaulted to the chair. We realized that we should in fact assign individual advisors to each student so that they know who to reach out to anyone but continue the policy that—if they choose—they can see any of us.

- 3) If applicable, a discussion of limitations of the current data that are based on data collection methodology.

See comments above regarding 2022 response rates. We know a limitation to these data are when we do not provide class time for students to complete the survey, because of what happened in 2022. Moving forward, we will continue to provide students ample class time to complete the advising survey (this also applies to the graduating student exit survey). The alumni survey can suffer from a low response rate. We have worked to secure funds for a raffle prize for alumni who do respond; we have also created a Department LinkedIn account to get more connected to alumni in general.

- 4) If applicable, a description of specific plans (with timelines) to improve the accuracy of data.

We are content with the accuracy of our data, except when we are not able to provide surveys in class (see number 3 above for our plans to improve that). We spent many years working on this. We will continue to monitor it annually and make changes as needed.

- 5) If applicable, specific plans for improvement in provision of advising, based on the data collected.

These data show overall satisfaction with advising, so we do not have any issues at present. However, our discussions about the advising data at our CEPH retreat have revealed other trends. One issue we have seen is that students get confused about pre-requisites. We include the pre-requisites for each course on the [catalog](#), on our major-specific advising form (See ERF Folder G Supporting Documentation/G.1. Advising Training and Documentation/PH Advising Form 2023), and we all make a point to verbally point it out in the advising sessions, but inevitably, we still have some students who miss this detail. This is especially the case for our senior sequence, Senior Research Seminars I and II (previously called PH 5900 Research Methods and PH 5920 Senior Seminar).

During the 2022-2023 school year, the chair investigated every case in which a student asked if they could override this pre-requisite requirement because they 'did not know.' In each case, an advising report was filed and given to the student that clearly demonstrated the pre-requisite. In speaking with some of these students, many said they simply forgot. We discussed as a department and feel that a change in name may be helpful that indicates a sequence. The department voted to change the name of these courses to Senior Research Seminars I and II to try to reduce this confusion. Fall 2023 was the implantation time for this new sequence, and established seniors expressed confusion when registering for classes, as they expected the old names. Three students registered for the wrong class, and we rectified that issue. We anticipated this with established students, and will evaluate the impact of this name change with the incoming cohort when they start the senior sequence next academic year.

H.1. Diversity and Inclusion

The program demonstrates a commitment to diversity and inclusion.

1. A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural difference in the public health context. The description must include the following:
 - a. Assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities.

Department and University-Wide Commitment to Diversity

University-wide student recruitment and support

The University's mission is unwaveringly to serve underrepresented student populations by providing access to a quality education that fosters academic excellence and a commitment to social justice. The guiding principles that support our mission are: intercultural understanding, sustainability, social justice, and a liberal education.

These efforts and programs are reflected in our student data. Consistent with our mission, Old Westbury is the most diverse campus among SUNY's colleges and universities in faculty, staff, and students. We are recognized as a Minority Serving Institution by the U.S. Department of Education, and we are nationally recognized for these efforts, including the following recognitions:

- Ranking in U.S. News and World Report's leading institutions for social mobility
- INSIGHT into Diversity 2022 Higher Education in Diversity Award (HEED).

Our University and specifically, our program is far more diverse than the affluent Long Island community in which we are located. Data from the [National Center for Education Statistics](#) indicate that the school district in which we are located (Jericho Union) reflect a significantly lower percentage of Black (4%) and Latinx (6%) students (with 50% White and 30% Asian) when compared to the student demographics at SUNY Old Westbury and the Public Health department. Our department is composed predominantly of students of color; 36% of whom identify as Black or African American, and 27% of whom identify as Latinx. Further, nearly 84% of our students identify as female, 54% are PELL recipients, and 49% of our students were awarded TAP (Tuition Assistance Program) grants. TAP is a New York State program, provides tuition grants to middle- and low-income New York residents. In addition, 85% of our students are commuters and about 17% of our students are in the Equal Opportunity Program (EOP). See Table H.1.

Thus, our DEI efforts revolve around student support through programming (see H.1.2. flyers for events), advising (see section J), and curricular support (e.g., scaffolding assignments, inviting speakers from the writing center and library to help learn new skills, etc., see section B.2. for syllabi, such as PH 5900). What we want to do is retain our diverse students and ensure they graduate on time, meeting all domains and our learning outcomes (now competencies). Retention also means financial support, but that is provided at the University level. Faculty in our program refer students to the [Panther Cares](#) Community Center when they need help with housing, or food. We also have programs for book payments. Finally, we have an Office of Services for Students with Disabilities that regularly supports our students.

Demographic Breakdown Spring 2023

| | University (total 3431) | University % | Department (total 151) | Department % |
|--|----------------------------|-----------------|---------------------------|-----------------|
| Sex | | | | |
| Female | 2321 | 59% | 126 | 83% |
| Male | 1559 | 40% | 25 | 17% |
| Race/Ethnicity | | | | |
| American Indian/Alaska Native | 12 | 0% | 0 | 0% |
| Asian | 461 | 12% | 15 | 10% |
| Black or African American | 942 | 24% | 58 | 38% |
| Hispanic/Latino | 1171 | 30% | 38 | 25% |
| Native Hawaiian/Other Pacific Islander | 11 | 0% | 2 | 1% |
| Non-resident alien | 56 | 1% | 4 | 3% |
| Two or more race | 106 | 3% | 2 | 1% |
| Unknown | 54 | 1% | 11 | 7% |
| White | 1107 | 28% | 21 | 14% |
| Commuter | 3414 | 87% | 124 | 82% |
| Resident | 506 | 13% | 27 | 18% |
| Full time student | 3135 | 80% | 120 | 79% |
| EOP | 198 | 5% | 25 | 17% |
| Pell Recipient | 1704 | 43% | 81 | 54% |
| TAP recipient | 1376 | 35% | 74 | 49% |

Faculty recruitment and support

In terms of faculty support of diversity, our University has a number of programs to recruit and retain BIPOC faculty and faculty who work on research that focuses on diversity, equity and social justice. During the 2022-2023 school year, the University supported the hiring of faculty who focus on social justice for our new Social and Environmental Justice Institute (SEJI). The Department of Public Health applied to be a part of this hiring cluster, and we were able to hire a new Tenure-Track faculty member with research and teaching interests in social justice, diversity and equity in public health. This faculty member will be working with the center to develop more programming for students by way of presentations, talks, internships, and research opportunities.

Additionally, faculty from our program collectively chose to form a new committee in 2020, called the PARITY committee, which stands for Faculty Committee to Promote Anti-Racism Initiatives This Year. The PARITY committee was developed in order to forward the June 2020 Faculty Senate resolution in solidarity with the Black Lives Matter movement, and in order make SUNY Old Westbury a deeply anti-racist institution. The committee is responsible for:

- Gathering and disseminating information on anti-racism initiatives at SUNY Old Westbury and within the SUNY system.

- Identifying and implementing initiatives to advance the June 2020 dedication of this academic year to a curricular and co-curricular exploration of topics related to racial (in)equity, (in)justice, and movements for social change.
- Advocating for support for anti-racism initiatives.
- Collaborating with faculty, staff and other key stakeholders on campus and within the SUNY system (such as the Student Government Association, the administration, the SUNY Black Faculty and Staff Collective, University Faculty Senate, UUP, CSEA) to identify and implement anti-racism initiatives.
- Recommending to the Faculty Senate policies and procedures pertinent to forwarding the June 2020 resolution in solidarity with the Black Lives Matter movement. See sample annual report ERF Folder H Supporting Documentation/SUNY DEI Action Documents/Faculty Resolution to Create Parity; PARITY Annual Report 2020-2021.

Guest lecturers, preceptors and community partners: See part B below.

b. Research and/or community engagement

At the department level, students participate in a brief community needs assessment for an advocacy project in PH 3600, the Social Determinants of Health. They are encouraged to examine their own community, or one near to them, and explore the various social determinants that we cover in the course. As they do so, they identify a need, learn more about that issue, and create an advocacy tool to improve that community's need.

Second, students participate in epidemiological research of a local community in PH 4800, in which they investigate several SDoH of a particular zip code.

Students are additionally exposed to issues of diversity in their applied practice experience course, PH 4900, and are explicitly community-engaged for these exposures. While some work in community engagement is through hospital or clinical settings, many students work in grassroots and community-serving organizations. Even those who work in hospital or clinical settings with varying degrees of diversity must reflect on the social determinants of health in their journals and papers. This list includes a sample of organizations who have hosted our students as applied practice experience placement preceptors in recent years (see section E.4. Practitioner involvement for a more comprehensive list).

- Birth Justice Warriors
- Hicksville Boys and Girls Club
- Long Island Progressive Coalition
- Women's Diversity Network aka WDN Resource Center
- NY Birth Control Access Project
- Family Service League
- ELAM (Latin American School of Medicine, Cuba)
- Coalition of Concerned Medical Professionals
- Island Harvest Food Pantry
- Family and Children's Association Parents and Children Together Program (PACT)
- Developmental Disabilities Institute
- HorseAbility
- United Community Centers-East New York Farms
- Dominican Women's Development Center Health Families Washington Heights
- LGBTQ Network Long Island
- Equality for Flatbush

Finally, students participate in research in PH 5920, Senior Research Seminar II. Given the focus of the program on SDoH, their community projects include data considering race, gender, sexuality, social class, religion, citizenship status, and/or ability. Students

analyzing data, learning about community needs and developing a program in these courses. Students in these courses have been offered the opportunity to present their research at the University's undergraduate research conference, the statewide undergraduate research conference, and to the communities they work with. Students also conduct a health equity/social determinants of health training to a local official in this course.

Further, students are taught by faculty who all study issues related to health inequities in our communities, including, but not limited to: access to care, migrant health, racism and health, gender inequities in health, mass incarceration and health, broadband access and health, and colonization and health. Our research informs the classroom, and we provide students opportunities to work with and learn from us about our research areas. See ERF Folder H Supporting Documentation/Faculty Research Related to Health Equity and/or Cultural Competency.

Campus-wide

Students are also exposed to diversity-related events across campus. These include student-hosted and student-centered events as well as research and community-based speaker events hosted by faculty, guest speakers, and staff. We have several on-campus centers that focus on social justice and intercultural learning as described by our mission (these will all now be housed together under SEJI for collaboration and greater impact). Each of these centers host regular programming where students are exposed to conversations that are reflective of the diversity in their communities. The public health department has a relationship with several centers on campus and often co-hosts events as well. See ERF Folder G Supporting Documentation/G.2. Career Advising Events/Public Health Focused Events 2021-2023 and See ERF Folder H Supporting Documentation/DEI related events for lists of general diversity-related events hosted at the University (note much overlap in co-sponsored events).

Further, Old Westbury launched three Living and Learning Communities (LLCs) to provide students with an immersive educational experience that promotes the institutional mission through operationalizing the 4 pillars (Identity, Ethics, Social Justice, and Environmental Sustainability) rooted in the first-year experience. As a result of the University's ongoing exploration of evidence-based High-Impact-Practices according to AAC&U research, OW's Student Success partnered with the Washington Center for Improving Undergraduate Education at Evergreen State College. This work led to the creation of a living and learning community committee comprised of faculty, staff, and administrators working together to prepare the planning and implementation of the University's LLCs. The LLCs are STEM, Entrepreneurship and Innovation, and Social Influence and Advocacy - each with its own leadership team, which includes a senior faculty mentor, students' first year advisor, Social Justice Fellows, and Residence Life staff. Students will develop strong relationships with their peers by living together in the same residence hall, interact with Social Justice Fellows holding office space and establishing a consistent presence in their residential spaces, and engaging in co-curricular experiences that extend learning beyond the classroom both on campus and in the community. It's here that students will be surrounded with an ethos of care that meets them where they are on their journey to become social justice advocates on campus and in communities beyond the University. The LLC program is designed to establish synergy between the academic and residential experience in a multitude of ways that will distinguish OW from other SUNY institutions while providing faculty, serving as Social Justice Fellows, with the opportunity to produce unique scholarship in the field of living learning communities and their intersection with robust residential curriculum.

c. Any other relevant elements of the program.

Not applicable

2. Supporting documents for each listed item and/or a component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

University-Wide student recruitment and support

| Programs that Foster Equity and Inclusion: | Documentation URL or ERF Location |
|--|---|
| CREAR FUTUROS Mentoring Program | https://www.oldwestbury.edu/crear-futuros-suny-old-westbury |
| Panther Community Cares Network | https://www.oldwestbury.edu/panther-community-care-center |
| Panther Pantry | https://www.oldwestbury.edu/panther-food-pantry |
| Educational Opportunity Program | https://www.oldwestbury.edu/admissions/eop-admissions |
| TRIO Program | https://www.oldwestbury.edu/trio-student-services |
| CSTEP + LSAMP | https://www.oldwestbury.edu/division/office-academic-affairs/cstep-amp |
| Smart Scholars Program (Early College High School Program) | https://www.oldwestbury.edu/division/office-academic-affairs/college-readiness-programs/smart-scholars |
| US News and World Report 2024 Rankings | https://www.oldwestbury.edu/news-events/usnews-raises-suny-old-westbury-rankings-all-categories |
| Insight into Diversity HEED Award | https://www.insightintodiversity.com/about-the-heed-award/2022-recipients/ |
| DEI-SJ Presidential Committee | https://www.oldwestbury.edu/office-president/presidential-committees |
| SUNY 25-point Diversity, Equity and Inclusion Action Plan | ERF Folder H Supporting Documentation/SUNY DEI Action Documents/ SUNY DEI Final Action Plan |
| Office of Institutional Effectiveness Draft DEI Survey | ERF Folder H Supporting Documentation/SUNY DEI Action Documents/ SUNY DEI Survey for Campus Students |

Faculty Recruitment and Support

| Recruitment strategies | Documentation URL or ERF Location |
|--|--|
| Strategic Plan Commitment to Diversity Part 3A | https://www.oldwestbury.edu/about-us/strategic-plan |
| PRODiG | https://www.oldwestbury.edu/division/office-academic-affairs/suny-prodig-fellowship-consortium |
| Social and Environmental Justice Institute | https://www.oldwestbury.edu/seji |
| PARITY Committee | https://drive.google.com/file/d/1cU6RlvmH2KIJFBiKDmxt83qQzkmbKekE/view?pli=1 ; ERF Folder H Supporting Documentation/SUNY DEI Action Documents/ PARITY annual report 2020-2021 |
| Office of Institutional Effectiveness Draft DEI Survey | ERF Folder H Supporting Documentation/SUNY DEI Action Documents/ SUNY DEI Survey for Campus Employees |

Research and/or community engagement at the classroom level

| Research and/or community engagement | Documentation URL or ERF Location |
|---|--|
| PH 3600 Advocacy Project and Reading/Discussion Assignments | ERF Folder B Supporting Documentation /Syllabus for PH 3600; ERF Folder H Supporting Documentation/Assignments related to DEI and cult comp/PH 3600 |
| PH 4800 Community Level Epidemiology Research Assignment | ERF Folder H Supporting Documentation/Assignments related to DEI and cult comp/PH 4800 |
| PH 4900 Applied Practice Experience | See list in this document H1.b. See extended lists in ERF Folder C Supporting Documents/C4 Stakeholder Feedback/Internship Preceptor Student Evaluation Reports/ Preceptor Evaluation Report F2022 and S2023. |
| PH 5920 Research Projects + Research Day Participation | ERF Folder B Supporting Documentation/Cumulative and Experiential Activities/PH 5920 Cumulative Experiences/PH 5920 Final Project Instructions ERF Folder H Supporting Documentation/ Student research day programs |
| PH 5920 SDoH training for a local official | ERF Folder H Supporting Documentation /Assignments related to DEI and cult comp/ PH5920/Rubric_Social Determinants of Health_Health Equity Training + Health Equity Training Program Assignment |
| Faculty Research related to Diversity, Equity, Inclusion and Cultural/Structural Competency | ERF Folder H Supporting Documentation/ Faculty Research related to Health Equity Cultural Competency |

Research and/or community engagement at the Campus-wide level

| | |
|--|---|
| Campus-wide diversity programming | ERF Folder H Supporting Documentation /DEI Related Events (Excel spreadsheets of all events, and folder with event flyers) |
| Public health department-sponsored diversity programming | ERF Folder G Supporting Documentation /G.2. Career Advising Events/Public Health Focused Events |
| Living and Learning Communities | https://www.oldwestbury.edu/division/office-student-affairs/residential-life/living-learning-communities-llc |
| Liberal/General Education Curriculum DEISJ Requirement | ERF Folder H Supporting Documentation /LEC Framework SLOs Fall 2023 |

H2. Cultural Competence

The program prepares students by developing, reviewing, and maintaining curricula and other opportunities (e.g., service learning) that address and build competency in diversity and cultural considerations.

Programs can accomplish these aims through a variety of practices including the following: incorporation of *cultural competency* considerations in the curriculum; recruitment/retention of faculty, staff, and students; and reflection in the types of research and/or community engagement conducted.

- 1) A narrative description of the ways in which the program ensures that students have skills for recognizing and adapting to cultural differences in the public health context. The description must address the program's curriculum.

Our department takes pride in focusing on diversity, equity, and inclusion, including recognizing and adapting to cultural differences in a public health context. In our introductory course to the major, PH 3600 (Social Determinants of Health), students spend at least one full week (and often more) on each of the following: gender and health, racism and health, migration and health, and social class and health. Within each of these modules, students learn to recognize inequalities in communities that lead to inequities in access to safe housing, clean water, a healthy built environment, a good education, safe jobs, and culturally and structurally competent health care. They learn about why culture can be misused in health care and public health research as a form of patient-blaming, and best practices for learning, respecting, and adapting to communities' cultural and social narratives in positive ways. Within the course, students work to examine structural, social/cultural, and interpersonal factors that shape a person's health, and how, as public health professionals, they can work to dismantle unequal systems and improve health for all.

Our second introductory course, PH 3610 (Introduction to the US Healthcare System) examines these same factors, but with a more health systems/health care approach. Understanding cultural, and more importantly, structural competency in approaches to healthcare are a part of this course. CLAS and cultural competency approaches are examined and critiqued, as are health care safety net programs and the ways in which they improve and/or harm the health of the communities they are meant to serve. See the syllabus in ERF folder B.

Third, in PH 4800 (Epidemiology), we take a social epidemiology approach where students apply foundational epidemiologic concepts by examining inequities in population health through social and structural factors. For example, the module on descriptive epidemiology ties social determinants of health back into person and place factors, such as illustrating intersectional disparities by race and gender for Black women seeking care for coronary heart disease. Additionally, in PH 4800 considerations of the use of epidemiology for policy and practice of evidence-based public health, highlight social and structural factors associated with substance use, access to treatment, the elimination of stigmatizing language when addressing issues that face people who use drugs, harm reduction, community-driven research approaches and potential policy that prevents people from incarceration and incarceration-related adverse health outcomes. See the syllabus in ERF folder B.

Students also have several elective options to further their interests in understanding cultural or other social determinants of care, such as our Medical Anthropology course, our Environmental Justice Course, and our Study Abroad course, among others. The core curriculum, however, more than accounts for students meeting this important learning outcome.

In addition to public health curriculum, the school has a Liberal Education Curriculum requirement called "Diversity, Equity, Inclusion, and Social Justice," which is connected to our school's

mission. While our own introductory course counts toward this LEC domain, many students take other courses within the domain as well. The LEC requirements posted below, and also in the ERF, folder H. These courses expose students to various forms of diversity and their connections to issues of social justice, and provide opportunities to challenge assumptions about race, cultural/ethnic identity, religious background, gender, social class, sexual orientation, age, and ability. Courses in this Liberal Education domain must meet one or more of the following learning outcomes:

| | |
|---|---|
| DIVERSITY, EQUITY, INCLUSION, & SOCIAL JUSTICE (DEISJ) | <p>Students will</p> <ul style="list-style-type: none"> describe the historical and contemporary societal factors that shape the development of individual and group identity involving race, class, and gender; analyze the role that complex networks of social structures and systems play in the creation and perpetuation of the dynamics of power, privilege, oppression, and opportunity; and apply the principles of rights, access, equity, and autonomous participation to past, current, or future social justice action. |
|---|---|

- 2) Supporting documents for each listed item and/or component of the description above. For each item, list the supporting document(s) and page(s), if applicable. Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

| Cultural Competency-Related Exposures | Documentation URL or ERF Location |
|---|---|
| PH 3600 Discussion Assignments | ERF Folder B/Syllabus for PH 3600 ERF Folder H/Assignments related to DEI and cult comp/PH 3600 |
| PH 3610 | ERF Folder B/Syllabi for Core Courses |
| PH 4800 Community Level Epidemiology Research Assignment | ERF Folder H/Assignments related to DEI and cult comp/PH 4800 Also see ERF Folder B/Syllabi for Core Courses |
| PH 5920 Assignments | ERF Folder B/Syllabi for Core Courses |
| Syllabi from sample electives that cover cultural competency | ERF Folder H/Syllabi for Cultural Competency-Related Elective Courses |
| Faculty Research related to Diversity, Equity, Inclusion and Cultural/Structural Competency | ERF Folder H/ Faculty research related to cultural competency |
| Faculty research | ERF Folder H/Faculty |

The Liberal Education Curriculum site is here: <https://www.oldwestbury.edu/division/office-academic-affairs/liberal-education-core>

The courses referenced in the text above (PH 3600, PH 3610, and PH 4800) each have syllabi in our ERF under section B (curriculum and supporting documentation). Each of these courses have calendars that describe the topics and readings for that week, demonstrating the cultural competency embedded in their coursework.

Finally, faculty in the department work in areas related to cultural competency in health, as described in H1. Students gain further exposure through faculty engagement, as well as working in community settings for their applied practice experience (formerly called field placement). Faculty research connected to this topic is included in the ERF, folder H.

I1. Program Offering

Not applicable

J1. Information Accuracy

Catalogs and bulletins used by the program, whether produced by the program, department, college, or the institution, to describe its educational offerings accurately describe its academic calendar, admission policies, grading policies, academic integrity standards, and degree completion requirements. Advertising, promotional materials, recruitment literature, and other supporting material, in whatever medium it is presented, contains accurate information.

A description of the manner in which catalogs and bulletins used by the program are updated to accurately describe its educational offerings, academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.

Educational Offerings

The [catalog](#) for the entire University was historically updated every two years. After consulting with public health faculty, the chair of the department would submit changes to the Registrar's office, which is responsible for making changes in our online system in which students register for courses. The catalog was an official document in PDF form managed by (and all changes must be approved by) Academic Affairs. As of Spring 2023, we adopted a live catalog. Now, changes do not have to wait for the two-year cycle, but can be completed annually. They are made within the department, approved by the department, and then reviewed and approved by the Dean and Academic Affairs. Any curricular changes must first be approved through the appropriate faculty-led committees as well (e.g., Curriculum and Academic Planning, Senate). Once changes are approved, they are live immediately. These changes will then populate into other college systems, like our advising degree audit system. Our department [website](#) used to be centrally hosted, but since 2021 has been hosted by the department. We can make changes on an as-needed basis.

Academic Calendar

The academic calendar is created by Academic Affairs, in consultation with other divisions. The Registrar advertises the calendar several semesters in advance and it is published on the University website: <https://www.oldwestbury.edu/programs-courses/office-registrar/academic-calendar>. The registrar's office also posts detailed deadlines for each semester, like this example for Fall 2023: <https://www.oldwestbury.edu/division/office-academic-affairs/office-registrar/class-schedule/fall-2023-important-dates>

Admissions Policies

The admissions process goes through the office of admissions: <https://www.oldwestbury.edu/apply/admissions>. Currently, the department does not have its own minimum GPA for admission to the major beyond the University- and School of Arts and Sciences-wide minimum of 2.0 for good standing. To declare the major, a student completes a form through the University's Registrar. Before registering for classes, all new majors are required to be advised in the program and to receive a one-time PIN number (see section G). All core courses in our major require students to have completed their English 1 and 2 courses with a C or better. See SUNY Old Westbury's Undergraduate Catalog for additional details: <http://catalog.oldwestbury.edu/>

Grading and Academic Integrity Policies

Faculty have the responsibility to explain grading procedures, to assign grades in a fair and timely manner, and to apply grading criteria (based on their own, department and University-wide criteria, see: <https://www.oldwestbury.edu/division/office-academic-affairs/office-registrar/grading-policies>). Policies regarding withdrawals, incompletes, and credit/no credit must be explained by faculty. This is outlined in the [Faculty Bylaws](#). Faculty are responsible for implementing policies regarding academic integrity, as outlined here:

<https://www.oldwestbury.edu/policies/academicresearch/policy-academic-integrity>. These policies are also outlined in the college catalog.

Degree completion requirements.

Any changes to our degree must go through the faculty-led Curriculum and Academic Planning Committee (CAP), faculty senate, and academic affairs. Significant changes must also be approved by SUNY-central and NYSED. The requirements for the degree are kept up to date in the college catalog, our degree audit system for students and advisors, and our internal advising form. The catalog process is outlined above, and the degree audit system is changed anytime that catalog changes. Our own webpage and advising form is internal, and it is the responsibility of the Chair to keep it up to date.

Advertising, promotional materials, recruitment literature, and other supporting material, in whatever medium it is presented, contains accurate information.

SUNY Old Westbury's Office of Communications and College Relations maintains any advertising, promotional materials, or recruitment literature for all schools and departments. <https://www.oldwestbury.edu/division/communications-college-relations>. In consultation with departments, they create flyers and brochures for prospective students and welcome letters to students who are admitted. We are asked to review these materials once per year. See ERF Folder J Supporting Documentation for examples. The Department also recruits through attending University-wide open houses and Majors fairs. Events are posted on the SUNY-wide events calendar.

<https://www.oldwestbury.edu/division/communications-college-relations>

- 1) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements.

| Information Source | Link |
|--------------------------------|--|
| Academic Calendar | https://www.oldwestbury.edu/programs-courses/office-registrar/academic-calendar |
| Admissions Policies | https://www.oldwestbury.edu/apply/admissions |
| Grading Policies | https://www.oldwestbury.edu/division/office-academic-affairs/office-registrar/grading-policies |
| Academic Integrity | https://www.oldwestbury.edu/policies/academicresearch/policy-academic-integrity |
| Degree Completion Requirements | http://catalog.oldwestbury.edu/ ; also see https://www.oldwestbury.edu/programs-courses/health-and-society-bs |

J2. Student Complaint Processes

The program maintains clear, publicly available policies on student grievances or complaints and maintains records on the aggregate number of complaints received for the last three years.

- 1) A description of the manner in which student grievances and complaints are addressed, including the number of grievances and complaints filed for each of the last three years.

According to Old Westbury policies, an academic grievance shall include, but not be restricted to, a complaint by a student:

- a. That the University's academic regulations and/or policies have been violated or misapplied to him or her;
- b. That he or she has been treated unfairly, based upon established University academic policies. The review of grievances or appeals shall usually be limited to the following considerations:
 1. Were the proper facts and criteria brought to bear on the decision? Were improper or extraneous facts or criteria brought to bear that substantially affected the decision to the detriment of the grievant?
 2. Were there any procedural irregularities that substantially affected the outcome of the matter to the detriment of the grievant?
 3. Given the proper facts, criteria and procedures, was the decision one which a person in the position of the decision maker might reasonably have made?

Timing

At the informal level: An academic grievance may be initiated no later than the end of the third week into the following semester. (A student receiving a grade as a result of satisfying the course requirements of a previously received "Incomplete" grade in the semester immediately following the semester in which the "Incomplete" was received has three weeks from notification of the grade change to initiate an academic grievance.)

At the formal level: An academic grievance may be initiated no later than the end of the fifth week into the following semester. (A student receiving a grade as a result of satisfying the course requirements of a previously received "Incomplete" grade in the semester immediately following the semester in which the "Incomplete" was received has five weeks from notification of the grade change to initiate an academic grievance.) A formal grievance involves submission of written documentation as discussed below.

The process includes the possibility of review at two levels: the department and the University.

Department (informal) level:

At the department (informal) level, a student with a complaint should first attempt to resolve the complaint informally with the faculty or staff member involved. A student must initiate the process no later than the end of the third week into the following semester. The assistance of the chair of the department may be sought to resolve the dispute.

University level:

The student who is not able to achieve resolution with the instructor may initiate a formal grievance no later than the end of the fifth week into the following semester by preparing a written statement which includes:

1. An account of the case in detail;
2. All information about the conference with the instructor;
3. A statement of the reasons the student believes he or she is aggrieved or, in the case of a grade, why it should be reconsidered. The statement should also include an allegation of any adverse effects on the grievant, known to the grievant at the time of filing.
4. A description of the remedy sought.

5. All relevant supporting materials (including, but not limited to, syllabus(i), test(s), quiz(zes), paper(s), and any graded evaluation(s)), which should be identified and listed in an index. The student shall submit complete copies of the written statement and attachments to the chair of the department. The chair shall carefully review the statement, confer with the student and instructor, and attempt to reach a resolution of the dispute. The department chair may ask members of the department to serve as a committee to review the materials and assist him or her in reaching a decision. The chair's decision must be made in writing to the student and the instructor within ten academic days of the date of the request from the student. If the department chair is the party against whom the grievance is brought, the student should initiate a review with the Dean of the school.

If the department chair's decision does not resolve the matter to the student's satisfaction, or dean's decision, if the department chair is the party against whom the grievance is brought, the student may appeal by writing to the Chair of the Faculty Senate and forwarding the documentation to the appropriate office. This request must be made by the student within twenty academic days of filing the formal grievance to the department chair or dean.

The Chair of the Faculty Senate shall forward the documentation to the Chair of the Faculty Rights and Responsibilities Committee. When the Faculty Rights and Responsibility Committee receives a formal grievance complaint, the committee shall convene a three-person Academic Grievance Committee (AGC) within three weeks.

The AGC shall include one faculty member from the department (or a related one) in which the instructor resides. If the Faculty Rights and Responsibilities Committee does not contain such a member, the Executive Committee/School Dean shall name such a person to the AGC. In naming the AGC to hear a grievance, the Faculty Rights and Responsibilities Committee shall take care to insure that no member has an interest in the case being heard. It shall meet and review the materials presented and solicit a response from the instructor for each count in the student's case. The AGC's decision must be made in writing to the student, the instructor, the Executive Committee and the School Dean within three weeks of the date of the establishment of the AGC.

IN THE CASE OF A GRADE APPEAL

- A. The AGC will familiarize itself with the standards and objectives of the course and evaluative material presented. Its concerns shall be limited to consideration of the fair application of standards and objectives, and whether the standards and objectives were made known to the student in a reasonable manner. The difficulty of the standards shall not be an issue.
- B. The burden of proof shall be on the student, who may be asked to appear before the AGC.
- C. The majority of the AGC feels no case can be made, the original grade will remain. If it finds that the standards and objectives were not reasonably known to the student or were unfairly applied, it may recommend a higher or lower grade and give its reasons for so recommending.
- D. If the AGC determines that a different grade is appropriate, the Executive Committee shall have ten academic days from receipt of the AGC's decision to change the grade.
- E. A change of grade shall not be interpreted as an admission of unfairness in grading.

IN THE CASE OF A GRIEVANCE

In the case of a grievance, if the majority of the AGC adjudges the grievance to be without foundation, the student's appeal shall be denied.

If, in the judgment of the AGC, there is a basis for the grievance, the written decision must include specific recommendations for redress. The decision of the AGC is final. Under normal circumstances, the issue is to be brought to a conclusion within two months of the establishment of the Committee.

Academic Grievances

We had three student complaints that were resolved informally and one academic grievance in the last three years in the Department of Public Health, which occurred in Fall 2022.

For the Fall 2022 academic grievance, the student presented their case to the chair, and the chair supported the original grade. The student then followed procedure and presented the case to faculty senate chair, who appoints a grievance committee through the Faculty Rights and Responsibility Committee. They reviewed the case, and also upheld the original grade.

Confidentiality

Once the AGC has been convened to hear a complaint, principals and committee members shall have the obligation to maintain the confidentiality of the proceedings and of all materials presented to review proceedings.

Record Keeping

In conformance with state regulations, all parties shall maintain adequate documentation about each formal complaint and its disposition for a period of at least six years after final disposition of the complaint. Copies shall go to the Provost, Dean and department chairs.

Supporting documents relating to grievance and complaint procedures and recordkeeping. For each piece of evidence provided, list the relevant document(s) and page(s) (e.g., Faculty meeting minutes, May 12, 2012, pp. 3-4). Provide hyperlinks to documents if they are available online, or include in the resource file electronic copies of any documents that are not available online.

| Procedure or Document | Link |
|--|---|
| Academic Grievance Procedures | https://www.oldwestbury.edu/office-academic-affairs/academic-grievance-procedures |
| The Role of the Faculty Rights and Responsibilities Committee in Reviewing Grievances is in the Faculty Bylaws | See pages 25-6 (role of committee) Pages 43-45 (responsibility to students) https://drive.google.com/file/d/0B0Rlpx3MRZ1SMXBySk1JSHdmZVE/view?resourcekey=0-8r-i1xLKBD00zIj6epdn_Q |
| Reporting of student complaints form for record-keeping | https://sunyowedu.co1.qualtrics.com/jfe/form/SV_5pVTy21ssgGi7Nc |
| Reporting of general complaints | https://www.oldwestbury.edu/complaint-procedures |