Hawai‘i Pacific University
Public Health Department
Final Self-Study Report

Public Health Program – 2016 Criteria

January 7, 2019

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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.)

Hawai'i Pacific University is a private, non-profit institution located in the state of Hawai'i. It was originally founded in 1965 as Hawai'i Pacific college, a small liberal arts college. Hawai'i Pacific college became Hawai'i Pacific University in 1990, and merged with Hawai'i Loa college, another small liberal arts college, in 1992. The Hawai'i Pacific University Downtown Campus is the original location of Hawai'i Pacific college and the Hawai'i Loa Campus is the original location of Hawai'i Loa college. In 2013, Hawai'i Pacific University purchased Aloha Tower Marketplace (with land under long-term lease from the State of Hawai'i), and in 2014 it merged with the Oceanic Institute. Hawai'i Pacific University has three main campuses with several military satellite campus sites on the island of O'ahu.

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)

Hawai'i Pacific University has five colleges offering 32 bachelor's degrees, seven master's degrees, one doctoral degree, nine associate's degrees and 13 graduate certificates. The Public Health Department is housed in the College of Health and Society, along with the Nursing Department and the School of Social Work.

c. number of university faculty, staff and students

Hawai'i Pacific University employs approximately 230 faculty (full-time, adjunct, Lecturer, Instructor) and 350 staff (full-time, part-time and grant funded) while enrolling approximately 5,000 students.

d. brief statement of distinguishing university facts and characteristics

Hawai'i Pacific University is unique for geographic, demographic, and historical reasons. It is situated on the island of O'ahu in the state of Hawai'i, which is widely recognized as the most isolated population center in the world (approximately 2,390 miles from the United States mainland and 4,000 miles from Japan). Hawai'i Pacific University is widely recognized for its diversity, with students from all 50 states and 70 foreign countries. According to the Chronicle of Higher Education, Hawai'i Pacific University had the greatest degree of racial and ethnic diversity of any four-year private nonprofit college, and the third-highest diversity of any four-year nonprofit college (see ERF Introduction folder for documentation). According to College Factual, a data aggregator and rankings website, Hawai'i Pacific University ranks in the top one percent of all American colleges and universities for overall diversity when taking into account the ethnic makeup of the student body, the geographic representation among students, the gender makeup of the student body, and the ages of the students. In fact, Hawai'i Pacific University ranks as number 15 by this measure out of all American colleges and universities and number one out of colleges and universities in Hawai'i. It also ranks in the top one percent for ethnic diversity (number six nation-wide) and the top five percent for location diversity (see ERF Introduction folder for documentation). There is also diversity in the personal histories and living situations of many students admitted to Hawai'i Pacific University, with many students being considered "nontraditional" by a variety of measures.

In addition to the elements of diversity mentioned above, Hawai'i Pacific University has other unique features. The state of Hawai'i has the largest military population of any US state, with approximately

8% of the total population being either active duty military or a military dependent, representing more than 100,000 individuals (see “Hawai‘i Resident Population Military Status 2016” and “Military Presence Hawai‘i” files in ERF Introduction folder) – and Hawai‘i Pacific University is the number one choice for military and veterans in Hawai‘i. Hawai‘i Pacific University has had special programs on O‘ahu's military bases since 1974 and offers tuition waivers and awards that provide the military community with significantly reduced costs. In addition to military base offerings, Hawai‘i Pacific University's main campus provides a high level of support to military and veterans including a full-service Military Veterans Center.

Hawai‘i Pacific University’s diversity makes it an exciting and engaging teaching and learning atmosphere.

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

Hawai‘i Pacific University has been accredited by the Western Association of Schools and Colleges Senior College and University Commission since 1973. The School of Education is accredited by the Council for the Accreditation of Educator Preparation. The Nursing Department educational programs are approved by the Hawai’i Board of Nursing and accredited by the Commission on Collegiate Nursing Education. The School of Social Work is accredited by the Council on Social Work Education.

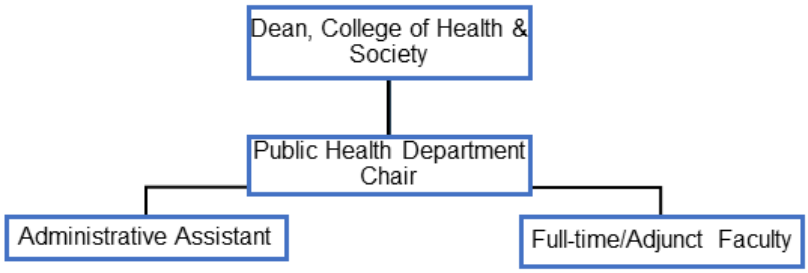
f. brief history and evolution of the public health program (Public Health Program) and related organizational elements, if applicable (e.g., date founded, educational focus, other degrees offered, rationale for offering public health education in unit)

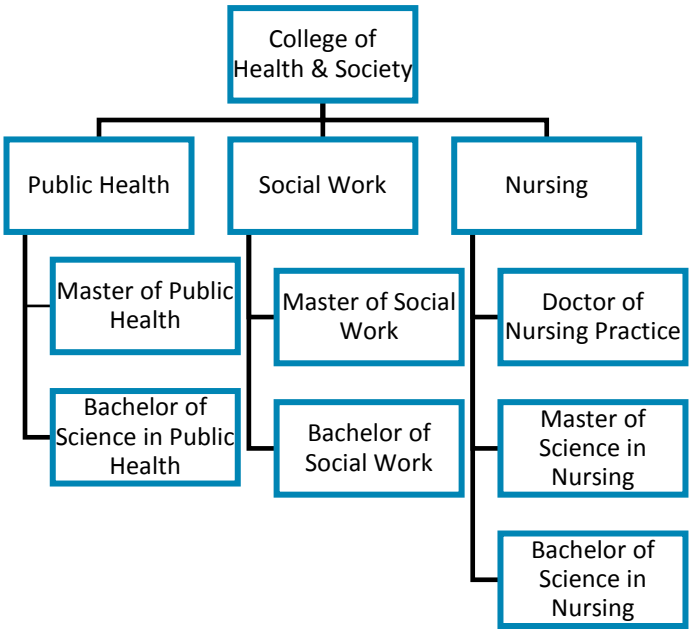
The Bachelor of Science in Public Health (BSPH) degree program began enrolling students in the 2014-2015 academic year while continuing to graduate students majoring in the predecessor degree, Bachelor of Science in Health Science (BSHS). The BSHS degree began in 2013 as a transfer/discovery degree to support students that had originally majored in pre-medical, pre-nursing, and other programs but were either unable or uninterested in continuing those degree programs. There were multiple reasons why the decision was made to convert from a BSHS to a BSPH degree program. The primary rationale was the recognized need in the community for undergraduate-level public health training and degree programs (at the time that the BSHS to BSPH transition began, there were no undergraduate public health programs in Hawai‘i). Additional factors included increasing interest in public health among undergraduate students and desire to establish an accredited public health program among Hawai‘i Pacific University faculty and administrators.

The Master of Public Health (MPH) degree was established as a distance-learning program and began enrolling students in the 2016-2017 academic year. This was in response to an identified unmet community need for graduate-level public health education that would be accessible to individuals in Hawai‘i and the Pacific that could not (or would prefer not to) attend a traditional daytime, in-person graduate program in Honolulu. This would include individuals who work full-time, reside on islands other than O‘ahu (e.g., the Hawaiian islands of Maui, Moloka‘i, Lāna‘i, Kaua‘i, and Hawai‘i; Guam; the Commonwealth of the Northern Marianas Islands), are active-duty military or dependents (and therefore may receive relocation orders prior to completion of a degree program), and those caring for young children, elderly parents, or other loved ones. The MPH program was therefore designed with these populations in mind, striving to meet both the needs of the prospective students as well as the communities they serve.

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

1) the program's internal organization, including the reporting lines to the Dean/director

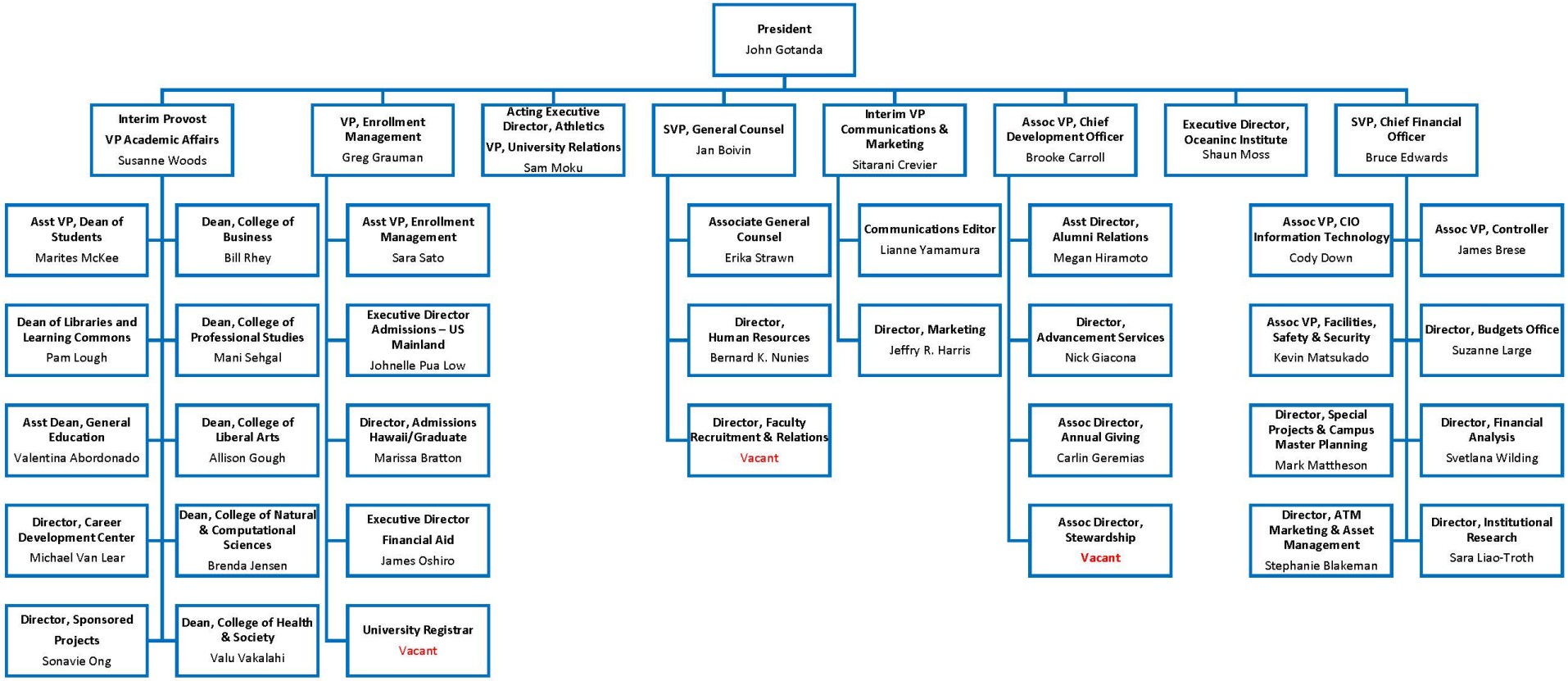




2) the relationship between program and other academic units within the institution. Ensure that the chart depicts all other academic offerings housed in the same organizational unit as the program. Organizational charts may include committee structure organization and reporting lines

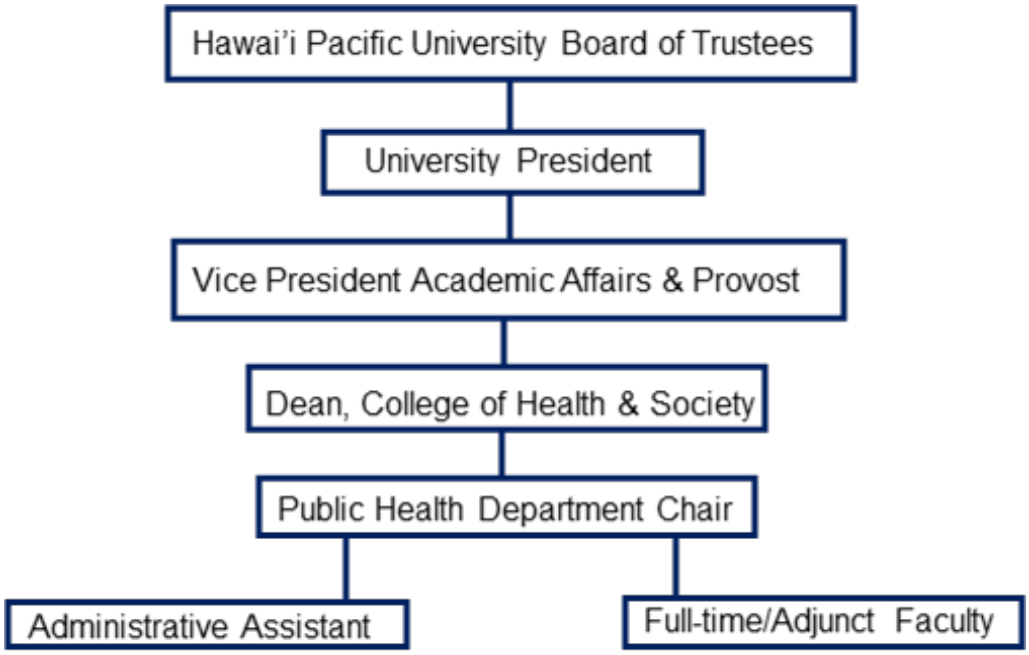
HAWAIʻI PACIFIC UNIVERSITY

As of: 8/21/2018



HAWAIʻI PACIFIC UNIVERSITY

3) the lines of authority from the program's leader to the institution's chief executive officer (president, chancellor, etc.), including intermediate levels (e.g., reporting to the president through the provost)



4) for multi-partner programs (as defined in Criterion A2), organizational charts must depict all participating institutions

Not applicable.

3) An instructional matrix presenting all of the program's degree programs and concentrations including bachelor's, master's and doctoral degrees, as appropriate. Present data in the format of Template Intro-1.

Instructional Matrix - Degrees and Concentrations						
			Categorized as public health	Campus based	Hybrid*	Distance based
Bachelor's Degrees						
Generalist	BSPH		X	BSPH		
Master's Degrees	**Academic**	**Professional**				
Generalist		MPH	X			MPH

*Although the MPH program is officially categorized as distance-based, there is also a hybrid option available to students using veterans' educational benefits to pay for the program. In this hybrid option, students attend two in-person class sessions per course per term to meet the requirements for veterans' educational benefits, with the remainder of the class sessions attended online. As of January 1, 2019, there are currently five students enrolled in the MPH program that are using veterans' educational benefits to pay for the program.

4) Enrollment data for all of the program's degree programs, including bachelor's, master's and doctoral degrees, in the format of Template Intro-2.

Degree		Current Enrollment
Master's		
	MPH	20
Bachelor's		
	BSPH	60

A1. Organization and Administrative Processes

The program demonstrates effective administrative processes that are sufficient to affirm its ability to fulfill its mission and goals and to conform to the conditions for accreditation.

The program establishes appropriate decision-making structures for all significant functions and designates appropriate committees or individuals for decision making and implementation.

The program ensures that faculty (including full-time and part-time faculty) regularly interact with their colleagues and are engaged in ways that benefit the instructional program (e.g., participating in instructional workshops, engaging in program specific curriculum development and oversight).

1) List the program's standing and significant ad hoc committees. For each, indicate the formula for membership (e.g., two appointed faculty members from each concentration) and list the current members.

Public Health Department Standing Committees			
Committee	**Purview**	**Process for Decision-making**	**Membership**
Accreditation	Coordinate faculty participation in CEPH accreditation activities, including on-site consultant and site visits and submission of Self-Study and other materials required for accreditation	Consensus. If blocked, College of Health and Society Dean brought in for mediation.	**Criteria:** All full-time Public Health faculty and staff **Current Chair:** Emily Roberson, PhD, MPH, Assistant Professor **Current Members**: Gillian Dunn, DrPH, Assistant Professor; Christian Gloria, PhD, CHES, Associate Professor; Lyndall Ellingson, PhD, Chair and Professor; Haley Lytle, BS, Administrative Assistant
Admissions	Review and make admission decisions for MPH and Graduate Assistantship applicants on an ongoing basis, for Spring and Fall admission cycles	Consensus. If blocked, additional Public Health faculty brought in for mediation.	**Criteria:** Three full-time Public Health faculty; rotating annually **Current Chair**: Gillian Dunn, DrPH, Assistant Professor **Current Members:** Christian Gloria, PhD, CHES, Associate Professor; Lyndall Ellingson, PhD, Chair and Professor

Bylaws (Ad-hoc)	To facilitate shared governance among members of the DPH, including administrators, faculty, staff, and students with regards to communications and joint planning to achieve the goals of the department, college, and university.	Consensus. If blocked, additional Public Health faculty brought in for mediation.	**Criteria:** Three full-time Public Health faculty; rotating annually **Current Chair**: Christian Gloria, PhD, CHES, Associate Professor **Current Members:** Gillian Dunn, DrPH, Assistant Professor; Lyndall Ellingson, PhD, Chair and Professor
Cumulative and Experiential Activities	Develop, evaluate, and modify policies, procedures, and materials related to BSPH and MPH student cumulative and experiential activities; review any reported conflicts, complaints, or other issues and make recommendations	Consensus. If blocked, additional Public Health faculty brought in for mediation.	**Criteria:** All Public Health faculty (full-time and adjunct) teaching cumulative and/or applied practice experience courses (BSPH and MPH) **Current Chair:** Emily Roberson, PhD, MPH, Assistant Professor **Current Members:** Anaeliz Colon, MPH, Adjunct Faculty; Gillian Dunn, DrPH, Assistant Professor
Curriculum	Annually review curricula for both the BSPH and MPH programs considering assessment data and actions, disciplinary evaluations, enrollment trends, accreditation criteria, and faculty resources; recommend any needed changes	Consensus. If blocked, College of Health and Society Dean brought in for mediation.	**Criteria:** All Public Health faculty (full-time and adjunct), all undergraduate advisors, student representatives of BSPH (1) and MPH (1) programs **Current Chair:** Christian Gloria, PhD, CHES, Associate Professor **Current Members**: Mariah Carey Campbell, Academic Advisor; Anaeliz Colon, MPH, Adjunct Faculty; Gillian Dunn, DrPH, Assistant Professor; Lyndall Ellingson, PhD, Chair and Professor; Alexis Cortes, Undergraduate Student Representative; Adam Swanson, BS, Graduate Student Representative; Greg Harris, Academic Advisor; Haley Lytle, BS, Administrative Assistant; Emily Roberson, PhD, MPH, Assistant Professor

Faculty Retention and Promotion (Ad-hoc)	Review faculty files and make recommendations for retention and promotion per Faculty Handbook, Academic Affairs Policies and Procedures Manual, and College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion	Consensus. If blocked, College of Health and Society Dean brought in for mediation.	**Criteria:** All full-time Public Health faculty; rotating based on faculty under review [Not currently convened as of January 1, 2019]
Professional Development (Ad-hoc)	Review and approve faculty applications for departmental professional development funds	Consensus. If blocked, additional Public Health faculty brought in for mediation.	**Criteria:** Two full-time Public Health faculty (excluding Public Health Department Chair); rotating based on faculty under review [Not currently convened as of January 1, 2019]
Program Assessment	Coordinate development of program learning outcomes and student learning objectives; develop assessment plan and measures; collect and interpret assessment data; facilitate faculty discussion and actions per assessment cycles	Consensus. If blocked, additional Public Health faculty brought in for mediation.	**Criteria:** Three full-time Public Health faculty; rotating annually **Current Chair**: Lyndall Ellingson, PhD, Chair and Professor **Current Members:** Christian Gloria, PhD, CHES, Associate Professor; Gillian Dunn, DrPH, Assistant Professor
Student Public Health Club Faculty Advisors	Serve in an advisory capacity to the Student Public Health Club as they plan events and activities	N/A – Faculty Advisors serve in an advisory capacity only, with official decisions left to students.	**Criteria:** May be a single individual or two co-advisors; may include Public Health faculty (full-time or adjunct), staff, and/or College of Health and Society Student Support Specialist; rotating based on advisor availability and desire **Current Faculty Co-Advisors:** Haley Lytle, BS, Administrative Assistant; Emily Roberson, PhD, MPH, Assistant Professor

2) Briefly describe which committee(s) or other responsible parties make decisions on each of the following areas and how the decisions are made:

   a. degree requirements

      Undergraduate and graduate degree requirements, including number of unit hours, core, elective, and courses for the minor are discussed, crafted, and approved at the program level by the Public Health Curriculum Committee.

Meetings of the Public Health Curriculum Committee occur once per semester, with additional ad hoc meetings scheduled on an as-needed basis. Degree requirement decisions at the department level are reached by consensus via thorough discussion. Decisions representing new, changed, or deleted curricular items are then forwarded to the College of Health and Society Curriculum Committee, which is comprised of elected faculty from the three college programs (Nursing, Public Health, and Social Work) for discussion and approval. Should the College of Health and Society Curriculum Committee request modifications or additional justification, the item is returned to the Public Health Curriculum Committee and then re-routed back to the College of Health and Society Curriculum Committee. Approved items are then sent to the College of Health and Society Dean for approval, and then to either the (undergraduate) university Curriculum Committee or the Graduate Curriculum Committee. The university Curriculum Committee is made up of faculty representatives from every college along with one college Dean (rotating membership). The Graduate Curriculum Committee is made up of faculty representatives from all graduate programs as well as one college Dean (rotating membership). Approved curricular items are then sent to the Faculty Assembly and the Provost for final approval. Additional information about this process can be found in the Hawai‘i Pacific University Faculty Handbook and Academic Affairs Policies and Procedures Manual (Handbooks and Manuals folder in the ERF).

b. curriculum design

Curricular decisions are discussed, crafted, and approved at the program level by the Public Health Curriculum Committee, following the procedures outlined in section A1 subsection 2a.

c. student assessment policies and processes

Program-level goals and objectives are developed via Public Health faculty discussion as are course-level student learning objectives. These objectives are then used to assess achievement of objectives by a variety of institutional mechanisms oriented towards Western Association of Schools and Colleges accreditation. Program-level student learning objective assessment is the purview of a Public Health Department Assessment Committee and includes agreement on what course products to assess student learning objective achievement, assessment measures and rubrics, product review and ranking. These data and analyses are then brought to the entire Public Health faculty for grounded discussion of the assessment process and annual data, and how assessment results should be actionized. Institutional assessment data and reports are submitted by the Public Health Department Chair. All Public Health faculty also contribute to college strategic planning by discussing and formulating goals and objectives salient and important to the Public Health Department and advocating for their inclusion at college-level strategic planning assemblies. Assessment and strategic planning decisions are typically reached by consensus via thorough discussion.

d. admissions policies and/or decisions

The BSPH is an open enrollment major as are most degree programs at Hawai‘i Pacific University. Thus, admission to the BSPH is handled through college-dedicated advising staff. If needed due to special student circumstances, the Public Health Department Chair and / or the College of Health and Society Dean may be consulted during this process; however, this is not part of the standard procedure for undergraduate enrollment in the Public Health major.

MPH admissions criteria were developed cooperatively between the Public Health faculty and the Hawai‘i Pacific University Graduate Admissions Office. MPH admission decisions and Graduate Assistantship applications are the purview of the Public Health Department’s Admissions Committee. Opportunities are also provided for full Public Health faculty

discussion. Admissions decisions (accept, conditional, probationary, reject) are reached by consensus via thorough discussion among the Admissions Committee members.

e. faculty recruitment and promotion

Faculty recruitment, retention, and promotion decisions also start at the department level with full faculty participation and agency. Public Health faculty discuss faculty position needs, decide if and when another full-time position should be requested and in what specialties, and write the position posting materials (which then go through various vetting levels of the university) and choose which venues to advertise. Faculty recruitment decisions are typically reached by consensus via thorough discussion. With Public Health faculty support, the Public Health Department Chair requests and justifies a new faculty hire.

When a new position has been approved, a Public Health faculty member chairs the search committee which is comprised of one additional Public Health faculty, plus one faculty member each from the Nursing and Social Work programs. This committee vets applicants, interviews candidates, and forwards recommendations to the Public Health Department Chair for review and additional interview. The Public Health Department Chair forwards recommendations to the College of Health and Society Dean for review, interviews, and recommendation. The final phase is accomplished by the Provost/Vice President of Academic Affairs who reviews, interviews, and approves or declines the College of Health and Society Dean's recommendation. If approved by the Provost/Vice President of Academic Affairs, the College of Health and Society Dean makes the employment offer and enters salary and benefits negotiations.

Likewise, Public Health faculty are at the foundation of faculty retention and promotion as the first level of review, via the Public Health Department Faculty Promotion and Retention Committee. Retention and promotion reviews use criteria developed in compliance with the Faculty Handbook, the Academic Affairs Policies and Procedures Manual (developed via shared governance between the Faculty Assembly and the Provost/Vice President of Academic Affairs), and the College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion, all of which can be found in the ERF in the Handbooks and Manuals folder.

The Faculty Promotion and Retention Committee reviews faculty files and retention and promotion criteria, compares these against the Professional Development Plan (developed by individual faculty and the Public Health Department Chair), and makes recommendations to the Public Health Department Chair.

The Public Health Department Chair reviews the same files, Professional Development Plan, and criteria and makes recommendations to the College of Health and Society Dean, who then does the same and forwards documents and recommendations to the Provost/Vice President of Academic Affairs for final decisions. Faculty under review can grieve at any step in this process to seek clarification and mediation. More information can be found in the Academic Affairs Policies and Procedures Manual in the ERF Handbooks and Manuals folder.

f. research and service activities

Faculty research and scholarship is supported at Hawai'i Pacific University at the department, college and university levels, and is an expectation for retention and promotion at Hawai'i Pacific University. At all levels Hawai'i Pacific University faculty play developmental, review, and approval roles. While Hawai'i Pacific University is primarily a teaching institution, there is recognition that the best education occurs when faculty are energized by their own scholarly pursuits and involve students in various capacities in those endeavors.

At the Public Health Department level, budget lines are set aside for each faculty as seed funds for new or continuing research projects. To access these funds, faculty must submit a proposal for review to the Public Health Department Chair, and a report is due describing the use and benefits of the funds spent at the close of the year. The achievements (and use of funds) are used as evidence for future funding from the department and for other university and external funding sources. Public Health faculty are eligible and actively encouraged to apply for funds from the college via the College of Health and Society Faculty Scholarship Program which offers up to $8,000 to faculty on a semi-annual basis. Proposals for College of Health and Society Faculty Scholarship Program funds are reviewed by a college-level committee composed of faculty from the Nursing, Public Health and Social Work Departments.

Public Health faculty are also eligible for university-level funding for scholarly pursuits with proposals reviewed and approved by the Hawai‘i Pacific University Faculty Assembly Committee on Scholarship four times annually for up to $3,500 per faculty. This fund is primarily focused on supporting conference travel.

Full-time Public Health faculty can also apply for course release to support professional development activities. Course releases are competitive at the college level as college funds are used to pay for replacement faculty. The College of Health and Society Executive Committee reviews and approves course releases annually (made up of Chairs from all programs in the college, plus the Associate Dean and Dean).

Public Health faculty engage in service activities at their own discretion based on individual interests, skills, and community connections. As a result, neither Public Health departmental committees nor other groups or individuals at the college or university levels direct or make decisions related to Public Health faculty service activities.

3) A copy of the bylaws or other policy documents that determine the rights and obligations of administrators, faculty and students in governance of the program.

Although most departments at Hawai‘i Pacific University do not have their own bylaws documents, the Public Health Department did develop and finalize formal departmental bylaws in 2018. The current version of the Public Health Department Bylaws can be found in the ERF in the A1 folder.

4) Briefly describe how faculty contribute to decision-making activities in the broader institutional setting, including a sample of faculty memberships and/or leadership positions on committees external to the unit of accreditation.

Public Health faculty contribute significantly to decision-making across the college and university. All college level committees require departmental representation, and most administrative and faculty assembly committees request 1-2 college representatives. University committees are represented either based on census (number of degree programs per college) or a fixed number of college representatives (typically,1-2 representatives per college). Some college and university level committees are by invitation or volunteer without seeking representativeness. The table below shows Public Health faculty involvement in college and university level committees for the 2018-19 academic year.

Public Health Faculty Participation in College and University-Level Committees, 2018-2019 Academic Year				
Faculty Member	**College Representative Committees**	**College Volunteer or Invitation Committees**	**University Representative Committees**	**College Volunteer or Invitation Committees**
Gillian Dunn, DrPH Assistant Professor	– Faculty Senate Budget Committee	-	– Academic Affairs Committee	– Learning Management Taskforce – Co-Chair, Closed Point of Distribution Task Force
Christian Gloria, PhD, CHES Associate Professor	-	– Interprofessional Education Committee	– College of Health and Society Senator, Faculty Senate	– Student Conduct Hearing Board – Employee Wellness Advisory Committee – Honors Advisory Committee – Benefits Advisory Committee
Lyndall Ellingson, PhD Department Chair and Professor	– Executive Committee (all College of Health and Society Degree Chairs) – Curriculum Committee	– Interprofessional Education Committee	– Graduate Curriculum Committee – University Curriculum Committee – General Education and Learning Assessment Committee	– Strategic Planning Academic Task Force – Student Conduct Hearing Board Member
Emily Roberson, PhD, MPH Assistant Professor	– Vice President, Faculty Assembly – Committee on Faculty Scholarship	– Internship Policies Committee	– Scholarship and Learning Resources Committee	– Co-Chair, Closed Point of Distribution Task Force – Student Retention Task Force

5) Describe how full-time and part-time faculty regularly interact with their colleagues (Self-Study document) and provide documentation of recent interactions, which may include minutes, attendee lists, etc.

Full-time and part-time faculty regularly interact at college, program, and committee-level meetings and events. Both the College of Health and Society and the Public Health Department hold all-faculty retreats at the beginning of each semester. These meetings typically include discussions of student successes and challenges, strategic planning, program and committee updates, and professional development trainings and workshops. The Public Health Department Faculty Retreat specifically invites and facilitates attendance by both full-time and Adjunct Faculty, as well as staff. Selected agendas and meeting notes for recent college and department-level faculty retreats can be found in the ERF in folder A1.

In addition to the college and department-level faculty retreats, both full and part time faculty participate in committee-specific meetings, and all full-time faculty and staff also attend monthly departmental meetings. Selected recent meeting notes and agendas can be found in the ERF in folder A1.

Lastly, all Public Health Department full and part time faculty, staff, students, and community partners are invited to and attend community engagement events held at the end of the Fall and Spring semesters. The program and sign in sheet from the Spring 2018 Public Health Awards Ceremony and Community Appreciation Event can be found in the ERF in the A1 folder.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

The Public Health Department faculty are involved at multiple levels of decision-making on curricular, personnel, assessment, admissions, recruitment, scholarly endeavors, and strategic planning issues. Because both the Public Health Department and Hawai‘i Pacific University are relatively small, all full-time faculty are highly engaged and integrated in decision-making bodies at the university, college, and department levels.

A2. Multi-Partner Programs

Not applicable

A3. Student Engagement

Students have formal methods to participate in policy making and decision making within the program, and the program engages students as members on decision-making bodies whenever appropriate.

1) Describe student participation in policy making and decision making at the program level, including identification of all student members of program committees over the last three years, and student organizations involved in program governance.

   Student feedback on programmatic, curricular, scheduling, faculty, and other issues is garnered through Student Feedback Surveys, alumni surveys, and student evaluations of faculty. The Hawai‘i Pacific University Public Health Department Community Advisory Board includes representatives of each Public Health academic program (BSPH and MPH) along with an alumni representative. The Community Advisory Board is discussed in more depth in section F1 of this Self-Study report.

   Additionally, one undergraduate and one graduate student serve as representatives on the Public Health Department Curriculum Committee, which also includes full-time and Adjunct Faculty and Academic Advisors. This committee meets once per semester to discuss and make decisions and / or policy changes related to issues such as course scheduling, course sequencing, internships, and other experiential opportunities. Any undergraduate intended or declared Public Health major may serve (if there are no volunteers, the position defaults to the President of the Student Public Health Club). A graduate student may serve after completing one semester of the program. Student participation in policy and decision-making at the department level is additionally outlined in the Public Health Department Bylaws, which can be found in the ERF in the A3 folder.

   Students are notified of opportunities to serve on the Hawai‘i Pacific University Public Health Department Community Advisory Board and on departmental committees via Blackboard announcements, the Public Health Department weekly newsletter, in-class announcements, campus flyers, and via Student Public Health Club engagement. If multiple students volunteer for the same position, interested students are invited to attend board / committee meetings to make brief presentations explaining their interest and to be interviewed by existing board / committee members. Student representatives are then selected by the board / committee members present via vote (with the student garnering the highest number of votes being selected as the representative).

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   As described above, due to the small size and new nature of the BSPH and MPH programs, formal student engagement structures in departmental policy and decision making had not yet been established prior to the 2018-2019 academic year. However, the Public Health Department has taken purposeful steps towards achieving that goal. One example of progress on this issue is the recent addition of formal student representative positions to the Public Health Department Curriculum Committee (described above). Plans are underway for the addition of student representatives to other Public Health Department committees, including the Accreditation Committee, the Cumulative and Experiential Activities Committee, and the Assessment Committee.

   Student engagement is expected to be significantly improved once the Public Health Department Bylaws have been formally approved and can be shared with students as a way of encouraging student participation.

A4. Autonomy for Schools of Public Health

Not applicable.

A5. Degree Offerings in Schools of Public Health

Not applicable.

B1. Guiding Statements

The program defines a vision that describes how the community/world will be different if the program achieves its aims.

The program defines a mission statement that identifies what the program will accomplish operationally in its instructional, community engagement and scholarly activities. The mission may also define the program's setting or community and priority population(s).

The program defines goals that describe strategies to accomplish the defined mission.

The program defines a statement of values that informs stakeholders about its core principles, beliefs and priorities.

1) A one- to three-page document that, at a minimum, presents the program's vision, mission, goals and values.

Hawai'i Pacific University Public Health Department Values
The faculty, staff, and students in the Public Health Department join the rest of the Hawai'i Pacific University community in embracing the following values as representative of the spiritual, ethical, and philosophical principles that support our community, as well as of the aspirational ideals to which we collectively aspire.

PONO, meaning righteous, honest and moral, and an energy of necessity.
KULEANA, meaning responsibility and rights, and concern for all interests, property, and people.
ALOHA, meaning hello, goodbye, love, kindness and grace, unity, humility, patience and waiting for the right moment.

Hawai'i Pacific University Public Health Department Vision
Our vision is robust health throughout Hawai'i, the Pacific region, and the world, achieved through broad institutional and community collaboration.

Hawai'i Pacific University Public Health Department Mission Statement
Our mission is to promote health locally, nationally, regionally, and globally through innovative educational and experiential opportunities for our students, by supporting our faculty in teaching excellence and scholarship, and as community partners in public health in Hawai'i and the Pacific region.

Hawai'i Pacific University Public Health Department Goals

1. Improve student learning and academic success via exposure to a wide variety of experiential learning opportunities in public health.
2. Provide a curriculum that is responsive to public health workforce and community needs.
3. Recruit, retain, and promote high quality Career-Track, Lecturer, and Adjunct Faculty.
4. Instill the core principles of diversity, inclusion, and equity among departmental faculty, staff, and students via student recruitment and support and the purposeful design of course curricula, experiential learning opportunities, community service activities, and faculty scholarship.
5. Support the production, dissemination, and application of public health scholarship among full-time faculty.
6. Involve students, staff, and faculty in service activities that advance public health in local, regional, and global contexts.
7. Graduate students who are well prepared for continued career and educational success following program completion.

2) If applicable, a program-specific strategic plan or other comparable document.

The Hawai‘i Pacific University Public Health Department is an active participant in the wider strategic planning process taking place at the university and college levels. All faculty and staff members of the College of Health and Society participated in a strategic plan brainstorming session in February 2018 to begin preparations for the College of Health and Society 2018-2028 Strategic Plan. The College of Health and Society 2018-2028 Strategic Plan is based off of the 2017-2027 Hawai‘i Pacific University Strategic Plan. The Hawai‘i Pacific University Strategic Plan focuses on six pillars: Cultivating Academic Excellence; Focusing on Students; Building Our Communities; Developing and Sustaining Our Resources; Transforming the University: Campuses, Responsibilities, and Process; and Embracing Our Location. The College of Health and Society Strategic Plan brainstorming session consisted of faculty and staff being split into groups to work on each of these pillars and determine tasks important to the college for furthering the University's goals. A College of Health and Society Draft Strategic Plan was then developed by the College of Health and Society Dean, Associate Dean, and Assistant to the Dean based on this brainstorming session. The College of Health and Society Draft Strategic Plan was presented to the College of Health and Society Executive Council (made up of the College of Health and Society Department Chairs) for comments and review. Following these comments, the draft was sent out to the rest of the College of Health and Society faculty and staff for their comments and feedback. These comments are currently being collected and addressed prior to the publishing of the final 2018-2028 College of Health and Society Strategic Plan.

Additional details and documentation related to the ongoing development of the 2018-2028 College of Health and Society Strategic Plan can be found in the ERF in folder B1.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not applicable.

B2. Graduation Rates

The program collects and analyzes graduation rate data for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

1) Graduation rate data for each degree in unit of accreditation. See Template B2-1.

Students in Master's Degree, by Cohorts Entering Between 2016-17 and 2018-19				
	Cohort of Students	2016-17	2017-18	2018-19
2016-17	# Students entered	6		
	# Students withdrew, dropped, etc.	0		
	# Students graduated	0		
	Cumulative graduation rate	0%		
2017-18	# Students continuing at beginning of this School year (or # entering for newest cohort)	6	7	
	# Students withdrew, dropped, etc.	0	1	
	# Students graduated	3	0	
	Cumulative graduation rate	50%	0%	
2018-19	# Students continuing at beginning of this School year (or # entering for newest cohort)	3	6	13
	# Students withdrew, dropped, etc.	0	0	
	# Students graduated	3	5	
	Cumulative graduation rate	100%	71%	

Students in Bachelor's Degree, by Cohorts Entering Between 2014-15 and 2018-19						
	Cohort of Students	2014-15	2015-16	2016-17	2017-18	2018-19
2014-15	# Students entered	7				
	# Students withdrew, dropped, etc.	0				
	# Students graduated	0				
	Cumulative graduation rate	0.0%				
2015-16	# Students continuing at beginning of this School year (or # entering for newest cohort)	7	16			
	# Students withdrew, dropped, etc.	1	0			
	# Students graduated	0	0			
	Cumulative graduation rate	0.0%	0.0%			
2016-17	# Students continuing at beginning of this School year (or # entering for newest cohort)	6	16	17		
	# Students withdrew, dropped, etc.	0	0	0		
	# Students graduated	3	2	0		
	Cumulative graduation rate	42.9%	12.5%	0.0%		
2017-18	# Students continuing at beginning of this School year (or # entering for newest cohort)	3	14	17	23	
	# Students withdrew, dropped, etc.	0	0	0	0	
	# Students graduated	3	10	0	2	
	Cumulative graduation rate	86.0%	75.0%	0.0%	8.7%	
2018-19	# Students continuing at beginning of this School year (or # entering for newest cohort)	0	4	17	23	14
	# Students withdrew, dropped, etc.	---				
	# Students graduated	---				
	Cumulative graduation rate	86.0%				

2) Data on doctoral student progression in the format of Template B2-2.

Not applicable.

3) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

   Data are arranged by academic year (August-May). Academic year 2018-2019 has some blank fields because the school year will end in May 2019 and some data are not yet available. The data was split by student cohorts based on the semester they declared they were Public Health majors. Each student was assessed by the number of Public Health courses taken, the number of total credits taken at the university and the amount of time (in semesters) spent at the university. Some students were labeled as Public Health majors in the system, however upon further review of their course summary it showed that they had withdrawn from the university after one or two semesters and had never taken any Public Health courses. These students were not considered in the cohort student count. The information from the 2014-15 and 2015-16 cohorts shows that we are meeting the 70% graduation rate for BSPH. For the MPH and continuing data for BSPH, we anticipate both graduation rates to be above 70% after the 2018-19 data collection is complete.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   One weakness related to this criterion is that many of the Public Health students at Hawai‘i Pacific University transfer into the program at various points throughout the year rather than at the beginning of the semester. Therefore, it can be difficult to track who is considered a Public Health major at any given point. This issue will be resolved in the future by tracking the students that enroll in the program via an admission report received every Friday and by closer connections that have recently been established between the Public Health Department and the Admissions Office. The new admission report procedures and the closer connections with the Admissions Office are already facilitating more timely notification of newly enrolled students.

B3. Post-Graduation Outcomes

The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each degree offered (e.g., BS, MPH, MS, PhD, DrPH).

The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B3-1.

Post-Graduation Outcomes: BSPH	**2016 Number (Percentage)**	**2017 Number (Percentage)**	**2018 Number (Percentage)**
Employed	2 (100)	7 (64)	1 (14)
Continuing education/training (not employed)	-	2 (18)	-
Not seeking employment or not seeking additional education by choice	-	-	-
Actively seeking employment or enrollment in further education	-	-	-
Unknown	-	2 (18)	6 (86)
Total	2 (100)	11 (100)	7 (100)

Post-Graduation Outcomes: MPH	**2018 Number (Percentage)**	**2019 Number (Percentage)**	**2020 Number (Percentage)**
Employed	3 (100)	-	-
Continuing education/training (not employed)	-	-	-
Not seeking employment or not seeking additional education by choice	-	-	-
Actively seeking employment or enrollment in further education	-	-	-
Unknown	-	-	-
Total	3 (100)	-	-

2) Explain the data presented above, including identification of factors contributing to any rates that do not meet this criterion's expectations and plans to address these factors.

Even though both the BSPH and the MPH programs at Hawai'i Pacific University are very new, preliminary outcome data on the first cohorts are positive. Detailed information can be seen in the tables above.

The first cohort for the BSPH program graduated in December 2016. This cohort was very small (2), however by early 2017 both individuals were employed full-time in Hawai'i-based public health jobs (a community health center and the State department of Health, respectively). Additionally,

one of these students recently chose to begin the Hawai‘i Pacific University MPH program (while still working full-time). [Note: The two students that graduated in December 2016 are included in the 2016-17 graduation cohort in Template B2-1.]

The 2017 BSPH cohort described in the table above includes students that graduated in May 2017 (7) as well as students that graduated in December 2017 (4). The data reflected in the table is accurate as of May 2018, and therefore reflects student outcomes measured only five months post-graduation for the December 2017 graduates. However, despite the relatively short time since graduation, 64% of 2017 graduates are employed and another 18% have been accepted into graduate public health programs. Both of the students who are in graduate public health programs are working towards MPH degrees; one at Hawai‘i Pacific University and one at the University of California Los Angeles. Information was not available for two students (18% of the total) as of May 2018; one Spring 2017 and one Fall 2017 graduate).

Seven BSPH students graduated in May 2018, information on post-graduation outcomes is still being collected at the time of this reports writing. The first cohort for the MPH program graduated in May 2018. All three had already secured full-time employment in health-related fields in Hawai‘i by that time.

Follow up surveys of this cohort of alumni are scheduled for later this year, and findings will be added to the Self-Study report as they become available. The Alumni Feedback Survey, associated planning and notification materials, results summary, and all responses can be found in the ERF in the Evaluation Materials folder.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

The first attempts at a more formal evaluation of alumni outcomes, perceptions of curricular effectiveness, and program improvement feedback were not very successful; only four Spring 2018 graduates (one MPH and three BSPH) responded to the first alumni survey, which was sent out approximately two months after graduation. However, most students voluntarily shared the same information as would have been contained in the survey via emails directly to the Faculty member responsible for Hawai‘i Pacific University Public Health Program evaluation activities (Assistant Professor Emily Roberson).

Based on the results of and feedback on the first Alumni Feedback Survey, the contact schedule will be modified slightly moving forward. In the future, the first surveys will be administered during the last semester of attendance (in the last weeks of classes) as part of the Capstone courses (at the same time as non-Hawai‘i Pacific University contact information is requested) to capture information on post-graduation plans, perceptions of curricular effectiveness, and suggestions for program improvement while students are still readily accessible. This will take the place of the two-month post-graduation survey. Subsequent versions of the same survey will still be sent out at approximately six and twelve months following graduation, but they will be timed with special events or activities of interest (for example, the end of semester graduate celebrations and community appreciation events) and will be offered online or via hard copy at special events to increase survey participation.

Reaching students within a specific, short time period post-graduation can be difficult, especially in the first few months following graduation. Many students are moving during this time or are just not checking their email accounts for various reasons. The majority of student outcome data reflected above was not obtained through formal means, but was obtained when the students reached out to Public Health faculty to request recommendation letters or references, ask for advice, or just say hello and check in. Evaluation of data collection strategies will be ongoing. These program improvement efforts will hopefully pay off in the form of having more alumni respond to the Alumni Feedback Surveys in a timely manner.

The difficulties contacting alumni within specific time periods notwithstanding, once reach alumni and/or otherwise determine their post-graduation outcomes, those outcomes appear to be very good. The BSPH and MPH programs are both incredibly new, yet our alumni are not only gaining public health employment fairly quickly following graduation, they are also assuming community leadership roles within a very short time period following completion of our program. In fact, as of Spring 2018, the Public Health Department had already been contacted by local organizations that had hired our 2016-2017 BSPH graduates and are now specifically requesting that Hawai‘i Pacific University Public Health students and graduates apply to join their companies as interns and employees. This is incredibly heartening and bodes well for future sustainability of the program.

B4. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the program collects information on alumni perceptions of their own success in achieving defined competencies and of their ability to apply these competencies in their post-graduation placements.

The program defines qualitative and/or quantitative methods designed to maximize response rates and provide useful information. Data from recent graduates within the last five years are typically most useful, as distal graduates may not have completed the curriculum that is currently offered.

1) Summarize the findings of alumni self-assessment of success in achieving competencies and ability to apply competencies after graduation.

   As described in the previous section, the first attempt at a formal evaluation of alumni perceptions of curricular effectiveness and program improvement feedback (Spring 2018 graduates) was not very successful in terms of participation; only four out of eleven of this alumni cohort (one MPH and three BSPH) responded as of July 2018.

   However, of the students who participated, 100% expressed that they were very satisfied with their Hawai'i Pacific University Public Health degree program overall. Two out of four reported that they felt that their Hawai'i Pacific University Public Health Program left them feeling "Very Prepared" for the public health workforce, while two felt "Prepared".

   Internships and Capstone courses were cited by the undergraduates as the factors that made them feel prepared, with one stating, "the internships and capstone classes helped get us ready, however I think more would be better." Two BSPH graduates stated that they felt their program did not cover enough about administration aspects or skills. The MPH graduate stated that there were not any skills, knowledge, or training that the student wished had been covered or provided, and further went on to explain, "The Hawai'i Pacific University Public Health staff and faculty has set a solid foundation of knowledge and critical thinking skills to overcome any challenges in a public health environment."

   The Alumni Feedback Survey, associated planning and notification materials, results summary, and all responses can be found in the ERF in the Evaluation Materials folder.

   Follow up surveys of the 2017-2018 graduation cohort and initial alumni surveys for the 2018-2019 graduation cohort are scheduled for 2019. In addition to the information that was collected on the previous surveys, the 2019 alumni surveys will include questions gauging alumni self-perceptions of success in achieving defined competencies (specific to the degree received). Alumni employer surveys planned for 2019 will also include questions on alumni abilities related to real-world application of (degree-specific) defined competencies.

2) Provide full documentation of the methodology and findings from alumni data collection.

   The methodology employed in alumni data collection is described in detail in section B5 of this Self-Study document. The Alumni Feedback Survey, associated planning and notification materials, results summary, and all survey responses can be found in the ERF in the Evaluation Materials folder.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   As described in the previous section, the first attempts at a more formal evaluation of alumni outcomes, perceptions of curricular effectiveness, and program improvement feedback were not

very successful in terms of participation, with only four Spring 2018 graduates responding to the first formal alumni survey. In the future, the first surveys will be administered in the last weeks of classes prior to graduation to capture information on post-graduation plans, perceptions of curricular effectiveness, and suggestions for program improvement while students are still readily accessible. Subsequent versions of the same survey will still be sent out at approximately six and twelve months following graduation, but they will be timed with special events or activities of interest (for example, the end of semester graduate celebrations and community appreciation events) and offered in online and paper-based formats to increase survey participation.

B5. Defining Evaluation Practices

The program defines appropriate evaluation methods and measures that allow the program to determine its effectiveness in advancing its mission and goals. The evaluation plan is ongoing, systematic and well-documented. The chosen evaluation methods and measures must track the program's progress in 1) advancing the field of public health (addressing instruction, scholarship and service) and 2) promoting student success.

1) Present an evaluation plan that, at a minimum, lists the program's evaluation measures, methods and parties responsible for review. See Template B5-1.

   The Hawai'i Pacific University Public Health Department Evaluation Plan involves the utilization of multiple data sources and types paired with a variety of procedures and strategies to obtain sufficient information to evaluate and improve program offerings. Program goals, along with specific targets and the principal measures, methods, and parties responsible are outlined in Template B5-1. Additionally, details on the major methods and measures associated with evaluation activities in the Public Health Department are described in the document titled "B5.1 Program Evaluation Plan – Supplemental Information" in ERF folder B1.

Evaluation measures	Identify data source(s) and describe how raw data are analyzed and presented for decision making	Responsibility for review
Goal 1. Instruction **Improve student learning and academic success via exposure to a wide variety of experiential learning opportunities in public health.** • Target 1: A minimum of ten different agencies, organizations, and/or community partners per academic year will host students in field-based public health internships via the PH 4910 (Practicum) and PH 6500 (Public Health Public Health Field Training) courses. • Target 2: At least 50% of all undergraduate and graduate Public Health courses will incorporate classroom-based experiential learning activities into the course curriculum. • Target 3: The Public Health Department or Public Health faculty will sponsor, co-sponsor, or facilitate a minimum of two experiential learning activities per academic year that take place outside a classroom setting and are open to all Public Health students. • Target 4: At least 15% of Public Health students will participate in experiential learning activities outside the classroom each academic year.		
The number of agencies, organizations, and/or community partners hosting Public Health student interns (per academic year)	The Cumulative and Experiential Activities Committee Chair will review internship placement agreements on an annual basis and provide a report to the rest of the Cumulative and Experiential Activities Committee.	The report by the Cumulative and Experiential Activities Committee Chair will be reviewed and discussed by the Cumulative and Experiential Activities Committee. A summary of findings along with any recommendations will then be shared with the full faculty and staff during the annual Public Health Department Retreat.
The percentage of undergraduate and graduate Public Health courses incorporating experiential learning into real or virtual classroom activities (per academic year)	The Curriculum Committee Chair will review course syllabi on an annual basis and provide a report to the rest of the Curriculum Committee.	The report by the Curriculum Committee Chair will be reviewed and discussed by the Curriculum Committee. A summary of findings along with any recommendations will then be shared with the full faculty and staff during the annual Public Health Department Retreat.
The number of experiential learning activities taking place outside a classroom setting that are sponsored, co-sponsored, or facilitated by the Public Health Department and / or Public Health faculty and are open to all Public Health students (per academic year)	The Public Health Department Chair will generate a report on an annual basis based on faculty self-report of activities and will share a summary of activities with the full faculty and staff during the annual Public Health Department Retreat.	The summary by the Public Health Department Chair will be discussed by the full faculty and staff during the annual Public Health Department Retreat.

The number of Public Health students participating in experiential learning activities outside the classroom; student feedback regarding experiential offerings (per academic year)	The Student Public Health Club Faculty Advisors will work in coordination with the Student Public Health Club Officers to host Student Feedback Forum events, administer Student Feedback Surveys, assist with analysis of results, and provide a report to the Program Assessment Committee.	The report by the Student Public Health Club Officers will be reviewed and discussed by the by the Program Assessment Committee. A summary of findings along with any recommendations will then be shared with the full faculty and staff at the annual Public Health Department Retreat.
Goal 2. Curricular Effectiveness **Provide a curriculum that is responsive to public health workforce and community needs.** • Target 1: The program will solicit community feedback regarding perceptions of public health workforce needs at least once annually, via Community Partner Feedback Surveys completed by a minimum of 20 community partners. • Target 2: A minimum of 80% of internship supervisors will report that they were "Very Satisfied" with the skills, knowledge, and workforce readiness of their student interns via the Internship Supervisor Feedback Surveys. • Target 3: On an annual basis, the program will request feedback regarding workforce readiness from employers of recent graduates working in the public health field.		
The number of community partners completing Community Partner Feedback Surveys (collected annually)	The Program Assessment Committee Chair will be responsible for coordinating and planning the annual Community Partner Feedback Survey, including soliciting suggestions for partners to be included in the survey, and providing the full faculty and staff with a report on the number and type of partners who were invited and who responded.	The report by the Program Assessment Committee Chair will be shared and discussed first with the Program Assessment Committee and then with the full faculty and staff during the annual Public Health Department Retreat.
Community partner perceptions of public health workforce needs (collected annually)	The Program Assessment Committee Chair will administer and analyze the Community Partner Feedback Survey and provide a report summarizing the findings to the Program Assessment Committee.	The report by the Program Assessment Committee Chair will be shared and discussed with the full faculty and staff during the annual Public Health Department Retreat.
Internship supervisor assessments of student knowledge, skills, and workforce readiness with respect to public health workforce needs (summarized by academic year)	The Cumulative and Experiential Activities Committee Chair will consolidate, analyze, and disseminate findings from the Internship Supervisor Feedback Surveys on an annual basis and provide a report to the rest of the Cumulative and Experiential Activities Committee.	The report by the Cumulative and Experiential Activities Committee Chair will be reviewed and discussed by the by the Cumulative and Experiential Activities Committee. A summary of findings along with any recommendations will then be shared with the full faculty and staff during the annual Public Health Department Retreat.

The number of employers of recent graduates completing Employer Feedback Surveys (collected annually)	The Program Assessment Committee Chair will be responsible for coordinating and planning the annual Employer Feedback Survey (to be administered one year post-graduation or 6 months post-employment) and providing the Program Assessment Committee with a report on the number and type of employers who were invited and who responded.	The report by the Program Assessment Committee Chair will be shared and discussed with the full faculty and staff during the annual Public Health Department Retreat.
Goal 3. Faculty Recruitment, Development, and Retention **Recruit, retain, and promote high quality Career-Track, Lecturer, and Adjunct Faculty.** • Target 1: At least 70% of Career-Track Public Health faculty will possess a graduate degree from a School or Program of Public Health accredited by the Council on Education for Public Health. • Target 2: At least 50% of Career-Track Public Health faculty will possess prior full-time work experience in public health outside of an academic setting. • Target 3: The Public Health Department will provide financial support for professional development activities to at least one full time faculty member per academic year on a rotating basis, depending faculty needs and availability of funds.		
Percentage of full time Public Health faculty possessing a graduate degree from a CEPH-accredited School / Program of Public Health (as needed following staffing changes)	The Public Health Department Chair will generate a report as needed following staffing changes to be used in program assessment activities.	The Public Health Department Chair report will be discussed by the full faculty and staff on an as-needed basis following staffing changes.
Percentage of full time Public Health faculty possessing prior full-time work experience in public health outside of an academic setting (as needed following staffing changes)	The Public Health Department Chair will generate a report as needed following staffing changes to be used in program assessment activities.	The Public Health Department Chair report will be discussed by the full faculty and staff on an as-needed basis following staffing changes.
Number of full time Public Health faculty members receiving departmental financial support for professional development needs (per academic year)	The Professional Development Committee will review faculty applications for departmental professional development on an annual basis and generate a brief report to be shared with the full faculty and staff during the annual Public Health Department Retreat.	The Professional Development Committee report will be discussed by the full faculty and staff during the annual Public Health Department Retreat.

<table>
<tr><td colspan="3">Goal 4. Diversity and Inclusion
Instill the core principles of diversity, inclusion, and equity among departmental faculty, staff, and students via student recruitment and support and the purposeful design of course curricula, experiential learning opportunities, community service activities, and faculty scholarship.
• Target 1: Enroll students belonging to the Hawai‘i Pacific University Public Health Department’s priority populations (Residents of Hawai‘i and the Pacific Region, especially those representing underrepresented minority populations; nontraditional and first-generation college students; and military-affiliated students, including active duty, veterans, and dependents) at levels at or above those achieved by the university as a whole.
• Target 2: Undergraduate and graduate courses will be assessed annually (individually and as a whole) for content, activities, and assessments related to diversity, inclusion, equity, and related topics to identify and remedy curricular gaps or weaknesses.</td></tr>
<tr><td>Percentage of enrolled students belonging to an identified Public Health Department priority population (by academic year)</td><td>The Public Health Department Chair will generate a report on an annual basis based on enrollment data obtained from the university and will share an enrollment summary with the full faculty and staff during annual Public Health Department Retreat.</td><td>The summary by the Public Health Department Chair will be discussed by the full faculty and staff during the annual Public Health Department Retreat.</td></tr>
<tr><td>Percentage of courses in each degree program addressing diversity, inclusion, equity, and related topics; depth and breadth of course content (per academic year)</td><td>The Curriculum Committee will undertake a group review of course syllabi annually to identify curricular gaps or weaknesses and will provide a report to the full faculty and staff during the annual Public Health Department Retreat.</td><td>A summary of findings from the Curriculum Committee along with any recommendations will be shared with the full faculty and staff during the annual Public Health Department Retreat.</td></tr>
<tr><td colspan="3">Goal 5. Scholarship
Support the production, dissemination, and application of public health scholarship among full-time faculty.
• Target 1: At least 50% of full time Public Health faculty will engage in research collaborations with community or academic partners external to the program on an annual basis.
• Target 2: At least 50% of full time Public Health faculty will present research findings at a local, national, or international conference annually.</td></tr>
<tr><td>Percentage of Public Health faculty engaging in research collaborations with community or academic partners external to the program (per academic year)</td><td>The Public Health Department Chair will generate a report on an annual basis based on faculty Professional Development Plans and other self-report of research activities and will share a summary with the full faculty and staff during annual Public Health Department Retreat.</td><td>The summary by the Public Health Department Chair will be discussed by the full faculty and staff during the annual Public Health Department Retreat.</td></tr>
</table>

Percentage of Public Health faculty presenting research findings at a local, national, or international conference (per academic year)	The Public Health Department Chair will generate a report on an annual basis based on faculty Professional Development Plans and other self-report of research presentations and will share a summary with the full faculty and staff during annual Public Health Department Retreat.	The summary by the Public Health Department Chair will be discussed by the full faculty and staff during the annual Public Health Department Retreat.
Goal 6. Service **Involve students, staff, and faculty in service activities that advance public health in local, regional, and global contexts.** • Target 1: 100% of full time faculty will provide at least one act of extramural service to the local, regional, or global public health community on an annual basis. • Target 2: Students will be offered the opportunity to participate in at least two faculty-student extramural service collaborations per academic year. • Target 3: The program will develop and maintain collaborative partnerships with public health agencies, organizations, and community groups by hosting two public-facing events annually to share program updates, highlight student achievements, express appreciation for internship supervisors and other community partners, solicit community feedback for program improvement efforts, and facilitate networking opportunities for students, faculty, and community members.		
Percentage of Public Health faculty providing community service (per academic year)	The Public Health Department Chair will generate a report on an annual basis based on faculty Professional Development Plans and other self-report of service activities and will share a summary with the full faculty and staff during annual Public Health Department Retreat.	The summary by the Public Health Department Chair will be discussed by the full faculty and staff during the annual Public Health Department Retreat.
Number of faculty-student extramural service opportunities offered to students (per academic year)	The Public Health Department Chair will generate a report on an annual basis based on faculty Professional Development Plans and other self-report of student involvement in service activities and will share a summary with the full faculty and staff during annual Public Health Department Retreat.	The summary by the Public Health Department Chair will be discussed by the full faculty and staff during the annual Public Health Department Retreat.

Number of public-facing community engagement events hosted by the Public Health Department (per academic year)	The Public Health Department Chair and/or the Public Health Community Event Organizer will generate a report on an annual basis describing attendance and outcomes of community engagement events and will share a summary with the full faculty and staff during annual Public Health Department Retreat.	The community engagement events summary will be discussed by the full faculty and staff during the annual Public Health Department Retreat.
Goal 7. Student Success **Graduate students who are well prepared for continued career and educational success following program completion.** • Target 1: A minimum of 80% of recent graduates will be employed, continuing their education, or otherwise not actively looking for work one year post-graduation. • Target 2: A minimum of 80% of recent graduates will report that their program left them feeling "Very Prepared" for the public health workforce. • Target 3: A minimum of 80% of employers of recent alumni working in public health will report that they were "Very Satisfied" with the skills, knowledge, and workforce readiness of program alumni.		
The percentage of program alumni that are employed, continuing their education, or otherwise not actively looking for work one year post-graduation (summarized annually, by cohort)	The Public Health Evaluation Coordinator will administer and analyze the Alumni Feedback Survey and provide a report to the full faculty and staff.	The report by the Public Health Evaluation Coordinator will be reviewed and discussed by the full faculty and staff during the annual Public Health Department Retreat.
Recent alumni perceptions of curriculum effectiveness / workforce readiness (collected annually)	The Public Health Evaluation Coordinator will administer and analyze the Alumni Feedback Survey and provide a report to the full faculty and staff.	The report by the Public Health Evaluation Coordinator will be reviewed and discussed by the full faculty and staff during the annual Public Health Department Retreat.
Employer perceptions of curriculum effectiveness / workforce readiness (collected annually)	The Public Health Evaluation Coordinator will administer and analyze the Employer Feedback Survey and provide a report to the full faculty and staff.	The report by the Public Health Evaluation Coordinator will be reviewed and discussed by the full faculty and staff during the annual Public Health Department Retreat.

2) Briefly describe how the chosen evaluation methods and measures track the program's progress in advancing the field of public health (including instruction, scholarship and service) and promoting student success.

The evaluation methods outlined in section B5 subpart 1, Template B5-1, and the "B5.1 Program Evaluation Plan – Supplemental Information" document included in folder B5 in the ERF incorporate both process and outcome measures and employ a variety of quantitative and qualitative techniques to obtain vital information for improvement and excellence in instruction, scholarship, service, and student success.

The chosen evaluation methods and measures track the program's progress in advancing the field of public health by ensuring that instruction is sound and effective and that both scholarship and service activities are of high quality and relevant to the community's needs. These goals are intertwined with the goal of promoting student success, because successful students are those that have effectively gained the required knowledge and been well-trained in the necessary skills to benefit both the community and their own professional development – and have been informed of how to match their assets to available positions and assisted in applying for applicable opportunities.

Specifically, progress in promoting student success is primarily tracked via Goal 2 Target 3 (feedback regarding workforce readiness from employers of recent graduates), Goal 4 Targets 1 and 2 (regarding diversity and inclusion), Goal 5 Targets 1 and 2 (regarding scholarship), and Goal 6 Targets 1-3 (regarding service). Progress in advancing the field of public health is primarily tracked via Goal 2 Targets 2-3 (regarding internship and workforce readiness) and Goal 7 Targets 1-3 (regarding student success).

3) Provide evidence of implementation of the plan described in Template B5-1. Evidence may include reports or data summaries prepared for review, minutes of meetings at which results were discussed, etc. Evidence must document examination of progress and impact on both public health as a field and student success.

Evidence of implementation of the evaluation plan described in Template B5-1 can be found in the ERF in the Evaluation Materials folder. This folder includes blank and completed feedback surveys received from students (BSPH and MPH), alumni (BSPH and MPH), internship supervisors, and community members, as well as brief reports summarizing survey results / findings.

Also, ERF folder B5 contains documentation of evaluation activities, measures, and outcomes in the form of meeting notes, event programs, community invitation lists, sign-in sheets and other documentation of community and student event attendance, and documentation of student internship placements.

Additionally, detailed descriptions of evaluation activities, measures, and outcomes from the 2017-2018 academic year (and locations of corresponding documentation) can be found in sections E1-E5, F1-F4, and H1-H2 of this Self-Study.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Development and implementation of the formal Hawai‘i Pacific University Public Health Department Evaluation Plan only began during the 2017-2018 academic year, and some elements (such as the Alumni Feedback Survey) were less successful than hoped and will require some additional tweaking to increase participation, in ways that are described elsewhere in this Self-Study document (section B3). Additionally, the described evaluation activities are time and labor-intensive and there is currently no designated individual or committee that is responsible for program

evaluation activities. During the 2017-2018 academic year, these activities were primarily undertaken by the MPH Public Health Public Health Field Training Instructor / Faculty Advisor (due to her close community ties, regular communications, and ongoing course-specific evaluation activities related to student internship placements) with assistance from the Hawai‘i Pacific University Public Health Department Administrative Assistant and the Student Public Health Club Officers. [Administrative Assistant Haley Lytle and Assistant Professor Emily Roberson are also the Student Public Health Club Faculty Co-Advisors and were able to mobilize and assist the Student Public Health Club to assist with program evaluation efforts. The procedures employed in this joint effort are described in detail in section H1 of this Self-Study.] This issue can be resolved in the future by establishing a Public Health Evaluation Committee and/or Public Health Evaluation Coordinator position to ensure quality and sustainability of evaluation activities.

B6. Use of Evaluation Data

The program engages in regular, substantive review of all evaluation findings, as well as strategic discussions about the implications of evaluation findings.

The program implements an explicit process for translating evaluation findings into programmatic plans and changes and provides evidence of changes implemented based on evaluation findings.

1) Provide two to four specific examples of programmatic changes undertaken in the last three years based on evaluation results. For each example, describe the specific evaluation finding and the groups or individuals responsible for determining the planned change, as well as identifying the change itself.

   Examples of programmatic changes undertaken in the last three years based on evaluation results can be found elsewhere in this Self-Study document. For example, multiple examples of programmatic changes driven by evaluation are described in detail in section F1 subsection 4 involving community engagement in Public Health Department evaluation activities.

   Example 1:
   Community Involvement in Evaluation of Public Health Applied Practice Experience Courses and Resulting Programmatic Changes, 2017-2018

   Evaluation Finding: Undergraduate and graduate applied practice experience courses were not optimally aligned with student, community, and local workforce needs.
   Groups or Individuals Responsible for Review: Public Health Department Cumulative and Experiential Activities Committee
   Description of Change Made as a Result of the Finding: Course content, guidelines, and procedures for the undergraduate and graduate applied practice experience courses were modified to better align with student, community, and local workforce needs. [Resulting changes to the undergraduate and graduate public health applied practice experience programs are outlined in more detail in section F1 subsection 4 of this Self-Study document.]

   Example 2:
   Assessment of Program Learning Objectives, 2016-2017

   Evaluation Finding: Students in the undergraduate Capstone course (PH 4920) were underperforming with regards to established written communication assessment targets.
   Groups or Individuals Responsible for Review: Public Health Department Assessment Committee and Adjunct Faculty Anaeliz Colon.
   Description of Change Made as a Result of the Finding: Public Health Department faculty agreed that emphasis on writing proficiency should be applied earlier in the BSPH program. This conclusion led to an action and implementation plan that included the design and approval of a new course in Public Health Communication (PH 3090), which included instruction and training related to Public Health field-specific writing proficiency. PH 3090 was incorporated into the BSPH curriculum effective Spring 2018.

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   The Hawai‘i Pacific University Public Health Department demonstrates a commitment to thorough evaluation and assessment. Although the formal Hawai‘i Pacific University Public Health Evaluation Plan is relatively new, the data collected to date are robust and already driving a wide range of programmatic and curricular improvements. As the evaluation procedures and schedules mature, the number of valuable changes enacted as a result of evaluation activities should only increase.

There is currently (and has historically been) an institutional focus on assessment. As a result, there are a variety of assessment resources available to Public Health Department staff and faculty. These institutional resources include trainings, committees, and continuing education activities offered to faculty and staff. An additional strength specific to assessment of learning objectives is that the Public Health Department Chair has previous experience with academic assessment and the rest of the Public Health faculty are well-versed in learning objectives and assessments related to competency attainment. Also, the institutional use of Task Stream and Aqua facilitate integrated assessment processes (e.g. collection, deidentification, distribution and assessment of student products) being embedded in the Learning Management System. This substantially improves the ease of testing out and/or implementing new assessment activities.

At an institutional level, there is less emphasis on the importance of program evaluation, and as a result there are fewer training and continuing education activities available to faculty and staff that might not be as familiar with the processes or principles of program evaluation. However, within the Public Health Department faculty there is substantial experience and training in this realm, both within academia and in public health practice. In this respect, the Public Health Department is uniquely suited to not only being participants in evaluation activities taking place at the department level but also leaders supporting evaluation activities at the college and university levels.

Lastly, the CEPH Self-Study process comes at an ideal time for the Hawai‘i Pacific University Public Health Department, as it provides an opportunity to consciously and purposefully create a firm foundation of rigorous program evaluation which can be used to support the BSPH and MPH programs as they grow and mature.

C1. Fiscal Resources

The program has financial resources adequate to fulfill its stated mission and goals. Financial support is adequate to sustain all core functions, including offering coursework and other elements necessary to support the full array of degrees and ongoing operations.

1) Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:

   a) Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.

      All faculty salaries and compensation are funded out of the university general fund and negotiated with each new contract ultimately at the discretion of the Provost. Hawai'i Pacific University is not a tenure granting institution nor are faculty represented by a union. Career-Track and Career Faculty are 9-month exempt employees paid over 12 months. Career-Track and Career contracted salaries are guaranteed compensation for teaching (baseline 4:4 teaching load) and service, with expectations of scholarly activity and products (FTE: .20 per course, .1 scholarship, and .1 service).

      Career-Track and Career Faculty contracts are renewable and progressive based on performance reviews and range from two to seven years. Lecturers are hired on annual contracts with 5:5 baseline teaching loads, and Adjunct Faculty are hired on a per course, per semester basis. Both Lecturers and Adjunct Faculty are considered at-will employees. Faculty are not required to acquire outside grants as a portion of compensation, although some Adjunct positions are funded by external grants providing course release for Career-Track and Career Faculty.

   b) Briefly describe how the program requests and/or obtains additional faculty or staff (additional = not replacements for individuals who left). If multiple models are possible, indicate this and provide examples.

      Department Chairs work with faculty to estimate upcoming faculty and staff resource needs based on program growth, curricular and program changes. This is brought by the Chair to the Dean mid fiscal year, and an annual budget request for additional career, Lecturer, and Adjunct Faculty (and staff) lines is developed. All requests for new lines must be justified with evidence of need including growth in enrollment creating demand for more sections, accreditation requirements, new degree options, approved by the university creating demand for more courses (and doctoral trained faculty). Deans balance need, demands, and resources across the college, and then advocate for these budgets with the Provost. Typically, departments and Programs receive budget approval at the end of the fiscal year. Academic departments and Programs have budgetary autonomy once budgets are approved and allocated.

   c) Describe how the program funds the following:
      a. operational costs (programs define "operational" in their own contexts; definition must be included in response)

         Operational budgets are submitted simultaneously with faculty budgets and go through the same developmental process from program faculty to Provost. Hawai'i Pacific University departmental operational budget lines include faculty professional development, accreditation and assessment, program promotion, teaching technology, recruitment events and materials, supplies, and advertising, among others.

b. student support, including scholarships, support for student conference travel, support for student activities, etc.

There are a variety of mechanisms and sources for student service learning and professional development support at Hawai‘i Pacific University. The Student Public Health Club is a Registered Student Organization through the Office of Student Life and First Year Programs. As a Registered Student Organization, the Student Public Health Club receives financial, managerial, and promotional support from the Office of Student Life and First Year Programs, and institutional support from College of Health and Society, to participate and implement community-based service-learning activities and events.

Students are also eligible for a variety of internal and external academic and professional development funds to support their scholarly pursuits. In 2018, two MPH students were awarded Hawai‘i Pacific University student travel support to attend the 2018 Annual Council of State and Territorial Epidemiologists with their faculty mentor, Assistant Professor Emily Roberson. In this case, Dr. Roberson’s travel was supported by the Public Health Department and the students’ travel was partially supported by funds from the Funds from the Student Activity Fee Allocation Committee. Further details on this trip can be found in section E4 subsection 4 of this Self-Study document. Also in 2018, BSPH student Janice Hata was awarded a travel stipend from the National Institute on Drug Abuse Summer Research Internship Program of the National Institutes of Health for her work as research assistant on a National Institute on Drug Abuse-sponsored grant with her mentor, School of Social Work Professor Scott Okamoto. While this funding was not provided by the Public Health Department, it was facilitated by the College of Health and Society via the School of Social Work.

Finally, the Office of Graduate Admissions funds six 100% tuition-credit Graduate Assistantships in the College of Health and Society. Application, review, and approval are done at the department level, with final decision made by the College of Health and Society Dean. department applications are somewhat competitive, although there is attention to equity. The Public Health Department has its first Graduate Assistantship applicant and recipient for the 2018-2020 academic years.

c. faculty development expenses, including travel support. If this varies by individual or appointment type, indicate this and provide examples

Professional development support for career and career-track faculty is built into the annual departmental budget, including research and/or endeavor seed money and travel dollars per faculty. Faculty apply to the Public Health Professional Development Committee to use these dedicated funds. Lecturer and Adjunct Faculty development activities are supported on an ad hoc basis out of the departmental operational general professional development funds either by request or inclusion in local and regional events.

As noted elsewhere in this document, Public Health faculty are eligible to receive college and university-wide faculty assembly funding for research, presenting research and other scholarly pursuits on a quarterly and bi-annual basis. For example, during the 2017-2018 academic year, all Public Health faculty were funded by the department to attend the biennial Harm Reduction Hawai‘i Conference and the Hawai‘i Pacific Health Association Annual Meeting. Individual career-track faculty traveled to the Philippines for research, for presentations at the 2018 Annual Council of State and Territorial Epidemiologists and the 2017 World Congress of Epidemiology in Japan, all of which were funded by departmental professional development funds as well as college and Faculty Assembly funding sources. Additional details on these faculty trips can be found in section E4 of this Self-Study document.

d) In general terms, describe how the program requests and/or obtains additional funds for operational costs, student support and faculty development expenses.

To secure funds for faculty and student professional development and operational expenses in addition to those approved in the annual budget, the Public Health Department's first step is to discuss and develop the rationale with the Public Health Department Chair, who then meets with the College of Health and Society Dean for consideration. Hawai'i Pacific University College Deans have some discretionary accounts from which special or timely activities are supported. For example, the College of Health and Society shared sponsorship for the 2016 Hawai'i Public Health Association Annual Meeting with the Hawai'i Pacific University Office of Admissions as a statewide launch event for the new MPH degree. Included in this sponsorship were the meeting attendance fees for Hawai'i Pacific University BSPH and MPH students, and Public Health faculty.

e) Explain how tuition and fees paid by students are returned to the program. If the program receives a share rather than the full amount, explain, in general terms, how the share returned is determined. If the program's funding is allocated in a way that does not bear a relationship to tuition and fees generated, indicate this and explain.

All programs and departments at Hawai'i Pacific University are funded through their respective colleges from the general fund. Departmental faculty, staff, and operational budgets are not related to tuition and fees generated.

f) Explain how indirect costs associated with grants and contracts are returned to the program and/or individual faculty members. If the program and its faculty do not receive funding through this mechanism, explain.

Hawai'i Pacific University currently does not return a portion of indirect costs to programs or faculty members. Hawai'i Pacific University's grant portfolio is small and therefore so is the indirect cost recovery. The indirect cost the university can collect on certain grants (not all grants allow indirect cost charges) reverts to the university's operating cost to try to offset the facilities and administrative costs associated with administering external grants and contracts. Hawai'i Pacific University has a federally negotiated indirect cost rate of 55% of salaries and wages. The indirect cost rate was negotiated with the United States department of Health and Human Services as the default cognizant agency. Because Hawai'i Pacific University's grant portfolio of externally funded research is under $10 million our indirect cost rate based on salaries and wages only in contrast to larger research universities whose indirect cost rate typically applies the total direct costs (e.g. salaries/wages, fringe, supplies, travel, other) less any direct cost items that are excluded from indirect cost (e.g. capital equipment, tuition).

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the responses must make clear the financial contributions of each sponsoring university to the overall program budget. The description must explain how tuition and other income is shared, including indirect cost returns for research generated by the public health program faculty appointed at any institution.

Not applicable.

2) A clearly formulated program budget statement in the format of Template C1-1, showing sources of all available funds and expenditures by major categories, for the last five years.

Sources of Funds and Expenditures by Major Category, 2015 to 2019					
	2015	2016	2017	2018	2019 ^
Source of Funds					
University Funds	$369,625.00	$402,092.00	$237,196.00	$537,366.00	$512,482.00
Total	**$369,625.00**	**$402,092.00**	**$237,196.00**	**$537,366.00**	**$512,482.00**
Expenditures					
Faculty Salaries and Benefits	361,345.00	$366,928.00	$195,477.00	$488,172.00	$476,828.00
Staff Salaries and Benefits #	$0.00	$0.00	$0.00	$0.00	$0.00
Operations	$3,580.00	$31,014.00	$31,639.00	$39,894.00	$29,274.00
Travel	$4,700.00	$4,150.00	$10,080.00	$9,300.00	$6,380.00
Student Support **	$0.00	$0.00	$0.00	$0.00	$0.00
Total	**$369,625.00**	**$402,092.00**	**$237,196.00**	**$537,366.00**	**$512,482.00**

The Public Health Administrative Assistant salary and benefits are paid by the College of Health and Society, not the Public Health Department.

****** Graduate Assistantships are paid by the College of Health and Society, not the Public Health Department.

^ The reduction in funds between the 2018 and 2019 fiscal year is primarily due to differences in relocation costs allocated (-$10,000) and a decreased need for adjunct faculty hires resulting from the current availability of four full-time faculty (-$14,933).

If the program is a multi-partner unit sponsored by two or more universities (as defined in Criterion A2), the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget.

Not applicable.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Although the university and college operational budgets have been negatively impacted by recent enrollment trends, the Public Health Department is somewhat unique in that it has not experienced a negative impact on faculty hiring or salaries. In fact, the Public Health Department has received funding and support from university and college administration in recent years that have allowed it to expand from only one full-time faculty member in Fall 2015 (Christian Gloria) to the current total of three full-time faculty members, a full-time Department Chair (who also has faculty status), and a half-time Administrative Assistant. The Public Health Department is one of very few departments at Hawai‘i Pacific University that had gained funding and grown its faculty in the past few years.

That being said, because Hawai‘i Pacific University is a private, tuition-dependent institution, fiscal resources are subject to market factors. Therefore, the Public Health Department, like all departments at Hawai‘i Pacific University, is expected to be ready to adjust budgets annually. However, the Public Health Department is currently fiscally sound. The department has also received assurances of continued, stable funding support from the college and university administration.

Additionally, the university and college are encouraging external grant funding to help address funding challenges. This includes support from administration for grant applications, faculty course releases, and indirect cost return to departments and faculty members as incentives for grant applications. Multiple Public Health Department faculty members are taking advantage of these opportunities, with two faculty (Christian Gloria and Emily Roberson) participating in an intensive grant writing workshop in May 2018 that resulted in grant applications that will be submitted for National Institutes of Health (NIH) funding in February 2019. Should these applications result in successful grant awards, it will increase the funds available to support departmental activities into the future.

C2. Faculty Resources

The program has adequate faculty, including primary instructional faculty and non-primary instructional faculty, to fulfill its stated mission and goals. This support is adequate to sustain all core functions, including offering coursework and advising students. The stability of resources is a factor in evaluating resource adequacy.

Students' access to a range of intellectual perspectives and to breadth of thought in their chosen fields of study is an important component of quality, as is faculty access to colleagues with shared interests and expertise.

All identified faculty must have regular instructional responsibility in the area. Individuals who perform research in a given area but do not have some regular expectations for instruction cannot serve as one of the three to five listed members.

1) A table demonstrating the adequacy of the program's instructional faculty resources in the format of Template C2-1.

	MASTER'S			BACHELOR'S	ADDITIONAL FACULTY+
CONCENTRATION	**PIF 1***	**PIF 2***	**FACULTY 3^**	**PIF 4***	
GENERALIST BSPH	Lyndall Ellingson	Christian Gloria	Emily Roberson	Gillian Dunn	PIF: 0
MPH	1.0	1.0	1.0	1.0	Non-PIF: 1.0

TOTALS:		
	Named PIF	4
	Total PIF	4
	Non-PIF	1

2) Explain the method for calculating FTE for faculty in the templates and evidence of the calculation method's implementation. Programs must present calculation methods for primary instructional and non-primary instructional faculty.

   Career and career-track faculty are 9-month exempt employees paid over 12 months. Full Time Equivalent (1.0 FTE) is calculated within the College of Health and Society as follows: each course (20%), scholarship (10%) and service (10%). Use of this College of Health and Society FTE calculation is evidenced in the career-track faculty job description, the faculty Professional Development Plan and the College of Health and Society Reappointment and Promotion Criteria. Adjunct Faculty FTE is calculated slightly differently: each course (20%), scholarship (10%), service (5%) and duties to be assigned (5%).

3) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

   Template C2.2 shows the estimated minimum, maximum, and average numbers of students receiving these services from Public Health faculty. Formal undergraduate advising is done through advisors who are dedicated to individual colleges, but work out of, and are supervised, in a centralized university advising office. No Public Health faculty except the Public Health Department

Chair do formal BSPH or MPH advising. However, all faculty mentor, provide general advising, and provide career counseling to BSPH and MPH students on an as needed basis as well as a part of the curriculum in various classes, including PH 1200, PH 3090, PH 4030, PH 4910, PH 4920, PH 6500, and PH 7000. This logic is the source of the numbers in the table: there are roughly 50 BSPH students enrolled in classes taught by four PIF and one non-PIF. In 2017-2019, and hopefully for some time, the BSPH Practicum and Capstone courses will be taught by the current Adjunct Faculty (Ms. Anaeliz Colon) or another Adjunct Faculty with similar skillset in integrative experience and capstone project instruction and management.

The rest of the courses are typically taught by PIF unless there is a course release for scholarly activity. Thus, the maximum number of students for the non-PIF is estimated to be the maximum number of students that would ever be enrolled in the integrative course (20). The same logic was used for estimates for graduate level general (non-formal) advising and mentoring: all faculty do these activities for students enrolled in their classes and outside the classroom as well as affinities develop. Hence, the maximum number (10) is based on anticipated enrollment for the 2018-2019 academic year and the minimum (1) representing the potential for one-on-one mentoring.

Data for advising and supervising the BSPH and MPH integrative experience arise from the same logic using the maximum enrollment for those courses (5 for MPH and 20 for BSPH), with the minimum being a potential anomaly (e.g., Summer) when a student is taking the course individually and enrolled under Directed Study with a faculty member. “Point-in-time” was only used in the BSPH integrative experience course estimates, noting that for these courses there are peaks of supervision and mentoring activity.

4) Data on the following for the most recent year in the format of Template C2-2. See Template C2-2 for additional definitions and parameters.

General Advising and Career Counseling			
Degree level	**Average**	**Min**	**Max**
Bachelor’s	25	1	50
Master’s	5	1	10

Advising in MPH Integrative Experience		
Average	**Min**	**Max**
2.5	1	5*
Supervision / Advising of Bachelor's Cumulative or Experiential Activity		
Average	**Min**	**Max**
15	10	20**

*MPH integrative class sections are capped at 5 students maximum.
**These estimates are at the peak of BSPH practicum placement period.

5) Quantitative data on student perceptions of the following for the most recent year:

a. Class size and its relation to quality of learning (e.g., The class size was conducive to my learning)

Results from Hawai'i Pacific University Institutional Student Course Evaluations

The class size was conducive to my learning*	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
BSPH Students						
Spring 2018 – Overall Average	**70%**	**20%**	**4%**	**0%**	**4%**	**2%**
PIF Average	**70%**	**20%**	**4%**	**0%**	**4%**	**2%**
Adjunct Average	+	+	+	+	+	+
Fall 2017 – Overall Average	**66%**	**31%**	**3%**	**0%**	**0%**	**0%**
PIF Average	**66%**	**31%**	**3%**	**0%**	**0%**	**0%**
Adjunct Average	+	+	+	+	+	+
Academic Year Overall – BSPH	**67%**	**27%**	**3%**	**0%**	**2%**	**1%**
PIF Average	**67%**	**27%**	**3%**	**0%**	**2%**	**1%**
Adjunct Average	+	+	+	+	+	+
MPH Students						
Spring 2018 – Overall Average	**60%**	**40%**	**0%**	**0%**	**0%**	**0%**
PIF Average	**60%**	**40%**	**0%**	**0%**	**0%**	**0%**
Adjunct Average	N/A	N/A	N/A	N/A	N/A	N/A
Academic Year Overall – Both Degrees	**64%**	**33%**	**2%**	**0%**	**1%**	**0%**

+ This question regarding class size was an optional question that individual instructors could choose to add to student evaluations sent to their classes. Consequently, results were not available for all courses. Adjuncts in all semesters chose not to add the question to their evaluation forms, so information from this question is missing for their classes. Additionally, this question was not added to MPH course evaluations until the Spring 2018 semester.

∗ Early in the evaluation period, it was discovered that small classes (enrollment < 5) required an institutional override in order to deploy online evaluations. As a result, course evaluation results were not available for MPH courses completed prior to the institution of the manual override procedure.

Results from Public Health Department Student Feedback Surveys

Student satisfaction related to class sizes for both the undergraduate and graduate programs is also measured through Student Feedback Surveys. Details of the undergraduate and graduate satisfaction survey measures, methods, and results are outlined in section B5 of this Self-Study document.

At the time of the Spring 2018 Student Feedback Survey, there were 45 students enrolled in the BSPH program. Of these, 36 students responded to the survey (80% response rate). One Public Health minor student and three students who were enrolled in Public Health courses but were neither majoring nor minoring in Public Health at that time also participated. Surveys completed by non-Public Health majors are included in the ERF (Evaluation Materials folder) for reference, but responses from these students were not included in the result totals reported below. Out of 36 undergraduate Public Health major students, 100% expressed positive perceptions of Public Health class sizes. Complete survey results can be found in the ERF in the Evaluation Materials folder.

At the time of the Spring 2018 Student Feedback Survey, there were twelve students enrolled in the MPH program. All twelve students responded to the survey (100% response rate). 100% expressed positive perceptions of the class sizes (75% Very Satisfied, 25% Satisfied). Complete survey results can be found in the ERF in the Evaluation Materials folder.

b. Availability of faculty (i.e., Likert scale of 1-5, with 5 as very satisfied)

Results from Hawai‘i Pacific University Institutional Student Course Evaluations

I was able to access the Instructor outside of schedule class time for additional help.*	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
BSPH Students						
Spring 2018 – Overall Average	**56%**	**28%**	**15%**	**1%**	**6%**	**10%**
PIF Average	**78%**	**10%**	**6%**	**0%**	**4%**	**2%**
Adjunct Average	49%	22%	13%	1%	5%	10%
Fall 2017 – Overall Average	**61%**	**14%**	**5%**	**0%**	**2%**	**2%**
PIF Average	**86%**	**11%**	**2%**	**0%**	**0%**	**1%**
Adjunct Average	59%	23%	10%	0%	4%	3%
Academic Year Overall – BSPH	**65%**	**18%**	**9%**	**0%**	**3%**	**5%**
PIF Average	**84%**	**11%**	**4%**	**0%**	**1%**	**1%**
Adjunct Average	54%	22%	12%	0%	4%	7%
MPH Students						
Spring 2018 – Overall Average	**61%**	**28%**	**6%**	**0%**	**0%**	**6%**
PIF Average	**61%**	**28%**	**6%**	**0%**	**0%**	**6%**
Adjunct Average	N/A	N/A	N/A	N/A	N/A	N/A
Fall 2017 – Overall Average	**67%**	**25%**	**8%**	**0%**	**0%**	**0%**
PIF Average	**75%**	**25%**	**0%**	**0%**	**0%**	**0%**
Adjunct Average	63%	25%	13%	0%	0%	0%
Academic Year Overall – MPH	**63%**	**27%**	**6%**	**0%**	**0%**	**4%**
PIF Average	**63%**	**27%**	**5%**	**0%**	**0%**	**5%**
Adjunct Average	63%	25%	13%	0%	0%	0%
Academic Year Overall – Both Degrees	**64%**	**52%**	**46%**	**43%**	**43%**	**45%**

* Early in the evaluation period, it was discovered that small classes (enrollment < 5) required an institutional override in order to deploy online evaluations. As a result, course evaluation results were not available for MPH courses completed prior to the institution of the manual override procedure.

Results from Public Health Department Student Feedback Surveys

Student satisfaction related to faculty availability for both the undergraduate and graduate programs is also measured through Student Feedback Surveys. Details of the undergraduate and graduate satisfaction survey measures, methods, and results are outlined in section B5 of this Self-Study document.

At the time of the Spring 2018 Student Feedback Survey, there were 45 students enrolled in the BSPH program. Of these, 36 students responded to the survey (80% response rate). One Public Health minor student and three students who were enrolled in Public Health courses but were neither majoring nor minoring in Public Health at that time also participated. Surveys completed by non-Public Health majors are included in the ERF (Evaluation Materials folder) for reference, but responses from these students were not included in the result totals reported below.

Out of 36 undergraduate Public Health major students, 72% expressed positive perceptions of Public Health faculty availability and 8% expressed negative perceptions of Public Health faculty availability. Just over 19% of students left this question blank or wrote a variation of "not applicable". Complete survey results can be found in the ERF in the Evaluation Materials folder.

At the time of the Spring 2018 Student Feedback Survey, there were twelve students enrolled in the MPH program. All twelve students responded to the survey (100% response rate). 100% expressed positive perceptions of faculty availability (75% Very Satisfied, 25% Satisfied). Complete survey results can be found in the ERF in the Evaluation Materials folder.

6) Qualitative data on student perceptions of class size and availability of faculty.

Additional qualitative data on student satisfaction related to class sizes and faculty availability for both the undergraduate and graduate programs is also measured through Student Feedback Surveys. Details of the undergraduate and graduate satisfaction survey measures, methods, and results are outlined in section B5 of this Self-Study document.

Qualitative Feedback on Class Sizes

As stated in the previous subsection, out of 36 undergraduate Public Health major students, 100% expressed positive perceptions of Public Health class sizes. All student survey comments can be found in the ERF (Evaluation Materials folder), but a few representative comments are outlined below.

- "I am comfortable with my class sizes. Not too large and not too small."
- "Very good and easy for professors to be interactive with students."
- "I think they are great. Smaller class sizes allow teachers to focus on each student carefully and thoroughly"
- "I really like the sizes of the PH classes because it allows us to really get to know each other and work with each other on any assignment/discussion"
- "I like the size of the Public Health classes. It's not too big or too small."

At the time of the Spring 2018 Student Feedback Survey, there were twelve students enrolled in the MPH program, all of whom responded to the survey (100% response rate). 100% expressed positive perceptions of the class sizes (75% Very Satisfied, 25% Satisfied). Three students provided additional comments on this measure, which are reproduced below.

- "I'm satisfied with the class size, and I prefer intimate learning sizes."
- "I like it small because professors tend to focus more on you."

- "The small class size is the reason why I chose HPU to get my MPH. The smaller class size makes me interact with everyone in the class even though the classes are online."

Qualitative Feedback on Faculty Availability

Of the 36 undergraduate Public Health major students that responded to the Spring 2018 BSPH Student Feedback Survey, 72% expressed positive perceptions of Public Health faculty availability and 8% expressed negative perceptions of Public Health faculty availability. Just over 19% of students left this question blank or wrote a variation of "not applicable". All student survey comments can be found in the ERF (Evaluation Materials folder), but a few representative comments are outlined below.

- "I would say it's a good availability. If I needed to talk to a professor / faculty I'm able to do so."
- "The availability of the Public Health teachers I great, there always here to help after class during their office hours."
- "Adjunct professors do not have offices or office space / time and are difficult to reach."
- "I haven't reached out much to staff, but it's easy to email them / make an appt. But it would be better if all Public Health staff were on one campus, as well as classes."
- "I would say it's a good availability. If I needed to talk to a professor / faculty I'm able to do so."
- "N/A - I have yet to contact faculty outside of class."

At the time of the Spring 2018 Student Feedback Survey, there were twelve students enrolled in the MPH program. All twelve students responded to the survey (100% response rate). 100% expressed positive perceptions of faculty availability (75% Very Satisfied, 25% Satisfied). Four students provided additional comments on this measure, which are reproduced below.

- "I like how our staff wears many hats and is involved with many projects."
- "As a full-time worker and full-time student, it's difficult to meet outside of class time or have time to chat online due to family or multiple jobs. However, the option of having an online presence (an open chat/video room if needed based on the entire class' or individual's preferred timeframe) would be nice. Attending a meeting through online chat rooms or video call is preferred. Especially if you live or work on the other side of the island. One would feel very tired after work, yet still drives to the meeting location. After the meeting is completed, one has to then drive back through traffic, until finally arriving home all worn out."
- "Have all professors make mandatory in person or Skype meetings for each class."
- "Some professors could be better at answering emails (not all).

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

As a relatively small department with highly invested, student-focused faculty, we are pleased with our informal advising, mentoring, and career counseling approach as it feels more personal and less institutional to the students. As we have grown, we have noted the need for more structured career counseling and professional development content and skills acquisition among our BSPH students and have decided to increase the time and focus on this in the curriculum as described in section F1 subsection 4 of this Self-Study. Likewise, we have formally included more career-development content and skills into the MPH integrative experience mentoring. Because graduate students' skills and career directions are more variable, these mentoring moments or interventions are more individualized than the BSPH.

C3. Staff and Other Personnel Resources

The program has staff and other personnel adequate to fulfill its stated mission and goals. The stability of resources is a factor in evaluating resource adequacy.

1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation.

Role / Function	FTE
Administrative Assistant	0.5
Student Services Specialist	0.3
Assistant to the Dean	0.3
Graduate Assistantships	0.5
Work-study students (3)	0.5

2) Provide a narrative description, which may be supported by data if applicable, of the contributions of other personnel.

As can be seen in Template C3-1, the Public Health Department shares its staff and other personnel with other College of Health and Society departments. The three primary staff positions are the Public Health Department Administrative Assistant (0.5), Student Services Specialist (.3) and Assistant to the Dean (.3). There are also student employees in the Faculty Support Center, Graduate Assistants and work-study students that contribute and support the instructional mission of the Public Health Department.

The Public Health Department Administrative Assistant works with both the Public Health Department and the School of Social Work. Salary and benefits for this Administrative Assistant position are paid for by the college and duties are split 50/50 between the Public Health Department and the School of Social Work. Originally, this Administrative Assistant position was 100% with the School of Social Work, while the Public Health Department's predecessor degree program, Health Science, was subsumed under Nursing and did not have a dedicated Administrative Assistant. With the creation and growth of the Public Health Department, however, this position was reassigned to serve both the Public Health Department and the School of Social Work. Conscientious communication and collaboration among the Administrative Assistant's direct supervisors (the Public Health Department Chair, the Undergraduate Social Work Chair, and the Graduate Social Work Chair) and the Administrative Assistant about workload, lines of authority and communication, processes and procedures have resulted in a positive and productive work environment. Physically, the Administrative Assistant office is centralized between the Public Health Department and the School of Social Work Chairs and faculty.

The Administrative Assistant for the Public Health Department and the School of Social Work is responsible for all administrative duties related to instruction and faculty support. As such, the Administrative Assistant is the primary conduit between faculty and the major software systems that contain and maintain these responsibilities including Banner, COGNOS, NeoGov, Oracle Reports, AdAstra, Faculty Enlight, Cascade, Survey Monkey, TouchNet, MailChimp, Benchmark, and Canva. The Administrative Assistant manages facilities and equipment requests and assists the Public Health Department and the School of Social Work in event planning and implementation including student recruitment, community-based service-learning, and graduation ceremonies. Expectations for participation outside of traditional work hours (including weekends) and flexible scheduling to accommodate this is made clear in the job description and discussed during the interview. See ERF folder C3 for an Administrative Assistant job description.

The Administrative Assistant works with the Public Health Department Chair to manage faculty travel and other budgeted department expenses and reimbursements and with Department Chairs

to maintain websites, program promotional and recruitment materials, update to course scheduling data, faculty communication, manage enrollments, and student communications. The Administrative Assistant also supports individual faculty when work flow and load allow with instructional, department and college–related needs. The current Administrative Assistant, Ms. Haley Lytle, has been employed with the College of Health and Society since 2017. In addition to the above general duties, she has taken a central role in the CEPH accreditation process. Ms. Lytle brings years of experience working in academic departmental offices and commits her significant work-ethic, intelligence, and collaborative spirit to tasks large and small.

The Student Services Specialist is physically located in the College of Health and Society Dean's Office complex and is shared by the Public Health Department, the School of Social Work, and the Nursing Department. The salary and benefits for this position are paid for by the college, and the position is supervised by the Dean and Assistant to the Dean. The duties of the Student Services Specialist include student recruitment and retention communication, programs, mentoring and interventions for the college (see job description in ERF folder C3). This position works closely with the Student Clubs in this regard alongside Student Club Faculty Advisors. The Student Services Specialist also works closely with department and Program Chairs to create productive lines of communication, interventions to increase student enrollment and reduce student attrition, increase graduation rates, and maintain alumni relations. This individual also assists with events and promotions as needed. In terms of stability, the College of Health and Society continues to value and support the important synergistic responsibilities of this position.

The Assistant to the Dean is physically located in the College of Health and Society Dean's Office complex. The salary and benefits for this position are paid for by the college and the position is supervised by the College of Health and Society Dean. The Assistant to the Dean supports the College of Health and Society Associate Dean and Dean in all college matters including, but not limited to, fiscal, personnel, data management, and supervision of the Student Services Specialist and College of Health and Society Dean's Office student employees.

There are approximately 20 student employees that staff the Faculty Support Centers on the Hawai'i Loa Campus and Downtown Campus. The Faculty Support Center provides faculty with photocopying, test scanning, office supplies, mail acceptance and delivery, back up security and support during evenings and weekends. The Faculty Support Centers are staffed six days a week for up to 12 hours per day to accommodate the variable course schedules. The Hawai'i Loa Campus Faculty Support Center is open from 7:30 am to 7:00 pm at night Monday through Friday, and 8 am – 4 pm on Saturdays. The Downtown Campus Faculty Support Center is open from 7 am to 8 pm Monday through Friday and 8 am – 4 pm Saturdays.

As noted in C3 of this Self-Study, the Office of Graduate Admissions funds six 100% tuition-credit Graduate Assistantships in the College of Health and Society. Application, review and approval are done at the department level, with final decision made by the Dean. department applications are somewhat competitive, although there is attention to equity. The Public Health Department has its first Graduate Assistant applicant and recipient for the 2018-2020 academic years. The current Graduate Assistant will be receiving a 50% tuition credit for the length of the MPH program and will be expected to work 20 hours per week (per university requirements). The current Graduate Assistant will be splitting his hours between Drs. Ellingson and Gloria on research and community development endeavors.

3) Provide narrative and/or data that support the assertion that the program's staff and other personnel support is sufficient or not sufficient.

The recent successes of the Public Health Department indicate that staff and other personnel support are sufficient for program development and growth. departmental staff and support personnel possess a strong work ethic and dedication to the program. Additionally, the Public Health Department (staff as well as faculty) has good working relationships with staff and other personnel at the college and university levels; especially with those offices and individuals involved in student success, faculty development, personnel, and financial management.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths related to Public Health Department staff and other personnel resources include institutional recognition of the importance of staff positions for success of academic departments, positive cross-department working relationships between administrative staff representing different programs, and positive working relationships and shared goals between faculty and staff within the College of Health and Society. In particular, the College of Health and Society Dean is a strong advocate for funding, hiring, mentoring, and supporting college department staff and expresses a deep understanding of the centrality and importance of administrative support positions.

Despite these noted strengths and the evidence of success and growth of the Public Health Department, additional support staff positions are needed to continue to improve the quality of academic offerings and workforce development services. To this end, the Public Health Department Chair has requested (and will continue to do so on an annual basis) a full-time Administrative Assistant position that is devoted to the Public Health Department alone (instead of being shared with the Social Work Department). Additionally, funding has been requested in order to support a full-time Field Placement Coordinator to identify, facilitate, and manage internships and other opportunities for the undergraduate Practicum and the graduate Public Health Public Health Field Training. This position is needed due to the exceedingly labor-intensive nature of these activities and is crucial for continued growth of Hawai‘i Pacific University Public Health academic programs.

C4. Physical Resources

The program has physical resources adequate to fulfill its stated mission and goals and to support instructional programs. Physical resources include faculty and staff office space, classroom space, student shared space and laboratories, as applicable.

1) Briefly describe, with data as applicable, the following. (Note: square footage is not required unless specifically relevant to the program's narrative.)

   Hawai'i Pacific University has three main campuses with several military satellite campus sites on the island of O'ahu. The main campuses are Hawai'i Loa Campus (HLC; located in Kane'ohe), Downtown (DT; located in Honolulu), and Aloha Tower Marketplace (ATM; located in Honolulu). There are additional course offerings at the Oceanic Institute (OI; located in Waimānalo). The DT and ATM campuses are adjacent to each other in urban Honolulu. The HLC and OI campuses are located on the windward side of O'ahu, approximately 10 and 18 miles from downtown Honolulu, respectively. There are also course offerings at multiple military satellite campuses, located at Joint Base Pearl Harbor Hickam, Tripler Army Medical Center, Camp H. M. Smith, Schofield Barracks, and Kane'ohe Marine Corps Base.

   Hawai'i Pacific University has long-term leases on several buildings in downtown Honolulu, all of which have been renovated for educational, administrative, faculty, library, and student services purposes. Hawai'i Pacific University continues to renovate Aloha Tower Marketplace towards an urban mixed-use campus that includes student housing, Hawai'i Pacific University's Welcome Center, Learning Commons, Faculty and Student Lounges, and a variety of restaurants, businesses, classrooms, and meeting rooms.

   There is a free shuttle for students, faculty and administration that travels between the three main campuses (HLC, DT, and ATM) every 20 minutes between August and May, and every hour during June and July. There is ample and affordable parking at HLC, OI, and the military satellite campuses. Parking options for the DT and ATM campuses include hourly, daily, and monthly private parking in structures and lots within walking distance of both campuses.

   HLC is the current home of the College of Health and Society and the Public Health Department. Per university convention, lower division courses are typically scheduled on the DT and ATM campuses, while programs whose colleges are housed at HLC (including the College of Health and Society) schedule upper division courses at HLC. Class scheduling takes the 20-minute shuttle commute into account. This upper-lower level tri-campus scheduling convention is easily adaptable to student and faculty needs, however, with the mission being to create the best learning environment for students.

   Although HLC is the current home for the Public Health Department, Hawai'i Pacific University sold HLC in 2017 and is currently on a three-year lease until 2020. Therefore, the two colleges that currently occupy this campus (the College of Health and Society and the College of Natural and Computational Sciences) will be moving to downtown Honolulu at some point prior to the Fall 2020 semester. The exact building(s) that the College of Health and Society academic programs will be moving to have not yet been announced, but the location will be in downtown Honolulu, adjacent to Hawai'i Pacific University's existing DT and ATM campuses. The likely move date (as of the submission of this Self-Study document) is projected to be between the Spring and Fall 2019 semesters.

   In the 2017-2027 Hawai'i Pacific University Strategic Plan, university administration pledges to, "use the transition of Hawai'i Loa to secure, modernize, and enhance HPU's facilities through a cohesive and identifiable Downtown campus" (see ERF folder C4).

- Faculty office space

  All full-time Public Health Department faculty have private offices on HLC with desktop computers, dedicated printers, and landline telephones with networked speed dial, conference call, forwarding, and voicemail capabilities. Public Health Department faculty offices are adjacent to each other and to the Administrative Assistant's office on the main floor of the Academic Center. There is an Adjunct Faculty lounge that can be used by Adjunct Faculty to prepare for classes, grade assignments, and hold office hours.

- Staff office space

  College of Health and Society staff members have private offices at HLC with the amenities outlined above. The Administrative Assistant's office is adjacent other Public Health faculty offices in the lobby of the Academic Center building. This location is easily accessible by faculty, students, and visitors to the university.

- Classrooms

  The Public Health Department has access to all classrooms operated by Hawai'i Pacific University though a central facilities reservation system. There are 45 classrooms of varying sizes across the multiple campuses.

  There are approximately 34 classrooms (24-92 seating capacity, average 30) and 110 faculty offices combined between the DT and ATM campuses. The Oceanic Institute has five faculty offices and a teaching laboratory to complement classroom and conference space at the Ocean Learning Center. The Ocean Learning Center Annex supports biotechnology research and education with two research labs, a teaching lab, and a distance learning center.

  All classrooms on all campuses have access to wireless internet for student laptops, classroom dedicated desktop computers and projection systems, podiums, screens, white boards, movable student seating, independent cooling and heating systems, and dedicated emergency phones and lock down protocols. Classroom capacities range from seminar rooms that seat eight individuals to tiered classrooms designed for 50-person capacity to event rooms at ATM with capacity for up to 100. There are also ample attractive outdoor event spaces for instructional, community, and service-learning activities at HLC and ATM.

- Shared student space

  HLC has three student lounges and learning centers, in addition to student dormitories, a cafeteria, sport fields and equipment buildings, and the Academic Center which houses 11 classrooms (range 29-100 seating capacity, average 36), 50 faculty and administrative offices, four biological science and nursing laboratories and a large library with learning commons. The DT and ATM campuses also have study rooms, student lounges, designated Learning Commons, and a variety of indoor and outdoor shared student spaces.

  Additionally, per the Hawai'i Pacific University's 2017-2027 Strategic Plan, university administration asserts that the upcoming reformation of the DT campus (including the move of the colleges currently at HLC to downtown locations) will "address a long-standing university need for an identifiable, connected, and cohesive campus with sufficient gathering spaces for students, faculty, and staff" (see ERF folder C4).

- Laboratories, if applicable to public health degree program offerings

Not applicable

2) Provide narrative and/or data that support the assertion that the physical space is sufficient or not sufficient.

The current physical space is adequate for the needs of the Public Health Department at Hawai‘i Pacific University. However, as the department’s likely move date is projected to be between the Spring and Fall 2019 semesters, the department is focusing on providing feedback to the university regarding future needs.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

In alignment with university administration’s pledges to use the , significant planning has gone into the College of Health and Society’s upcoming move from HLC to downtown Honolulu, with university administration holding a series of meetings with all faculty of the College of Health and Society and College of Natural and Computational Sciences about ideal and forward thinking instructional space design.

Four meetings were held during the 2017-2018 academic year with administration, architectural firms, and consulting firms to gather needs and ideas for maximizing this move and improving instructional space. These plans and feedback sessions have taken projected changes in student demographics into account and have incorporated new technologies and the most up-to-date understandings of student learning modalities. During this process, the Public Health Department specifically requested classrooms designed for and/or tailored to distance learning modalities (primarily for the MPH program) along with flexible and versatile instructional spaces that facilitate activities and teaching strategies employed Public Health courses (primarily for the BSPH program). For example, details on a large disease transmission simulation activity used in PH 3020 were shared with Hawai‘i Pacific University leadership in order to advocate for a large instructional space that would accommodate a minimum of 60 students (or 30 students spread out) for Public Health course activities.

The move from HLC to downtown Honolulu provides a unique opportunity for the Public Health Department to play an unusually large role in choosing the characteristics of the physical space that it will inhabit in the very near future. University administration has pledged to at minimum maintain, and hopefully increase and improve, the level and quality of instructional space, faculty offices, learning centers, student gathering spaces, and laboratories currently available at HLC. Through active engagement in the process, the Public Health Department hopes to secure facilities that leverage the latest technologies and pedagogies to improve student learning and experiences.

C5. Information and Technology Resources

The program has information and technology resources adequate to fulfill its stated mission and goals and to support instructional programs. Information and technology resources include library resources, student access to hardware and software (including access to specific software or other technology required for instructional programs), faculty access to hardware and software (including access to specific software required for the instructional programs offered) and technical assistance for students and faculty.

1) Briefly describe, with data if applicable, the following:

- library resources and support available for students and faculty

  Hawai'i Pacific University maintains three library locations to service all enrolled students, faculty and staff: Atherton Library at the Hawai'i Loa Campus, where the College of Health and Society is based, Meader Library on the Downtown Campus, and the Learning Commons at Aloha Tower Marketplace. Hawai'i Pacific University is working towards merging the Atherton and Meader Libraries and moving to a new location near the Aloha Tower Marketplace. The Meader Library will move to a new location during the summer of 2019. A date for Atherton Library move has not been decided at this time.

  All library locations offer facilities conducive to study and research as well as collaborative spaces to accommodate most student needs. Study spaces offer individual carrels and quiet zones while collaborative spaces consist of long tables and open areas to promote discussion. Group and individual study rooms can be reserved by students online. The facilities are also equipped with 143 research computer stations, 7 printing stations, and wireless connectivity. Hours of operation vary by library location; however, scheduling is based as much as possible on class times and usage statistics. Prior to final examination periods the libraries also offer extended hours of operation for students seeking a place to study. The libraries' collections contain databases, electronic books, print books, periodicals (magazines, journals and newspapers), and audiovisual materials. The print book holdings applicable to the public health program are primarily located at the Atherton Library (Hawai'i Loa campus), with a few items housed in the Meader Library (Downtown campus). Books can be transported between library locations by request. The print collection, electronic books, streaming videos and numerous online databases are searchable through Hawai'i Pacific University Discovery, a one search discovery interface. Hawai'i Pacific University Libraries currently subscribes to 193 databases including 23 databases for the health sciences such as CINAHL, Cochrane Library, ScienceDirect, PsycNET, DSM-5, and PubMed.

  The College of Health and Society Librarian works closely with faculty to review other desirable databases, pending available funding. Hawai'i Pacific University Libraries are also members of several academic library consortia; two national and two state-based, which enable us to offer additional database coverage. All the paid subscription databases are listed in our A-Z Database portal. Our electronic databases and discovery search tool are accessible to students and faculty on the Hawai'i Pacific University Libraries web portal, Hawai'i Pacific University Pipeline, and Hawai'i Pacific University Blackboard. General library services are offered at each location, including book check-outs and check-ins, book delivery services, study room reservations, and laptop rentals. Hawai'i Pacific University libraries also provide Interlibrary Loan services for students and faculty seeking books and articles not currently held in the Hawai'i Pacific University Libraries' collections. Librarians are also available at any of the three locations for reference services.

  The College of Health and Society Librarian serves the research needs of Public Health Department students and faculty. The College of Health and Society librarian's schedule is flexible so that she can meet in person with students at any location to provide personal consultations. Research help is also available online via email, chat, and upon request via

Blackboard collaborate, Skype or Zoom. In addition, there are seven Hawai'i Pacific University reference librarians who also support students and faculty during the hours of operation at each location. A librarian is available on site at the reference desk to provide professional assistance with student and faculty research to assist them with research projects. Public Health students also benefit from the 24/7 chat service at Hawai'i Pacific University Libraries, which is available 24 hours a day, year-round as part of a cooperative staffed by Question Point Librarians.

- student access to hardware and software (including access to specific software or other technology required for instructional programs)

  The university's Aloha Tower Learning Commons and the Educational Technology Center support the general computer-related needs of all students. Students who are registered during an academic term may use the computers located at either location free of charge. Note: Computers are also available at the Meader and Atherton Libraries. The Aloha Tower Marketplace Learning Commons has rooms available for discussion groups and laptops to check out. Reservations are required through the Aloha Tower Marketplace Learning Commons. The Educational Technology Center offers a hands-on computer classroom as well as a general lab area. Most workstations utilize cloud computing, running the Windows operating system. Students can virtually access the cloud and able to utilize most programs found in the labs. Macintosh computers are also available in limited numbers in the general labs.

  The university-approved standard load of software is available on all machines, including but not limited to Microsoft Office (Word, Excel, PowerPoint, and Access). Students are also eligible to download the Microsoft Office 365 package for free through Hawai'i Pacific University on their personal devices. Hawai'i Pacific University Pipeline is Hawai'i Pacific University's intranet system of information and communication used by students, faculty and staff. This important service is secure and free of charge. Some of the significant features allow students to: set up and use an Hawai'i Pacific University email account from anywhere in the world; view grades and transcripts online; access semester class schedule; check on status of financial aid; access Hawai'i Pacific University's Learning Management System, Blackboard; maintain a calendar of classes, university events and personal activities; receive announcements, including important messages from Instructors.; communicate with classmates and members of class project teams; read about campus activities, such as athletic events, student organization activities, theatre plays, music concerts, and student life programs; make timely payments for tuition, fees, and other charges to the Hawai'i Pacific University Business Office; receive communications from the Hawai'i Pacific University Business Office regarding charges billed, payment due dates, payments received, outstanding account balances, and notices of unpaid account balances being submitted to a collection agency.

- faculty access to hardware and software (including access to specific software or other technology required for instructional programs)

  All full-time faculty, Lecturers and Instructors have access to desktop computers for personal use and have the option of connecting to Virtual Desktop Infrastructure, which allows files on a campus-based computer to be accessed from anywhere. Faculty and staff are eligible to get a free Microsoft Office 365 package (Word, Excel, PowerPoint) through Hawai'i Pacific University on their personal devices. With the help and approval of Information Technology Services, faculty can download many different software programs of their choice including but not limited to Adobe Acrobat, Skype for Business, ArcGIS, etc.

- technical assistance available for students and faculty

  Information and instructional technologies at Hawai‘i Pacific University is organized into three departments under the umbrella organization of Information Technology Services : Instructional Technology and Client Services, Enterprise Application and Data Management, and Network and Infrastructure. Each of these departments are managed by a director who oversees these systems and services on all campuses (Hawai‘i Loa Campus, Downtown Campus, Aloha Tower Marketplace, Oceanic Institute and military). Instructional Technology and Client Services provides instruction technology-related support for the university community including purchasing, setup, and support for desktops, Virtual Desktop Infrastructures, printers, and phones, as well as technical support for Wi-Fi access, desktop software suites, password resets, and other frontline technical issues. Technical support is offered for 60 + classrooms and 12+ conference rooms throughout the campuses. Audio and Visual support is also provided for faculty, staff, and student events. Enterprise Application and Data Management designs, acquires or develops, implements and maintains academic and administrative computing resources to support the Hawai‘i Pacific University community and seeks to re-engineer university processes using the latest technology to leverage current investment in digital solutions and resources.

  Network and Infrastructure is responsible for the overall health and wellness of Hawai‘i Pacific University's Information Technology infrastructure information security and network connectivity including, wired and wireless connectivity, network switching and routing, next generation firewall management, incident response and forensics, and end user information security awareness training. Information Technology Services staff are located primary on the Downtown Campus and are dispersed to the various campuses if faculty or college staff need a physical presence for installation or problem-solving. The exception is that Hawai‘i Loa Campus has its own dedicated Information Technology Services staff and student held desk representatives. Instructional Technology and Client Services maintains publicly accessible as well as password protected (Hawai‘i Pacific University Pipeline) webpage and areas requests for students and faculty including knowledge base library, links to services, and current system status. Faculty needing support for a computer or system related problem can either call the Information Technology Help Desk during business hours or submit a work order via help@hpu.edu. Students needing help with system access, software, or printing are advised to seek help from computer lab monitors or library personnel, call the Information Technology Help Desk or email help@hpu.edu.

  Service Desk Information Support is available via the Information Technology Services Client portal (http://hpu.edu/help), via email at help@hpu.edu, or by phone at 808-566-2411. For requests received through email and phone, the hours of operation are Monday through Friday, 7:30am–6pm Hawai‘i Standard Time excluding university Holidays. Limited support is available Saturday through Sunday. The Information Technology Services Client Portal Knowledge Base is available 24 hours a day

2) Provide narrative and/or data that support the assertion that information and technology resources are sufficient or not sufficient.

   Information Technology Services provides excellent access, instruction, and service for Public Health students and faculty. The few challenges the Public Health Department faces regarding information and instructional technologies include the multi-campus setting which can stretch staff thin at times, the installation and management of unique public health software, and connectivity related to satellite ‘shadows’ due to island geography. Upcoming changes should ameliorate these concerns however: the move from Hawai‘i Loa Campus to Downtown Campus will bring the Public Health Department closer to the Information Technology Services nexus and staff and remove the geographical connectivity issues, and the Public Health Department has purchased PC laptops for

student use which will allow installation and maintenance of the unique public health software required.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Strengths associated with this criterion include a strong commitment to learning, utilizing, and advocating for information and technology services, hardware, and software among the Public Health Department faculty and staff. This derives in large part from their dedication to increasing student access to and comprehension of educational services and workforce training. To these ends, Public Health Department faculty and staff regularly seek out training opportunities on new software and hardware that might be of use in Public Health courses or other departmental activities and also pursue and accept leadership roles related to information and technology services at the college and university levels.

Weaknesses that impact the ability to offer quality distance learning (including the use of the online environments during in-person classes) are unreliable connectivity with the Learning Management System from remote computers, Information Technology policies that prevent faculty from independently installing public health-related software on office and classroom computers, and an insufficient number of Information Technology staff available to assist with software installation and setup. As the program increases in size and expands to include greater numbers of students located on other Pacific Islands there will be need for additional and updated distance learning technologies specifically tailored to regions with poor internet connectivity and unreliable electrical supply.

While those weaknesses are not insignificant, these issues have been raised and discussed with university administration as part of the planning activities associated with the upcoming move from HLC to downtown Honolulu. Specific requests (and associated justifications) have been submitted by the Public Health Department and have been explicitly tied to development and increased uptake of the distance learning-based MPH program. university administration has recognized the importance and centrality of information and technology resources in the growth and future success of not only the MPH program, but also of the entire university. As a result, the 2017-2027 Hawai‘i Pacific University Strategic Plan pledges to, “use the transition of Hawai‘i Loa to secure, modernize, and enhance HPU’s facilities through a cohesive and identifiable Downtown campus” (see ERF folder C5). Included in this pledge is a goal of “maximiz(ing) existing technologies and strategically upgrad(ing) in a manner that best meets the needs of our community and mission.”

The opportunities associated with the Public Health Department’s move from HLC to downtown Honolulu, paired with the administration’s acknowledgement of the importance of information and technology services and pledges to improve them, give reason for optimism that the issues identified above will be resolved in the near future.

D1. MPH & DrPH Foundational Public Health Knowledge

The program ensures that all MPH and DrPH graduates are grounded in foundational public health knowledge.

The program validates MPH and DrPH students' foundational public health knowledge through appropriate methods.

1) Provide a matrix, in the format of Template D1-1, that indicates how all MPH and DrPH students are grounded in each of the defined foundational public health learning objectives (1-12). The matrix must identify all options for MPH and DrPH students used by the program.

Content Coverage for MPH	
Content	**Course number(s) & name(s) or other educational requirements**
1. Explain public health history, philosophy and values	PH 6100 – Foundations of Public Health
2. Identify the core functions of public health and the 10 Essential Services*	PH 6100 – Foundations of Public Health
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	PH 6100 – Foundations of Public Health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the School or program	PH 6100 – Foundations of Public Health
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.	PH 6100 – Foundations of Public Health
6. Explain the critical importance of evidence in advancing public health knowledge	PH 6100 – Foundations of Public Health
7. Explain effects of environmental factors on a population's health	PH 6260 – Environmental Health
8. Explain biological and genetic factors that affect a population's health	PH 6200 – Human Diseases and Conditions
9. Explain behavioral and psychological factors that affect a population's health	PH 6220 – Health Behavior Change Theory
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities	PH 6160 – Social Determinants of Health
11. Explain how globalization affects global burdens of disease	PH 6260 – Environmental Health
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)	PH 6260 – Environmental Health

2) Document the methods described above. This documentation must include all referenced syllabi, samples of tests or other assessments and web links or handbook excerpts that describe admissions prerequisites, as applicable.

   All documentation for the methods described above, including syllabi, assessment samples, and other materials can be found in the ERF in the Course Syllabi and Assessments folder.

3) If applicable, assessment of strengths and weaknesses related to this criterion and plans for improvement in this area.

   Not applicable.

D2. MPH Foundational Competencies

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., preceptors) validate the student's ability to perform the competency.

Assessment opportunities may occur in foundational courses that are common to all students, in courses that are required for a concentration or in other educational requirements outside of designated coursework, but the program must assess all MPH students, at least once, on each competency. Assessment may occur in simulations, group projects, presentations, written products, etc. This requirement also applies to students completing an MPH in combination with another degree (e.g., joint, dual, concurrent degrees). For combined degree students, assessment may take place in either degree program.

1) List the coursework and other learning experiences required for the program's MPH degrees, including the required curriculum for each concentration and combined degree option. Information may be provided in the format of Template D2-1 or in hyperlinks to Student Handbooks or webpages, but the documentation must present a clear depiction of the requirements for each MPH degree.

Requirements for MPH Degree, Generalist Concentration		
Course number	**Course name**	**Credits**
PH 6100	**Foundations of Public Health***	**3**
PH 6120	**Biostatistics**	**3**
PH 6140	**Epidemiology**	**3**
PH 6160	**Social Determinants of Health**	**3**
PH 6200	**Human Diseases and Conditions**	**3**
PH 6220	**Health Behavior Change Theory**	**3**
PH 6260	**Environmental Health**	**3**
PH 6300	**Public Health Research Methods**	**3**
PH 6400	**Health Policy, Law, and Advocacy**	**3**
PH 6460	**Public Health Program Planning**	**3**
PH 6500	**Public Health Field Training**	**6**
PH 7000	**Public Health Capstone**	**3**
PADM 6000	**Introduction to Public Administration and Public Service**	**3**

*Only required for students without an undergraduate public health degree from a CEPH-accredited program

2) Provide a matrix, in the format of Template D2-2, that indicates the assessment activity for each of the foundational competencies. If the program addresses all of the listed foundational competencies in a single, common core curriculum, the program need only present a single matrix. If combined degree students do not complete the same core curriculum as students in the standalone MPH program, the program must present a separate matrix for each combined degree. If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

Assessment of Competencies for MPH in Generalist Concentration		
Competency	**Course number(s) and name(s)**	**Describe specific assessment opportunity**
Evidence-based Approaches to Public Health		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	PH 6140 – Epidemiology	Case Studies 1-3: Students work through three full, large-scale case studies based on real-life outbreak investigations.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	PH 6300 – Public Health Research Methods	Unit Quiz Items
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	Quantitative: PH 6120 – Biostatistics Qualitative: PH 6300 – Public Health Research Methods	Quantitative: Week 4 SPSS Homework Qualitative: Case Study in Qualitative Data Analysis. Students learn qualitative software, process qualitative data (focus group transcripts), analyze, and report findings.
4. Interpret results of data analysis for public health research, policy or practice	PH 6460 – Public Health Program Planning	Discussion Assignment 1: Students review published articles, interpret their data results, and explain the implications of their findings to public health research, policy, or practice.
Public Health & Health Care Systems		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	PH 6400 – Health Policy, Law, and Advocacy	Exam 1 – Comparative Health Systems: Students must compare the organization, structure and function of health care, public health and regulatory systems across national and international settings as they relate to a specific assigned topic (which changes annually).
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	PH 6160 – Social Determinants of Health	Position Paper on the social construction of race and ethnicity, and the relationships between historic and current discrimination on physiological health and healthy communities.

Planning & Management to Promote Health		
7. Assess population needs, assets and capacities that affect communities' health	PH 6460 – Public Health Program Planning	Health Program Proposal Paper: Requires students to identify their target population and assess the needs, assets, and capacities from primary, secondary, and/or tertiary data.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	PH 6160 – Social Determinants of Health	Final Paper section on analysis of cultural competencies of chosen programs/agencies
9. Design a population-based policy, program, project or intervention	PH 6460 – Public Health Program Planning	Health Program Proposal Paper: Requires students to develop their own evidence-based and population-based policy, program, project, or intervention, guided by Phase 4 of the PRECEDE-PROCEED Model and the students' findings from their Phases 1, 2, and 3 Assessments.
10. Explain basic principles and tools of budget and resource management	PADM 6000 – Introduction to Public Administration and Public Service	Exam 2: Comprehension and application essay questions related to tools of budget and resource management
11. Select methods to evaluate public health programs	PH 6460 – Public Health Program Planning	Health Program Proposal Paper: Requires students to evaluate their proposed public health policy, program, project, or intervention, guided by Phases 6-7 of the PRECEDE-PROCEED Model. Students will discuss and defend the methods they use to evaluate the effectiveness and efficiency of their public health programs, with respect to their target population, stakeholders, as well as evidence from theory, research, and/or practice.

Policy in Public Health		
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	PH 6400 – Health Policy, Law, and Advocacy	Policy Brief 1 – Ethical Data Use in Policy-Making: Students prepare a policy brief related to a topic of their choice that deals with the issue of ethical data use in public health policy.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	PH 6460 – Public Health Program Planning	Discussion Assignment 2: Students must explain the various approaches and strategies to identifying target populations and recruiting stakeholders.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	PH 6160 – Social Determinants of Health	Final Paper: Includes a section on recent or current policy, legislation, or political debate that is related to chosen community and the social determinants of health under discussion
15. Evaluate policies for their impact on public health and health equity	PH 6400 – Health Policy, Law, and Advocacy	Policy Brief 2 – Health Equity in Public Health Policy: Students prepare a policy brief related to a topic of their choice that deals with the issue of equity in public health policy.
Leadership		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	PH 6400 – Health Policy, Law, and Advocacy	Final Project – Data to Action in Hawai‘i: Students work with local professionals in the field to address a key and controversial issue and research, select/develop, and propose policy or programmatic changes.
17. Apply negotiation and mediation skills to address organizational or community challenges	PH 6400 – Health Policy, Law, and Advocacy	Final Project – Data to Action in Hawai‘i: Students work with local professionals in the field to address a key and controversial issue and research, select/develop, and propose policy or programmatic changes.

Communication		
18. Select communication strategies for different audiences and sectors	PH 6220 – Health Behavior Change Theory	Discussion Assignment 3: Students identify and develop appropriate communication methods and strategies for various audiences, sectors, and/or settings.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	PH 6220 – Health Behavior Change Theory	Discussion Assignment 4 and Final Exam: Students must communicate audience-appropriate public health content to diverse audiences through various methods including online written discussion boards, online video conferencing presentations, and in-person oral presentations. Students will present and defend their proposed health behavior change programs or interventions, based on evidence from theory, research, and/or practice.
20. Describe the importance of cultural competence in communicating public health content	PH 6160 – Social Determinants of Health	Position Paper on understanding cultural humility and competence for chosen community.
Interprofessional Practice		
21. Perform effectively on interprofessional^ teams	PH 6400 – Health Policy, Law, and Advocacy	Final Project – Data to Action in Hawai‘i: Students work with local professionals in the field to address a key and controversial issue and research, select/develop, and propose policy or programmatic changes.
Systems Thinking		
22. Apply systems thinking tools to a public health issue	PH 6140 – Epidemiology	“Wicked Problems” One Health Project: Students apply systems thinking tools to a selected issue involving the principles of One Health and epidemiologic investigation.

3) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus.

   All documentation for the methods described above, including syllabi, assessment samples, and other materials can be found in the ERF in the Course Syllabi and Assessments folder.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   Not applicable.

D3. DrPH Foundational Competencies

Not applicable.

D4. MPH Concentration Competencies

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level in addition to those listed in Criterion D2 or D3.

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each defined competency, during which faculty or other qualified individuals (e.g., preceptors) validate the student's ability to perform the competency.

If the program intends to prepare students for a specific credential (e.g., CHES/MCHES) that has defined competencies, the program documents coverage and assessment of those competencies throughout the curriculum.

1) Provide a matrix, in the format of Template D4-1, that lists at least five competencies in addition to those defined in Criterion D2 or D3 for each MPH or DrPH concentration or generalist degree, including combined degree options, and indicates at least one assessment activity for each of the listed competencies. Typically, the program will present a separate matrix for each concentration.

Assessment of Competencies for MPH in Generalist Concentration		
Competency	**Course number(s) and name(s)**	**Describe specific assessment opportunity[n]**
1. Assess the public health implications of the environmental conditions, political landscape, population characteristics and movement, and vulnerabilities and capacities unique to Hawai'i and the Pacific Region.	PH 6260 – Environmental Health	Essay 6 and Response 6 Students reflect on environmental health in the context of Hawai'i and the Pacific region using a Hawai'i Research Center for Futures Studies report and discuss reflections with classmates.
2. Design an original research study, including instrument development, sample selection, and analysis plan.	PH 6300 – Public Health Research Methods	Research Proposal Students design an original research study, including instrument development, sample selection, and analysis plan
3. Apply Geographic Information Systems techniques to health data, including joining data, manipulating layers, and creating maps.	PH 6260 – Environmental Health	Exercise 1 Students use QGIS to join demographic and health information to spatial information. By examining and manipulating created spatial data, students can make general inferences about the environmental risks the population may face.
4. Assess the unique physical, mental, and occupational health aspects associated with military service.	PH 6260 – Environmental Health	Essay 3 and Response 3 Students use the occupational risk management matrix to address military service as a special setting in occupational health.
5. Evaluate the significance of diseases that thrive in the tropics and subtropics with a focus on the Pacific Region.	Ph 6200 – Human Diseases and Conditions	Reaction Brief 2 and Response 2 Students create, share, and discuss reaction briefs on the topic of Neglected Tropical Diseases in the Pacific region.

2) For degrees that allow students to tailor competencies at an individual level in consultation with an advisor, the program must present evidence, including policies and sample documents, that demonstrate that each student and advisor create a matrix in the format of Template D4-1 for the plan of study. Include a description of policies in the Self-Study document and at least five sample matrices in the electronic resource file.

   Not applicable.

3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus.

   All documentation for the methods described above, including syllabi, assessment samples, and other materials can be found in the ERF in the Course Syllabi and Assessments folder.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   Not applicable.

D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

The applied practice experiences allow each student to demonstrate attainment of at least five competencies, of which at least three must be foundational competencies (as defined in Criterion D2). The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five competencies, as specified above. The applied experiences may also address additional foundational or concentration-specific competencies, if appropriate.

The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which demonstrates and allows assessment of competency attainment. It must include at least two products. Examples include written assignments, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. Materials may be produced and maintained (either by the program or by individual students) in any physical or electronic form chosen by the program.

1) Briefly describe how the program identifies competencies attained in applied practice experiences for each MPH student, including a description of any relevant policies.

   The applied practice experience requirement for the Hawai'i Pacific University MPH program is fulfilled via a required 6-credit Public Health Public Health Field Training course, PH 6500. In this course, MPH students demonstrate graduate public health competency attainment through applied practice experiences, which may include the following: an internship completed during an academic term; course-based activities (such as performing a needed task for a public health or health care organization under the supervision of a faculty member as an individual or as part of a group); co-curricular activities (such as those organized by a student association); and/or a blend of for-credit and/or not-for-credit activities.

   Public Health Public Health Field Training placement begins the semester before registering for the course, during which time it is the student's responsibility to arrange to meet with the Public Health Public Health Field Training Faculty Advisor (who is also the PH 6500 course Instructor) to plan, prepare, and develop their Public Health Public Health Field Training projects. The Public Health Public Health Field Training Faculty Advisor meets in person, via phone, or via Skype with the student to discuss and assess individual interests, skills, scheduling considerations, and career goals and determine how to incorporate these factors into Public Health Public Health Field Training planning. From there, students work with the Public Health Public Health Field Training Faculty Advisor to identify, apply, and interview for a field-based internship or other applied practice experience at a public health agency or program. Typically, this initial identification and preparation process includes approximately 3-5 check-in meetings over the course of several weeks involving students and/or host sites to facilitate and assess student progress as projects are identified and negotiated.

   Field training is intended to provide on-the-ground learning, application and experience in public health. Students are responsible for working with Public Health Public Health Field Training Site Supervisor(s) (i.e. the individual(s) at the field placement site deemed responsible for overseeing student internships or applied practice experience product development) and the Public Health Public Health Field Training Faculty Advisor to develop and produce a minimum of two original products demonstrating mastery of at least five MPH competencies. Examples of original products demonstrating MPH competency attainment include written assignments, completed tests, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning. These products must demonstrably be of benefit to (and preferably directly requested by) the Public Health Public Health Field Training site. They must also be completed or delivered over the course of one sixteen-week academic semester.

Based on discussions and negotiations involving the student, the Public Health Public Health Field Training Site Supervisor(s), and the Public Health Public Health Field Training Faculty Advisor, students must choose/identify the five MPH competencies to be addressed as part of their Public Health Public Health Field Training projects. These competencies will form the basis of the student's formal evaluation and grade for PH 6500. Chosen competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing at least five MPH competencies. Students are permitted to complete and submit more than two original products to demonstrate mastery of at least five MPH competencies. For example, if a student preferred to submit five separate products displaying mastery of a single MPH competency each, that would be acceptable. However, a student cannot submit fewer than two original products, even if a single product displays mastery of five or more MPH competencies.

Students can submit their original Public Health Public Health Field Training products at any point between the first week of the academic semester and the last week of the academic semester. However, early submission is recommended to ensure that the products fully display mastery of the minimum number of MPH competencies, allowing students to receive full credit for these products.

Student attainment of MPH competencies is assessed by the Public Health Public Health Field Training Faculty Advisor by direct assessment of the produced original products. This assessment also provides the basis for student grades for the PH 6500 course. Public Health Public Health Field Training Site Supervisors are not responsible for assessing MPH competency attainment or for providing the student with a grade for PH 6500.

Public Health Public Health Field Training Site Supervisors will be sent brief evaluation surveys at midterm and upon student completion of Public Health Public Health Field Training, designed to assess field site satisfaction with the Public Health Public Health Field Training program and student performance in general, and to solicit feedback on if and how the program can be improved. However, responses to these surveys are not incorporated into student grades for PH 6500.

Students are permitted to intern at their field placement site for a period longer than one academic semester, by mutual agreement between the student and the field placement site. However, barring extenuating circumstances and/or prior permission, all course requirements for PH 6500 must be completed within the academic semester for which the student is registered for PH 6500.

Standardized Public Health Field Training agreement and reporting forms are provided as part of the course syllabus. Additional details on Public Health Field Training policies, procedures, and grading can be found in the PH 6500 course syllabus (see ERF Course Syllabi and Assessments folder).

[Note: The PH 6500 course name and construction has been updated but is not yet reflected in the 2018-2019 Hawai'i Pacific University Academic Catalog (ERF Handbooks and Manuals folder). The previous course name was "Field Training I: Community Health Assessment, Program Planning, Implementation and Evaluation" and the course was only worth 3 credit hours. However, the new course name is "Public Health Field Training" and it is worth a variable 1-6 credit hours, repeatable once. Additional information on the rationale and procedures behind this change can be found in section F1 subsection 4 of this Self-Study document.]

2) Provide documentation, including syllabi and handbooks, of the official requirements through which students complete the applied practice experience.

The PH 6500 syllabus and associated Public Health Field Training agreement and reporting forms can be found in the ERF (Course Syllabi and Assessments folder). The evaluation surveys sent to

Public Health Field Training Site Supervisors are the same surveys sent to undergraduate Practicum Site Supervisors (i.e. Internship Supervisor Feedback Survey). These surveys are included in the Evaluation Materials folder in the ERF.

[Note: The PH 6500 course name and construction has been updated but is not yet reflected in the 2018-2019 Hawai'i Pacific University Academic Catalog (ERF Handbooks and Manuals folder). The previous course name was "Field Training I: Community Health Assessment, Program Planning, Implementation and Evaluation" and the course was only worth 3 credit hours. However, the new course name is "Public Health Field Training" and it is worth a variable 1-6 credit hours, repeatable once. Additional information on the rationale and procedures behind this change can be found in section F1 subsection 4 of this Self-Study document.]

3) Provide samples of practice-related materials for individual students from each concentration or generalist degree. The samples must also include materials from students completing combined degree programs, if applicable. The program must provide samples of complete sets of materials (i.e., Template D5-1 and the work products/documents that demonstrate at least five competencies) from at least five students in the last three years for each concentration or generalist degree. If the program has not produced five students for which complete samples are available, note this and provide all available samples.

   Samples of practice-related materials from at least five students in the last three years can be found in the ERF in folder D5.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   A strength of the MPH Public Health Field Training program is that applied practice experiences are very tailored to each student, resulting in an extremely individualized program designed to best meet each student's academic, personal, and career goals. The primary weakness is that it is very labor intensive for the Public Health Field Training Instructor / Faculty Advisor. The Public Health Department Chair has requested funding support for a full-time Field Placement Coordinator to identify, facilitate, and manage internships and other opportunities for the undergraduate Practicum and the graduate Public Health Field Training. Until additional funding for a position of this type can be secured, the Public Health Department is leveraging the training and experience of existing Public Health faculty and working to identify creative solutions to address the labor-intensive nature of these activities.

D6. DrPH Applied Practice Experience

Not applicable.

D7. MPH Integrative Learning Experience

MPH students complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and concentration competencies. Students in consultation with faculty select foundational and concentration-specific competencies appropriate to the student's educational and professional goals.

Professional certification exams (e.g., CPH, CHES/MCHES, REHS, RHIA) may serve as an element of the ILE but are not in and of themselves sufficient to satisfy this criterion.

The program identifies assessment methods that ensure that at least one faculty member reviews each student's performance in the ILE and ensures that the experience addresses the selected foundational and concentration-specific competencies. Faculty assessment may be supplemented with assessments from other qualified individuals (e.g., preceptors).

1) List, in the format of Template D7-1, the integrative learning experience for each MPH concentration, generalist degree or combined degree option that includes the MPH. The template also requires the program to explain, for each experience, how it ensures that the experience demonstrates synthesis of competencies.

MPH Integrative Learning Experience for the Generalist Concentration	
Integrative learning experience (list all options)	**How competencies are synthesized**
Capstone (includes Capstone Paper and Capstone Presentation)	Demonstrating the synthesis of MPH Foundational and Generalist Concentration competencies is a stated learning objective in this course. All Capstone Papers have a section devoted to the student's reflection of relevant competencies. This section is evaluated explicitly on the grading rubric. In an initial meeting between the student and faculty advisor, the competencies are reviewed (they are included in the syllabus) and discussed for relevance. They are included in the short proposal the student develops before launching into the larger Capstone project.

2) Briefly summarize the process, expectations and assessment for each integrative learning experience.

   The integrative learning experience for the MPH Generalist Concentration at Hawai'i Pacific University is in the form of a Public Health Capstone course (PH 7000), usually the last course taken. By the end of the 16-week course, students produce a high-quality written product in the format appropriate to their topic. They also present their work to their peers, professors, and others in the Hawai'i Pacific University and public health community. Students are also required to apply to present their work at Hawai'i Pacific University's annual Capstone Symposium.

   The Capstone Paper and Presentation are evaluated using rubrics which address areas such as content, organization, and the use of supporting material. Part of the rubric explicitly assesses how the student demonstrates the synthesis of relevant MPH Foundational and Generalist Concentration competencies.

3) Provide documentation, including syllabi and/or handbooks that communicates integrative learning experience policies and procedures to students.

The PH 7000 syllabus and all other documentation related to the graduate-level Public Health Capstone course can be found in the ERF in the D7 folder.

4) Provide documentation, including rubrics or guidelines that explains the methods through which faculty and/or other qualified individuals assess the integrative learning experience with regard to students' demonstration of the selected competencies.

   All PH 7000 rubrics, guidelines, and documentation related to the graduate-level Public Health Capstone course can be found in the ERF in the D7 folder.

5) Include completed, graded samples of deliverables associated with each integrative learning experience option from different concentrations, if applicable. The program must provide at least 10% of the number produced in the last three years or five examples, whichever is greater.

   Completed, graded samples of PH 7000 deliverables can be found in the ERF in the D7 folder.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   As of spring 2018, the MPH program has graduated three students with six more on track to graduate in the 2018-2019 academic year. Thus, this is a learning period for the program with regards to matching student interests, experiences, and professional goals with appropriate and rigorous formats for their Capstone projects.

D8. DrPH Integrative Learning Experience

Not applicable.

D9. Public Health Bachelor's Degree General Curriculum

The overall undergraduate curriculum (e.g., general education, liberal learning, essential knowledge and competencies, etc.) introduces students to the domains. The curriculum addresses these domains through any combination of learning experiences throughout the undergraduate curriculum, including general education courses defined by the institution as well as concentration and major requirements or electives.

1) List the coursework required for the program's bachelor's degree.

The coursework required for the BSPH degree consists of the following components:

Foundational Courses (0-11 credits)

General Education Courses (36 credits)
The general education requirements are intended to provide students with a liberal arts foundation set in the rich cultural context of Hawai'i. There are four first year core curriculum areas: Hawai'i and the Pacific, Quantitative Analysis and Symbolic Reasoning, Written Communication and Information Literacy I, Written Communication and Information Literacy II. There are seven general education core curriculum areas: The American Experience, Creative Arts, Critical Thinking and Expression, Global Crossroads and Diversity, The Natural World, The Sustainable World, Technology and Innovation, and Traditions and Movements that Shape the World. Each core curriculum area has a list of approved courses and each student must select one course from each of the approved course lists.

Overlapping General Education and Lower-Division Courses (9 credits)

WRI 1100	Writing and Analyzing Arguments
WRI 1200	Research, Argument, and Writing
MATH 1123	Statistics

Lower-Division Major Requirements (27 credits)

BIOL 2030	Anatomy and Physiology
BIOL 2032	Anatomy and Physiology II
BIOL 2040	Microbes and Human Health
PH 1000	Introduction to Personal Health
PH 1200	Introduction to Public Health
PH 1300	Public Health Ethics
PH 2010	Drugs and Society
PH 2020	Human Diseases and Conditions
PH 2060	Comparative Healthcare Systems

Upper-Division Requirements (39 credits)

PH 4040	Public Health Research Methods
PH 3015	Culture and Health
PH 3020	Epidemiology
PH 3025	Sexuality in Health and Society
PH 3030	Health Behavior Theory and Program Planning
PH 3050	Global Health
PH 3090	Public Health Communication
PH 3999	Special Topics in Public Health
PH 3065	Environmental Health
PH 4010	Health Policy Analysis
PH 4030	Pre-Practicum
PH 4910	Practicum
PH 4920	Public Health Capstone Seminar

Unrestricted Electives

The number of unrestricted elective credits needed with vary depending on the number of credits that overlap between the General Education requirements and the major requirements, but students will need to earn enough college-level credits to reach a total of 120 credits.

2) Provide official documentation of the required components and total length of the degree, in the form of an institutional catalog or online resource. Provide hyperlinks to documents if they are available online or include copies of any documents that are not available online.

   The full Hawai‘i Pacific University Academic Catalog can be found in the ERF in folder D9 or online at the following web address: https://www.hpu.edu/registrar/academic-catalog/index.html.

   A sample 4-year guided pathway document for the BSPH degree is included in the ERF in the D9 folder and can also be found on the Hawai‘i Pacific University Registrar’s website: https://www.hpu.edu/registrar/4-year-sample-plan/2018-2019/sample-4-year-guided-pathway-bsph-2018-20191.pdf.

3) Provide a matrix, in the format of Template D9-1, that indicates the courses/experience(s) that ensure that students are introduced to each of the domains indicated. Template D9-1 requires the program to identify the experiences that introduce each domain.

Domains	Courses and other learning experiences through which students are introduced to the domains specified
Science: Introduction to the foundations of scientific knowledge, including the biological and life sciences and the concepts of health and disease	BIOL 2030 – Anatomy and Physiology BIOL 2032 – Anatomy and Physiology II BIOL 2040 – Microbes and Human Health
Social and Behavioral Sciences: Introduction to the foundations of social and behavioral sciences	All undergraduate students at Hawai'i Pacific University are introduced to the foundations of social and behavioral sciences via the General Education Curriculum, specifically the "Global Crossroads and Diversity" and "Traditions and Movements that Shape the World" Core Curriculum Areas. The following Public Health courses qualify as meeting General Education Core Curriculum requirements for these areas: • Global Crossroads and Diversity: PH 2060 – Comparative Healthcare Systems • Traditions and Movements that Shape the World: PH 1200 – Introduction to Public Health
Math/Quantitative Reasoning: Introduction to basic statistics	MATH 1123 – Statistics
Humanities/Fine Arts: Introduction to the humanities/fine arts	All undergraduate students at Hawai'i Pacific University are introduced to the foundations of humanities / fine arts via the General Education Curriculum, specifically the "Creative Arts" Core Curriculum Area. This area includes courses in Anthropology, Art, English, Music, Theater, and Creative Writing.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

The Hawai'i Pacific University Undergraduate General Education curriculum adequately addresses the domains outlined above. Additionally, this curriculum is increasingly exposing undergraduate students without declared Public Health majors or minors to Public Health courses (and associated concepts and principles). This is due to the recent addition of multiple Public Health courses as options within the undergraduate General Education curriculum.

At Hawai'i Pacific University, the undergraduate General Education curriculum requires that all undergraduate students (in all majors) take at least one course in each of eight Core Curriculum Areas (full details can be found at https://www.hpu.edu/gen-ed/core-areas.html). Although there is a great deal of competition, the Public Health Department had its first course added to the General Education curriculum in 2016: PH 1200 - Introduction to Public Health. Since then, the department has successfully petitioned to have two more courses added: PH 2060 - Comparative Health Systems and PH 1300 – Public Health Ethics.

As the first Public Health course to be offered in the General Education curriculum (in Fall 2017), PH 1200 has already proven to be a successful tool for student recruitment. In its first semester as General Education, the majority of students were Public Health majors prior to course registration, with only a handful of first semester first year students represented. However, of the non-Public

Health majors that took the course that semester, the majority declared a Public Health major or minor upon completion of the course. In the Fall 2018 semester, the majority of students were not Public Health majors or minors at registration, and only 3 students out of 30 were not first semester first year students. This creates a large opportunity for growing the BSPH program, if students with undeclared or other majors declare Public Health majors at similar rates in the future. Based on student interest / course popularity, it was decided to offer PH 1200 year-round, with sections offered in both Fall and Spring starting in the 2018-2019 academic year. Work is also underway to get PH 1000 – Introduction to Personal Health accepted into the Hawai‘i Pacific University Undergraduate General Education curriculum as well.

D10. Public Health Bachelor's Degree Foundational Domains

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 listed below do not each require a single designated course).

If the program intends to prepare students for a specific credential, the curriculum must also address the areas of instruction required for credential eligibility (e.g., CHES).

1) Provide a matrix, in the format of Template D10-1, that indicates the courses/experience(s) that ensure that students are exposed to each of the domains indicated. Template D10-1 requires the program to identify the learning experiences that introduce and reinforce each domain. Include a footnote with the template that provides the program's definition of "introduced" and "covered."

   The Hawai'i Pacific University Public Health Department considers a topic to have been "introduced" if it was included in a lecture, reading, or similar format in the course in question. A topic is considered to have been "covered" if it was the focus of a student activity, homework or in-class assignment, or a similar undertaking.

Public Health Domains	Course Name and Number										
	PH 1000 Introduction to Personal Health	PH 1200 Introduction to Public Health	PH 1300 Public Health Ethics	PH 2020 Human Diseases and Conditions	PH 2060 Comparative Healthcare Systems	PH 4040 Public Health Research Methods	PH 3020 Epidemiology	PH 3030 Health Behavior Theory and Program Planning	PH 3050 Global Health	PH 3090 Public Health Communication	PH 4010 Health Policy Analysis
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	IC										
Public Health Philosophy	IC										
Core PH Values	IC										
Core PH Concepts	IC										
Global Functions of Public Health	IC										
Societal Functions of Public Health	IC										

Public Health Domains	Course Name and Number										
	PH 1000 Introduction to Personal Health	PH 1200 Introduction to Public Health	PH 1300 Public Health Ethics	PH 2020 Human Diseases and Conditions	PH 2060 Comparative Healthcare Systems	PH 4040 Public Health Research Methods	PH 3020 Epidemiology	PH 3030 Health Behavior Theory and Program Planning	PH 3050 Global Health	PH 3090 Public Health Communication	PH 4010 Health Policy Analysis
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						C	I				
Basic Methods of Data Collection						C	I				
Basic Tools of Data Collection						C	I				
Data Usage						C	I				
Data Analysis						C	I				
Evidence-based Approaches						C	I				

Public Health Domains	Course Name and Number										
	PH 1000 Introduction to Personal Health	PH 1200 Introduction to Public Health	PH 1300 Public Health Ethics	PH 2020 Human Diseases and Conditions	PH 2060 Comparative Healthcare Systems	PH 4040 Public Health Research Methods	PH 3020 Epidemiology	PH 3030 Health Behavior Theory and Program Planning	PH 3050 Global Health	PH 3090 Public Health Communication	PH 4010 Health Policy Analysis
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											
Population Health Concepts		I						C			
Introduction to Processes and Approaches to Identify Needs and Concerns of Populations		I						C			
Introduction to Approaches and Interventions to Address Needs and Concerns of Populations		I						C			

Public Health Domains	Course Name and Number										
	PH 1000 Introduction to Personal Health	PH 1200 Introduction to Public Health	PH 1300 Public Health Ethics	PH 2020 Human Diseases and Conditions	PH 2060 Comparative Healthcare Systems	PH 4040 Public Health Research Methods	PH 3020 Epidemiology	PH 3030 Health Behavior Theory and Program Planning	PH 3050 Global Health	PH 3090 Public Health Communication	PH 4010 Health Policy Analysis
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	I			C							
Health Promotion	I			C							
Health Protection	I			C							

Public Health Domains	Course Name and Number										
	PH 1000 Introduction to Personal Health	PH 1200 Introduction to Public Health	PH 1300 Public Health Ethics	PH 2020 Human Diseases and Conditions	PH 2060 Comparative Healthcare Systems	PH 4040 Public Health Research Methods	PH 3020 Epidemiology	PH 3030 Health Behavior Theory and Program Planning	PH 3050 Global Health	PH 3090 Public Health Communication	PH 4010 Health Policy Analysis
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	I								C		
Behavioral Factors Impacts on Human Health and Health Disparities	I								C		
Biological Factors Impacts on Human Health and Health Disparities	I								C		
Environmental Factors Impacts on Human Health and Health Disparities	I								C		

Public Health Domains	Course Name and Number										
	PH 1000 Introduction to Personal Health	PH 1200 Introduction to Public Health	PH 1300 Public Health Ethics	PH 2020 Human Diseases and Conditions	PH 2060 Comparative Healthcare Systems	PH 4040 Public Health Research Methods	PH 3020 Epidemiology	PH 3030 Health Behavior Theory and Program Planning	PH 3050 Global Health	PH 3090 Public Health Communication	PH 4010 Health Policy Analysis
Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation											
Introduction to Planning Concepts and Features								IC			
Introduction to Assessment Concepts and Features								IC			
Introduction to Evaluation Concepts and Features								IC			

Public Health Domains	Course Name and Number										
	PH 1000 Introduction to Personal Health	PH 1200 Introduction to Public Health	PH 1300 Public Health Ethics	PH 2020 Human Diseases and Conditions	PH 2060 Comparative Healthcare Systems	PH 4040 Public Health Research Methods	PH 3020 Epidemiology	PH 3030 Health Behavior Theory and Program Planning	PH 3050 Global Health	PH 3090 Public Health Communication	PH 4010 Health Policy Analysis
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											
Characteristics and Structures of the U.S. Health System					IC						
Comparative Health Systems					IC						

Public Health Domains	Course Name and Number										
	PH 1000 Introduction to Personal Health	PH 1200 Introduction to Public Health	PH 1300 Public Health Ethics	PH 2020 Human Diseases and Conditions	PH 2060 Comparative Healthcare Systems	PH 4040 Public Health Research Methods	PH 3020 Epidemiology	PH 3030 Health Behavior Theory and Program Planning	PH 3050 Global Health	PH 3090 Public Health Communication	PH 4010 Health Policy Analysis
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
Economical dimensions of health care and public health policy			I								C
Regulatory dimensions of health care and public health policy			I								C
Governmental Agency Roles in health care and public health policy			I								C

Public Health Domains	Course Name and Number										
	PH 1000 Introduction to Personal Health	PH 1200 Introduction to Public Health	PH 1300 Public Health Ethics	PH 2020 Human Diseases and Conditions	PH 2060 Comparative Healthcare Systems	PH 4040 Public Health Research Methods	PH 3020 Epidemiology	PH 3030 Health Behavior Theory and Program Planning	PH 3050 Global Health	PH 3090 Public Health Communication	PH 4010 Health Policy Analysis
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										IC	
Professional writing										IC	
Use of Mass Media										IC	
Use of Electronic Technology										IC	

2) Include the most recent syllabus from each course listed in Template D10-1, or written guidelines, such as a handbook, for any required experience(s) listed in Template D10-1 that do not have a syllabus.

   All documentation for the methods described above, including syllabi, assessment samples, and other materials can be found in the ERF in the Course Syllabi and Assessments folder.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   Not applicable.

D11. Public Health Bachelor's Degree Foundational Competencies

Students must demonstrate the following competencies:

- **the ability to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences**
- **the ability to locate, use, evaluate and synthesize public health information**

1) Provide a matrix, in the format of Template D11-1, that indicates the assessment opportunities that ensure that students demonstrate the stated competencies.

Competencies		Course number(s) & name(s) or other educational requirements	Specific assessment opportunity
Public Health Communication: Students should be able to communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences			
	Oral communication	PH 3090 – Public Health Communication	Individual oral presentation
	Written communication	PH 4920 – Public Health Capstone Seminar	Capstone final paper
	Communicate with diverse audiences	PH 3015 – Culture and Health	Panel presentation
	Communicate through variety of media	PH 3090 – Public Health Communication	ePortfolio
Information Literacy: Students should be able to locate, use, evaluate and synthesize public health information			
	Locate information	PH 4040 – Public Health Research Methods	Research proposal paper
	Use information	PH 3030 – Health Behavior Theory and Program Planning	Program planning and implementation project
	Evaluate information	PH 4040 – Public Health Research Methods	Homework 1
	Synthesize information	PH 3020 – Epidemiology	Case study project and presentation

2) Include the most recent syllabus from each course listed in Template D11-1, or written guidelines, such as handbook, for any required elements listed in Template D11-1 that do not have a syllabus.

   All documentation for the methods described above, including syllabi, assessment samples, and other materials can be found in the ERF in the Course Syllabi and Assessments folder.

3) If applicable, include examples of student work indicated in Template D11-1.

   Selected examples of student work can be found in the ERF in the D11 folder.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Not applicable.

D12. Public Health Bachelor's Degree 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 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.

1) Provide a matrix, in the format of Template D12-1, that identifies the cumulative and experiential activities through which students have the opportunity to integrate, synthesize and apply knowledge as indicated.

Cumulative and Experiential Activity (internships, research papers, service-learning projects, etc.)	**Narrative describing how activity provides students the opportunity to integrate, synthesize and apply knowledge.**
PH 4030 – Pre-Practicum	PH 4030 is the first course in the two-course undergraduate Practicum series and focuses on orienting students to field-based internships, identifying opportunities tailored to individual students interests and needs, preparing the students for internship application procedures (including drafting and revising resumes, cover letters, and introductory emails and practicing interview skills), and contextualizing the internship program as part of a larger career development framework. This course includes guest lectures from local public health professionals on selected topics like networking, and community member participation in panel presentations, reviewing student resumes, and mock interviews.
PH 4910 – Practicum	PH 4910 is the second course in the two-course undergraduate Practicum series and gives students the opportunity to integrate, synthesize, and apply the knowledge and skills gained in PH 4030 via experiential internship activities. These internships are carried out under direct supervision by professionals at local agencies engaging in public health work that have been formally oriented to the Hawai'i Pacific University Public Health undergraduate internship process.
PH 4920 – Public Health Capstone Seminar	PH 4920 is designed to provide a framework for the student to integrate health related topics and issues into a culminating experience. Transition from theoretical concepts within the academic atmosphere to applied skills in the professional setting will be explored. The student will analyze and reflect on individual and sociocultural health issues and problems involving the promotion and maintenance of psychological, social, and physical states of health and well-being based on relevant physical and social sciences, skills and knowledge of health education as they apply to diverse and vulnerable populations. Critical thinking, project planning and management, communication and analytic skills are integrated.

2) Include examples of student work that relate to the cumulative and experiential activities.

Examples of student work related to the cumulative and experiential activities can be found in the ERF in the D12 folder.

3) Briefly describe the means through which the program implements the cumulative experience and field exposure requirements.

The applied practice experience requirement for the Hawai'i Pacific University BSPH program is fulfilled via the two Practicum courses, PH 4030 (Pre-Practicum) and PH 4910 (Practicum). PH 4030 is the first course in the series and focuses on orienting students to field-based internships, identifying opportunities tailored to individual students interests and needs, preparing the students for internship application procedures (including drafting and revising resumes, cover letters, and introductory emails and practicing interview skills), and contextualizing the internship program as part of a larger career development framework. In PH 4910, students are given the opportunity to integrate, synthesize, and apply the knowledge and skills gained in PH 4030 via experiential internship activities carried out under direct supervision by professionals at local agencies engaging in public health work. PH 4030 is offered each Fall semester and PH 4910 is offered each Spring semester. Both courses are designed to be taken in the final academic year prior to graduation.

The undergraduate capstone course is PH 4920 – Public Health Capstone Seminar. This course is designed to provide a framework for the student to integrate health related topics and issues into a culminating experience. Transition from theoretical concepts within the academic atmosphere to applied skills in the professional setting is explored. Students analyze and reflect on individual and sociocultural health issues and problems involving the promotion and maintenance of psychological, social, and physical states of health and well-being based on relevant physical and social sciences, skills and knowledge of health education as they apply to diverse and vulnerable populations. Critical thinking, project planning and management, communication and analytic skills are integrated. PH 4920 is offered each Spring semester and is designed to be taken in the final academic year prior to graduation.

The syllabi for PH 4030, PH 4910, and PH 4920 can be found in the ERF in the Course Syllabi and Assessments folder.

4) Include 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 electronic copies of any documents that are not available online.

All forms and other documentation relating to the cumulative experience and field exposure can be found in the ERF in folder D12.

D13. Public Health Bachelor's Degree 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 lifelong learning. Students are exposed to concepts through any combination of learning experiences and co-curricular experiences.

1) Briefly describe, in the format of Template D13-1, of the manner in which the curriculum and co-curricular experiences expose students to the concepts identified.

Concept	**Manner in which the curriculum and co-curricular experiences expose students to the concepts**
Advocacy for protection and promotion of the public's health at all levels of society	PH 1200 – Introduction to Public Health Guest lecturers working in health promotion and public health advocacy locally share information about their work and share opportunities for students to get involved further.
Community dynamics	PH 3015 – Culture and Health Students explore the varied meanings of "community" and how various minority communities (ethnic, religious, abilities, gender, and sexuality) are impacted by and interact with the dominant western Judeo-Christian biomedical culture. Exploration employs literature, media, and guest presentations.
Critical thinking and creativity	PH 3020 – Epidemiology Students work through multiple case studies and in-class exercises modeled after epidemiological investigations to try and come up with creative and effective solutions.
Cultural contexts in which public health professionals work	PH 3015 – Culture and Health Students undergo personal inventory and reflection on ethnocentrism, cultural humility, and competency in the context of public health practice. Students analyze current public health practices for cultural competency and engage in creation of new models of public health practice.
Ethical decision making as related to self and society	PH 1300 – Public Health Ethics Students learn about historical decisions in public health ethics and their consequences (intended and unintended), then they work through case studies involving current issues.
Independent work and a personal work ethic	PH 4910 – Practicum Students are given the opportunity to integrate, synthesize, and apply the knowledge and skills gained in PH 4030 via experiential internship activities carried out under direct supervision by professionals at local agencies engaging in public health work.
Networking	PH 4030 – Pre-Practicum Students receive instruction from and engage in activities with local public health professionals on selected topics like networking; identifying and applying for internship and job opportunities; drafting and revising resumes, cover letters, and introductory emails; professionalism; and interview skills.
Organizational dynamics	PH 4910 – Practicum Students observe and engage with organizational dynamics via internship placements in local governmental, nonprofit, and other community agencies providing public health services, carried out under direct supervision by professionals at those organizations.

Professionalism	PH 4030 – Pre-Practicum Students receive instruction from and engage in activities with local public health professionals on selected topics like networking; identifying and applying for internship and job opportunities; drafting and revising resumes, cover letters, and introductory emails; professionalism; and interview skills.
Research methods	PH 4040 – Public Health Research Methods Students learn, plan, and conduct quantitative and qualitative public health research using primary and secondary data. Students examine different types of research methods and experimental design and analyze and interpret data using SPSS.
Systems thinking	PH 3065 – Environmental Health After learning about climate change in class and reading about systems thinking for homework, students work in groups for a class session mapping out the health effects of climate change using systems thinking and exchanging ideas with other groups.
Teamwork and leadership	PH 3030 – Health Behavior Theory and Program Planning Through group projects, students plan and evaluate at least two public health programs in real world settings that are implemented at the end of the semester during National Public Health Week. The two projects are an outdoor health fair and an indoor educational presentation or workshop offered to the public. Planning occurs throughout the semester in groups with 3-4 students, requiring students to identify a group leader/chair and determine workload assignments.

2) Provide syllabi for all required coursework for the major and/or courses that relate to the domains listed above. Syllabi should be provided as individual files in the electronic resource file and should reflect the current semester or most recent offering of the course.

   All syllabi for the courses listed above can be found in the ERF in the Course Syllabi and Assessments folder.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   Not applicable.

D14. MPH Program Length

An MPH degree requires at least 42 semester-credits, 56 quarter-credits or the equivalent for completion.

Programs use university definitions for credit hours.

1) Provide information about the minimum credit-hour requirements for all MPH degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.

   The Hawai'i Pacific University MPH is a fully online, asynchronous program with a hybrid option for unique situations related to financing or financial aid requirements (e.g. GI Bill or international requirements). It requires a minimum of 45 graduate credits earned with no lower than an MPH 3.0 GPA. Individual MPH courses can be counted towards the degree with a grade of 2.5 or better. Hawai'i Pacific University considers 6 credits per semester as constituting full time graduate student status. However, financial aid considers 9 credits per semester full time graduate School enrollment. An enrollment status greater than what the university or the financial aid office considers full time is required if students choose the accelerated MPH degree completion schedule of 18 months. The table below shows two potential accelerated MPH degree schedules, with semester credits shown from initial enrollment to graduation. MPH courses are offered on an 8-week session schedule, with two 8-week sessions per semester. The typical student enrolls in two courses per 8-week session (four courses per semester), except during summer semesters when only three courses are taken. Each course is worth 3 credits and meets the criteria instructional and study times per week at described below in section D16 and in the Hawai'i Pacific University Academic Affairs Policies and Procedures Manual (ERF Folder D14). Individual students may elect to enroll in fewer credits than the accelerated plan, which increases the time to graduation. In these cases, the student works with the graduate advisor to create an individualized degree map.

	Fall Year 1	**Spring Year 1**	**Summer Year 1**	**Fall Year 2**	**Spring Year 2**
Fall admits	12 credits	12 credits	9 credits	12 credits	
Spring admits		12 credits	9 credits	12 credits	12 credits
*6 credits per semester is considered full time at Hawai'i Pacific University; 9 credits per semester is considered full time graduate School enrollment for financial aid					

2) Define a credit with regard to classroom/contact hours.

   Per the most recent version of the Hawai'i Pacific University Academic Affairs Policies and Procedures Manual (ERF Folder D14), Hawai'i Pacific University complies with federal regulations regarding the definition and assignment of credit hours, as defined below:

   > Under federal regulations effective July 1, 2011, both institutions and accrediting agencies are required to come in to compliance with regulations regarding the definition and assignment of credit hours under Section 600.2 and 600.24. Under federal regulations, all candidate and accredited institutions are responsible to comply with the definition of the credit hour as provided in section 600.2 which defines credit hour as: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

i. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

ii. At least an equivalent amount of work as requited in paragraph (l) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

For standard, face-to-face courses, one credit hour constitutes a minimum of three class work hours where a “class work hour” is defined as 55 minutes. Typically, class work hours include one hour of direct faculty instruction (“seat time”) and a minimum of two hours out of class work by the student per week of the 15-week semester for a one credit hour course. Out-of-class work includes time spent preparing for class, studying, doing homework, conducting research, completing assignments, etc. A standard 3-credit class thus meets for at least 41 contact hours (“seat time”) per semester and students should complete a minimum of 82 hours out of class work.

For online courses, the expectation is that students will spend the same amount of time working to achieve the learning outcomes of a course as they would in the same course offered in a face-to-face modality. Thus, if a standard face-to-face class requires a total of 123 work hours (41 of “seat time” and 82 of “out of class work”) to accomplish the learning outcomes the online equivalent similarly necessitates a minimum of 123 total work hours over the 15-week semester by the student.

D15. DrPH Program Length

Not applicable.

D16. Bachelor's Degree Program Length

A public health bachelor's degree requires completion of a total number of credit units commensurate with other similar degree programs in the university.

Programs use university definitions for credit hours.

1) Provide information about the minimum credit-hour requirements for all bachelor's degree options. If the university uses a unit of academic credit or an academic term different from the standard semester or quarter, explain the difference and present an equivalency in table or narrative form.

   The Hawai'i Pacific University BSPH is a traditional liberal arts degree with a foundation of freshmen orientation courses, writing and mathematics proficiency courses, and general education courses, followed by declared program major courses. The BSPH degree is designed to be accomplished in four years if students begin lower division Public Health courses by their sophomore year. Students that transfer into Public Health during their junior year typically require a fifth year to graduate, unless they were previously enrolled in the Health Promotion or the Public Health minor program while pursuing their original declared major. To graduate with a BSPH, students must successfully pass: 36 credit hours of General Education, 9 credit hours in lower division writing and mathematics proficiency courses, and 57 credit hours in required Public Health courses (36 lower division + 39 upper division). Completion of a total of 120 credit hours (minimum) are required in order to earn any undergraduate degree at Hawai'i Pacific University. To earn the BPSH, students are required to graduate with a minimum cumulative GPA and major GPA of 2.0. Additionally, 12 credits of major coursework and the 30 credits immediately preceding graduation must be earned at Hawai'i Pacific University.

2) Define a credit with regard to classroom/contact hours.

   As described in section D14 and per the most recent version of the Hawai'i Pacific University Academic Affairs Policies and Procedures Manual (ERF Folder D14), Hawai'i Pacific University complies with federal regulations regarding the definition and assignment of credit hours, as defined below:

   > Under federal regulations effective July 1, 2011, both institutions and accrediting agencies are required to come in to compliance with regulations regarding the definition and assignment of credit hours under Section 600.2 and 600.24. Under federal regulations, all candidate and accredited institutions are responsible to comply with the definition of the credit hour as provided in section 600.2 which defines credit hour as: Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:
   >
   > i. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
   >
   > ii. At least an equivalent amount of work as requited in paragraph (l) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.
   >
   > For standard, face-to-face courses, one credit hour constitutes a minimum of three class work hours where a "class work hour" is defined as 55 minutes. Typically, class work hours include one hour of direct faculty instruction ("seat time") and a minimum of two hours out of class work

by the student per week of the 15-week semester for a one credit hour course. Out-of-class work includes time spent preparing for class, studying, doing homework, conducting research, completing assignments, etc. A standard 3-credit class thus meets for at least 41 contact hours ("seat time") per semester and students should complete a minimum of 82 hours out of class work.

For online courses, the expectation is that students will spend the same amount of time working to achieve the learning outcomes of a course as they would in the same course offered in a face-to-face modality. Thus, if a standard face-to-face class requires a total of 123 work hours (41 of "seat time" and 82 of "out of class work") to accomplish the learning outcomes the online equivalent similarly necessitates 123 total work hours over the 15-week semester by the student.

3) Describe policies and procedures for acceptance of coursework completed at other institutions, including community colleges.

Hawai'i Pacific University Public Health Programs (BSPH and MPH) comply with and rely on the Hawai'i Pacific University Office of Admissions regarding transfer credits from other institutions. Hawai'i Pacific University policies regarding acceptance of coursework completed at other institutions are found in Section 1.28 "Transfer Credit Policy" of the Academic Affairs Policies and Procedures Manual (ERF Handbooks and Manuals Folder) and are outlined below:

> The Office of Admissions reserves the right to accept or reject transfer credits earned at any other institution of higher education. In general, Hawai'i Pacific University accepts credits earned at institutions fully accredited by U.S. regional accrediting associations or an institution recognized by the Office of Admissions, provided such credits are substantially equivalent to courses at Hawai'i Pacific University and have been completed with a grade of C- or better. An evaluation of transfer credits will be reviewed only after a student has been admitted to Hawai'i Pacific University. Transfer credits are accepted as one of three categories of credits: Elective, General Education or Program Field of Study credits:
>
> - Elective—These are courses that are not part of the program/major or general education requirements but may still count toward the baccalaureate degree. Some majors limit the amount of elective credit.
>
> - General Education—These courses are similar at most colleges with a liberal arts foundation and often include courses in basic English, history, math, science and other subjects.
>
> - Program Field of Study—These courses are primarily requirements for the chosen major/degree program. Pre-requisites to courses in the major field of study usually can be transferred.

Transfer credit is accepted for regular undergraduate degree-seeking students. Only course credits are accepted in and transfer to Hawai'i Pacific University. Grades and grade points from other institutions do not transfer.

Courses considered for transfer will be evaluated by a transcript evaluator and will be accepted based on equivalency for program requirements. certain colleges, departments, or programs (e.g., nursing) may have specific expiration dates for transfer credits which will be applied during the transcript evaluation. Students have the first year of admission to reconcile transfer credit, and exceptions will be handled in accordance to the Student Handbook and/or Academic Catalog policies and procedures.

Limitation of Credit (maximum total transfer credits allowed toward a baccalaureate degree = 90)

- Maximum of 90 credits from a regionally accredited four-year college or university
- Maximum of 60 credits from a community college or from American Council on Education evaluation.
- Maximum of 45 credits towards an associate degree.
- Maximum of 36 credits may be earned in passing courses by examination.
- Maximum of 30 credits awarded for dual credit, or combined AP and IB.
- Maximum of 15 credits of extension or continuing education.
- Maximum of 4 credits in physical education/activity.
- Only academic courses that carry a grade of C- or better will be accepted for transfer credit.
- Repeated courses will only transfer credit once. The most recent attempt will be used for credit.

Hawai'i Pacific University does not accept the following types of courses for transfer credit:

- Courses from unaccredited institutions: Coursework taken at any institution not fully accredited by a regional U.S. accrediting association or is not recognized by the Office of Admissions is not transferable.
- Courses below college level: At Hawai'i Pacific University courses include those numbered below 1000.
- Developmental or remedial courses are not transferrable.
- Life experience, internship or practicum credit are not transferrable.*
  *Unless denoted as part of an articulation agreement.

Coursework taken through military Schools may be considered for credit based on recommendations of the American Council on Education. The student's DD-214 or DD-295 form should be submitted along with either the Army/American Council on Education Registry Transcript System, Sailor-Marine American Council on Education Registry Transcript, Joint Services Transcript or Community college of the Airforce.

Courses completed with non-traditional grades such as CR (credit), P (pass), S (satisfactory) may be transferable only if the grade represents a C- or higher. Courses with non-traditional grades are generally only accepted as elective credit and do not fulfill university, college, School, or departmental requirements.

All transfer credit taken at another institution while concurrently enrolled as an Hawai'i Pacific University student are subject to approval by Hawai'i Pacific University before transfer credit will be accepted.

Students may refer to an online course equivalency guide to obtain information on how courses they have taken will transfer to Hawai'i Pacific University. The online guide is found at the following website: https://webapps.hpu.edu/eq/

If there are any questions or concerns about what courses could or should be transferred in or counted towards the BSPH degree, undergraduate admissions and advising staff confer with the Public Health Department Chair, who then refers the issue to the Public Health Admissions Committee.

4) If applicable, provide articulation agreements with community colleges that address acceptance of coursework.

Hawai‘i Pacific University has agreements with various institutions throughout the United States and internationally, recognizing various programs and guaranteeing transfer credits for courses completed with a grade of "C-" or higher. The university maintains several program-to-program agreements with the community colleges in Hawai'i (see ERF folder D16). Students are able to view how the courses from their community college will be used in the major programs at Hawai‘i Pacific University. Program-to-program agreements allow students a general scope of direct equivalencies, how they apply, and how many courses may be needed to complete the degree at Hawai‘i Pacific University.

Hawai‘i Pacific University recognizes the completion of the general education core for most majors through conferral of an Associate of Arts or a bachelor’s degree. Students will have fulfilled all general education courses, except for pre-requisite and/or lower division requirements toward the major at Hawai‘i Pacific University, unless a direct equivalent was taken previously.

The university also recognizes the California Intersegmental General Education Transfer Curriculum. Completion of IGEducational Technology Center may satisfy the majority of the general education core for most majors, however, some additional courses may be required.

Students must complete their last 30 semester hours in residence at Hawai‘i Pacific University, regardless of the amount of transfer credit granted.

5) Provide information about the minimum credit-hour requirements for coursework for the major in at least two similar bachelor’s degree programs in the home institution.

The following table compares the BSPH to three disciplinarily similar degree programs in terms of total degree credits required (set by institution), major credits required, and unrestricted electives (Hawai‘i Pacific University Academic Catalog 2018-2019; See ERF folder D16). As the table illustrates, BSPH required credits are commensurate with similar degree programs at Hawai‘i Pacific University.

	Total degree credits required	**Major credits required**	**Unrestricted Electives**
Bachelor of Science in Public Health	**120**	**57**	**18**
Bachelor of Social Work	120	66-67	19-20
Bachelor of Public Administration	120	45	21
Bachelor of Arts in Psychology	120	45	30

D17. Academic Public Health Master's Degrees

Not applicable.

D18. Academic Public Health Doctoral Degrees

Not applicable.

D19. All Remaining Degrees

Not applicable.

D20. Distance Education

The university provides needed support for the program, including administrative, communication, information technology and student services.

There is an ongoing effort to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. Evaluation of student outcomes and of the learning model are especially important in institutions that offer distance learning but do not offer a comparable in-residence program.

1) Identify all public health distance education degree programs and/or concentrations that offer a curriculum or course of study that can be obtained via distance education. Template Intro-1 may be referenced for this purpose.

   The Hawai'i Pacific University MPH is a fully online, asynchronous program with a hybrid option for unique situations related to financing or financial aid requirements (e.g. GI Bill or international requirements). If required, the minimum number of needed "in-person" class sessions are held via synchronous technologies.

   The MPH program was developed and approved through the same shared governance mechanisms as all graduate programs at Hawai'i Pacific University (see Academic Affairs Policies and Procedures Manual section 1.07.02 in the ERF Manuals and Handbooks folder). These mechanisms involve thoroughly investigating resource and market demands, academic rigor, institutional curricular requirements, and curricular 'flow' for student degree success. Any requests for new programs or degree level approvals including distance education must be routed through Hawai'i Pacific University's Accreditation Liaison Officer and follow Western Association of Schools and Colleges substantive change policies and procedures (see Western Association of Schools and Colleges Substantive Change Manual in the ERF Manuals and Handbooks folder). As of July 1, 2013, Hawai'i Pacific University has been granted general modality approval for distance education programs. Distance education is defined as a program that is offered via the internet, one-way or two-way transmissions, or by audio conferencing for 50% or more of the program.

2) Describe the public health distance education programs, including

   a) an explanation of the model or methods used,

      The Hawai'i Pacific University MPH is a fully online, asynchronous program with a hybrid option for unique situations related to financing or financial aid requirements (e.g. GI Bill or international requirements). If required, the minimum number of needed "in-person" class sessions are held via synchronous technologies.

      Hawai'i Pacific University provides a web-based learning management system for web-enhanced, hybrid, and online courses to provide a consistent student experience from class to class for students at the university. Hawai'i Pacific University uses Blackboard Learn as its Learning Management System and provides excellent technical support for faculty and students using the Learning Management System including dedicated information technology staff available by phone and email, as well as trained information technology support staff proximal to libraries, computer labs, and the learning commons. Hawai'i Pacific University's online learning environment meets the minimum requirements for cyber and instructional security by requiring an authenticated secure login and password unique to each student, and by controlling access to online learning environments through the Office of Academic Affairs.

b) the program's rationale for offering these programs,

The rationale for offering the Hawai'i Pacific University MPH as a fully online, asynchronous program stems from the changing and growing needs of the public health workforce (locally, nationally, and internationally) and from university-level priorities laid out as part of strategic planning efforts. Online education is an important component of Hawai'i Pacific University's current Strategic Plan (see ERF folder D20), and the institution has invested in the technologies and support necessary to offer high quality synchronous and asynchronous distance education.

The Hawai'i Pacific University MPH was designed, and is monitored and assessed, to address the unique and growing educational needs related to public health workforce development in Hawai'i and throughout the Pacific Region. A Hawai'i public health workforce assessment conducted in 2015-2016 surveyed 34 organizations considered to be major providers of population-based public health services in Hawai'i and found that the majority of these organizations had job vacancies and wanted to hire additional employees to provide public health services (see "Hawai'i Public Health Workforce Assessment HJMPH" in ERF folder D20). Additionally, the already short-staffed agencies also reported that a substantial number of existing employees were expected to retire within five years.

At the same time, prior to the creation of the Hawai'i Pacific University MPH program, there was only one graduate-level public health academic program offered in the state of Hawai'i, at the University of Hawai'i at Mānoa on the island of O'ahu. While the MPH programs offered at University of Hawai'i at Mānoa were the primary source of graduate public health training for Hawai'i, significant challenges still existed for people who could not participate in a traditional face-to-face graduate program on the island of O'ahu for reasons related to their employment (especially for those with work hours that conflicted with available class times), due to family responsibilities, or because they lived on an island other than O'ahu (for example, one of Hawai'i's Neighbor Islands or a Pacific island outside of Hawai'i, such as Guam or Saipan). Hawai'i Pacific University's MPH program was designed to meet the unique needs of these individuals by ensuring that they could receive a high-quality, graduate-level, public health degree without having to quit their jobs, move to the island of O'ahu, or reduce their family or other responsibilities.

The Hawai'i Pacific University MPH program was also designed to be highly responsive to the needs of Hawai'i's large military population. Hawai'i has the largest military population of any US state, with approximately 8% of the total population being either active duty military or a military dependent (see "Hawai'i Resident Population Military Status 2016" and "Military Presence Hawai'i" files in ERF folder D20). This represents more than 100,000 people with unique needs and potential challenges when it comes to meeting their educational needs. Because the Hawai'i Pacific University MPH program is online and asynchronous, individuals who enroll while stationed in Hawai'i can continue their studies even if they are transferred or reassigned to a different military base or duty location before they graduate.

c) the manner in which it provides necessary administrative, information technology and student support services,

The Hawai'i Pacific University Office of Information Technology Services provides and supports technology that is useful, innovative, and integral to the delivery of university curriculum and to the fulfillment of the university's mission and vision. This includes three primary departments: Instructional Technology and Client Services, Enterprise Application and Data Management, and Network and Infrastructure.

The department of Instructional Technology and Client Services provides information technology related support for the university Community including the Oceanic Institute and

5 Military Campuses. Duties include the purchasing, setup, and support for desktops, virtual desktop interfaces, printers, and phones, as well as technical support for Wi-Fi access, desktop software suites, password resets, and other frontline technical issues. Technical support is offered for more than 60 classrooms and more than 12 conference rooms throughout the campuses. Audio and visual support is also provided for faculty, staff, and student events.

Enterprise Application and Data Management is one of three Information Technology Services departments reporting to the Associate VP and Chief Information Officer at Hawai'i Pacific University. Enterprise Application and Data Management designs, acquires or develops, implements and maintains academic and administrative computing resources to support the Hawai'i Pacific University Community. Enterprise Application and Data Management continuously aspires to re-engineer university processes using the latest technology to leverage current investment in digital solutions and resources.

The Network and Infrastructure department is responsible for the overall health and wellness of Hawai'i Pacific University's Information Technology infrastructure information security and network connectivity including, wired and wireless connectivity, network switching and routing, next generation firewall management, incident response and forensics, and end user information security awareness training.

Students, faculty, and staff are required to complete basic trainings related to Hawai'i Pacific University information technology services and procedures, including trainings related to Blackboard Learn. Additional optional training resources are provided to students interested in increasing their knowledge and capabilities.

The Hawai'i Pacific University information technology Service Catalog can be found at the following link:
https://hpu.teamdynamix.com/TDClient/Requests/ServiceCatalog

The Hawai'i Pacific University information technology Knowledge Base can be found at the following link:
https://hpu.teamdynamix.com/TDClient/KB/

d) the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the university, and

As described in the Academic Affairs Policies and Procedures Manual (ERF folder D14), all Hawai'i Pacific University courses and programs offered online and in hybrid formats are subject to a systematic process that ensures academic quality through a series of procedures. These procedures support the development and assessment of online and hybrid courses and programs. The process begins with the assignment of a faculty member to a course, and continues with the training of that Instructor, a summative review of the course, and the gathering and analysis of assessment data and other program review materials. Assistance is provided by the Office of the Faculty Teaching Fellow, in cooperation with the colleges and academic programs.

Analysis of course content and academic assessment material is conducted through the Program Review process outlined in the Hawai'i Pacific University Guide to Academic Program Review, 6th Edition (see ERF folder D20). Distance-education courses and programs must comply with all relevant standards, practices, procedures, and criteria that have been established by the Western Association of Schools and colleges. The Hawai'i Pacific University Distance Education Quality Assurance Policy can be found in section 1.06.16.02 of the Academic Affairs Policies and Procedures Manual (ERF folder D14).

e) the manner in which it evaluates the educational outcomes, as well as the format and methods.

Analysis of course educational outcomes is conducted following protocols outlined in the Program Review process outlined in the Hawai'i Pacific University Guide to Academic Program Review, 6th Edition (see ERF folder D20). Distance-education courses and programs must comply with all relevant standards, practices, procedures, and criteria that have been established by the Western Association of Schools and colleges. The Hawai'i Pacific University Distance Education Quality Assurance Policy can be found in section 1.06.16.02 of the Academic Affairs Policies and Procedures Manual (ERF folder D14).

Online student learning is assessed by the Instructor using the evaluation tools in the online learning management system, while student learning objectives and relevant program learning objectives are assessed using institutional and programmatic protocols and processes identical to in-person course assessment. Faculty peer evaluation is also conducted by the Public Health Department Chair using the Quality Online Learning and Teaching instrument adopted from California State university, Chico (see "Chico Quality Online Learning and Teaching Instrument" in ERF folder D20).

3) Describe the processes that the university uses to verify that the student who registers in a distance education course (as part of a distance-based degree) or a fully distance-based degree is the same student who participates in and completes the course or degree and receives the academic credit.

The verification of a student's identity begins at the time of admission and enrollment. After a student has been through the admission process and is accepted to attend, Hawai'i Pacific University's Information Technology department is responsible for creating a secure, unique login and password for each accepted student. The Hawai'i Pacific University Office of Admissions and Registrar maintain student biographic, demographic, admission, and enrollment records in Pipeline, the Hawai'i Pacific University student information system. This data is replicated into the Hawai'i Pacific University-hosted Blackboard Learn Learning Management System. Access to the Learning Management System requires valid LDAP credentials in addition to an official class registration.

Students are responsible for maintaining the security of their login information and password. This information may not be shared or given to anyone other than the person to whom they were assigned. Users are responsible for any use and activity of their account. All students taking online courses are using Blackboard Learn, Hawai'i Pacific University course management system, which requires secure usernames and passwords.

Hawai'i Pacific University's distance learning classrooms also use video conferencing technologies to deliver instruction and Public Health faculty also use other video conferencing technologies, applications, and software to communicate and hold virtual meetings with students on a regular basis (ex. Blackboard Collaborate, Skype). Use of these technologies provides visual identification in addition to the secure user name and passwords to verify student identities and participation.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

As previously described and as outlined in Hawai'i Pacific University's current Strategic Plan (ERF folder D20) the university has invested in improving available technologies and support necessary to offer high quality and cutting-edge synchronous and asynchronous distance education. Because Hawai'i Pacific University has prioritized improving technologies available and maximizing use of

existing technologies to improve the student learning experience and associated outcomes, all areas described in this section are expected to continue to improve in the coming years.

E1. Faculty Alignment with Degrees Offered

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.

Faculty education and experience is appropriate for the degree level (bachelor's, master's, doctoral) and the nature of the degree (research, professional practice, etc.) with which they are associated.

1) Provide a table showing the program's primary instructional faculty in the format of Template E1-1. The template presents data effective at the beginning of the academic year in which the final Self-Study is submitted to CEPH and must be updated at the beginning of the site visit if any changes have occurred since final Self-Study submission. The identification of instructional areas must correspond to the data presented in Template C2-1.

Primary Instructional Faculty Alignment with Degrees Offered

Name*	Title/ Academic Rank	Tenure Status or Classification	Graduate Degrees Earned	Institution(s) from which degree(s) were earned	Discipline in which degrees were earned	Concentration affiliated with in Template C2-1
Gillian Dunn	Assistant Professor of Public Health	Career-Track Faculty	MS; DrPH	University of Rochester; City University of New York	Earth and Environmental Sciences; Environmental Health	Generalist
Lyndall Ellingson	Chair and Professor of Public Health	Career-Track Faculty	MS; PhD	University of Oregon; Indiana university	Interdisciplinary; Public Health Education	Generalist
Christian Gloria	Associate Professor of Public Health	Career-Track Faculty	MA; PhD	The University of Texas at Austin	Health Education; Health Behavior and Health Education	Generalist
Emily Roberson	Assistant Professor of Public Health	Career-Track Faculty	MPH; PhD	Tulane university School of Public Health and Tropical Medicine; University of Hawai'i at Mānoa	Global Maternal and Child Health; Epidemiology	Generalist

2) Provide summary data on the qualifications of any other faculty with significant involvement in the program's public health instruction in the format of Template E1-2. Programs define "significant" in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum. Reporting on individuals who supervise individual students' practice experience (preceptors, etc.) is not required. The identification of instructional areas must correspond to the data presented in Template C2-1.

Non-Primary Instructional Faculty Regularly Involved in Instruction							
Name	**Academic Rank**	**Title and Current Employment**	**FTE or % Time Allocated**	**Graduate Degrees Earned**	**Institution(s) from which degree(s) were earned**	**Discipline in which degrees were earned**	**Concentration affiliated with in Template C2-1**
Anaeliz Colon	Adjunct	Adjunct Faculty	0.4	MPH	University of Hawai'i at Mānoa	Health Policy and Management	Generalist

3) Include CVs for all individuals listed in the templates above.

   Curricula vitae for all Primary and Non-Primary Instructional Faculty can be found in the ERF in the E1 folder.

4) If applicable, provide a narrative explanation that supplements reviewers' understanding of data in the templates.

   The Hawai'i Pacific University Public Health Department adheres to all guidelines, policies, and procedures described in the Hawai'i Pacific University Faculty Handbook and the Academic Affairs Policies and Procedures Manual, both of which can be found in the ERF Handbooks and Manuals folder.

   As described in the Hawai'i Pacific University Faculty Handbook, Regular Faculty are defined as all those teaching on a regular full-time basis under Career, Career-Track, or tenured appointments, regardless of rank. Regular Faculty are classified by status (Career or Career-Track) and rank (Instructor, assistant professor, associate professor, professor). Career Faculty are regular faculty members designated "Career" by virtue of holding long-term contracts awarded after a period of evaluation and review. Career-Track faculty are in a probationary period of service prior to being evaluated for career status. The total period of full-time service prior to the acquisition of career status will not normally exceed six years.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   Strengths related to this criterion include the close-knit and collaborative nature of the Hawai'i Pacific University Public Health faculty. However, the fairly limited number of full time instructional faculty paired with the growing nature of the Hawai'i Pacific University BSPH and MPH programs will likely translate into a need for the hiring of additional instructional faculty in the near future. The Public Health Department is currently taking steps to increase the number of Adjunct Faculty available for instruction of selected courses, with the goal of creating and maintaining a well-trained and continuously developed Adjunct Faculty pool.

E2. Integration of Faculty with Practice Experience

To assure a broad public health perspective, the program employs faculty who have professional experience in settings outside of academia and have demonstrated competence in public health practice. Programs encourage faculty to maintain ongoing practice links with public health agencies, especially at state and local levels.

To assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities, programs regularly involve public health practitioners and other individuals involved in public health work through arrangements that may include adjunct and part-time faculty appointments, guest lectures, involvement in committee work, mentoring students, etc.

1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if applicable. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

Primary Instructional Faculty with Substantial Public Health Practitioner Work Experience:

- Emily Roberson, PhD, MPH, Assistant Professor (Epidemiology)
- Gillian Dunn, DrPH, Assistant Professor (Emergency Preparedness and Response)

Additional Faculty with Substantial Public Health Practitioner Work Experience:

- Anaeliz Colon, MPH, Adjunct Faculty (Community Outreach and Engagement)

Public Health Practitioner Guest Lecturers (2017-2018 and 2018-2019 Academic Years):

- Marc Alexander, STD (Sacrae Theologiae Doctor), Executive Director, City and County of Honolulu Mayor's Office of Housing – Guest Lecturer in PH 6400
- Carl Bergquist, MS, JD(c), Executive Director, Drug Policy Forum of Hawai'i – Guest Lecturer in PH 1200
- Timothy Boyland, MBA, Public Health Advisor, Signature Performance Inc. – Guest Lecturer in PH 1200
- Aileen Claveria, BSPH, Health Educator and Medical Case Manager, HIV and Hepatitis C Early Intervention Services Program at Waikiki Health – Guest Lecturer in PH 1000
- Wendy Gibson, RN, BSN, Nurse and Field Organizer, Drug Policy Forum of Hawai'i – Guest Lecturer in PH 1200
- Aly Hite, MPH, Senior Director of Community Impact, American Heart Association – Guest Lecturer in PH 1200
- Lisa Kimura, MBA, Executive Director, Healthy Mothers Healthy Babies Coalition of Hawai'i – Guest Lecturer in PH 1200
- Jaylen Murakami, BSHS, Advocacy and Outreach Coordinator, Hawai'i Public Health Institute – Guest Lecturer in PH 1200
- Nicole Nakata, MPH, Emergency Management Exercise and Training Officer, City and County of Honolulu Department of Emergency Management – Guest Lecturer in PH 1200
- Scott Stensrud, MA, Statewide Youth Coordinator, Hawai'i Public Health Institute – Guest Lecturer in PH 1200
- Colby Takeda, MBA, MPH(c), Administrator, The Plaza Assisted Living – Guest Lecturer in PH 1200
- Jill Tamashiro, MPH, Tobacco Prevention and Education Program Coordinator, Hawai'i State Department of Health – Guest Lecturer in PH 1200
- Hiro Toiya, MPH, Deputy Director, City and County of Honolulu Department of Emergency Management – Guest Lecturer in PH 1200
- Roy Yonashiro, Recruitment Specialist, Hawai'i Bone Marrow Donor Registry – Guest Lecturer for special student event attended by students from both PH 1200 and PH 3020

A very high percentage of Hawai‘i Pacific University Public Health Department faculty members have professional experience in settings outside of academia and demonstrated competence in public health practice. Two Primary Instructional Faculty members possess significant practice experience outside of that which is typically associated with an academic career: Assistant Professor Gillian Dunn in the field of humanitarian response and Assistant Professor Emily Roberson in the fields of maternal and child health and epidemiology.

Dr. Dunn teaches undergraduate courses PH 2020 – Human Diseases and Conditions; PH 3050 – Global Health; and PH 3065 – Environmental Health; and graduate courses PH 6200 – Human Diseases and Conditions and PH 7000 – Public Health Capstone. Prior to joining Hawai‘i Pacific University, Dr. Dunn spent 19 years in the field of humanitarian response, leading emergency interventions in conflict and disaster zones in Africa, the Middle East, Asia, the Balkans, the Caucasus, and the Caribbean. Through these experiences, Dr. Dunn has a full appreciation of the public health challenges in the developing world, especially those related to the environment (e.g., water, sanitation, air quality). She brings these personal experiences into the classroom, exposing students to aspects of population health they may otherwise not be exposed to. Dr. Dunn also worked on climate variability, climate change, and health as a Research Associate and as the Senior Climate Change Advisor for a humanitarian organization. She brings these issues of the global environmental change into the classroom as well so that students appreciate how the environment affects health on small and large scales. Dr. Dunn’s experience in project management serves students working on their Capstones as she has experience guiding others through lengthy and complex writing assignments and presentations.

Prior to joining the faculty of the Hawai‘i Pacific University Public Health Department, Dr. Roberson worked as a public health practitioner for more than a decade, primarily focused on maternal and child health and epidemiology but including significant experience in other public health sub-specialties. Much of this experience was gained in governmental public health agencies. For example, from 2008 until 2015, Dr. Roberson was the Program Coordinator for a surveillance system carried out in partnership between the Centers for Disease Control and Prevention (CDC) and the Hawai‘i State department of Health. During her tenure, the program won multiple awards for original research presentations, innovative community partnerships, and successful “Data to Action” activities. Dr. Roberson’s community engagement strategies were deemed sufficiently effective to be used as the basis for trainings developed by CDC and provided to states. More recently, from July 2016 until June 2017, Dr. Roberson served as a Public Health Advisor as part of the CDC Zika Emergency Response in the Pacific Region. Her participation in the federal response was requested due to her training and experience as an epidemiologist specializing in perinatal populations in the Pacific Region (pregnant women and infants being the priority populations in Zika virus prevention and response). Although she had just joined the Hawai‘i Pacific University Public Health faculty in January 2016, the Hawai‘i Pacific University Provost and the College of Health and Society Dean allowed Dr. Roberson to reduce her course load and teach exclusively online courses for the 2016-2017 academic year to assist with the CDC’s emergency response. Supporting documentation pertaining to the aforementioned activities and awards can be found in the ERF in the E2 folder.

Dr. Roberson’s past and ongoing work as a public health practitioner means that her courses are saturated in perspectives from the field of practice. She teaches undergraduate courses PH 1200 – Introduction to Public Health; PH 1300 – Public Health Ethics; and PH 3020 – Epidemiology; and graduate courses PH 6140 – Epidemiology; PH 6400 – Health Policy, Law, and Advocacy; and PH 6500 – Public Health Public Health Field Training. These courses rely heavily on real-world applications of public health skills and knowledge and involve case studies drawn from Dr. Roberson’s own professional experiences (to the extent possible and legally allowed). Additionally, she maintains close connections to governmental and nongovernmental community public health agencies, which allows for frequent collaboration. These partners provide regular guest lectures (especially in PH 1200, which features more than ten guest speakers per semester), help design and participate in service learning projects, provide feedback on the Hawai‘i Pacific University Public Health Program and curriculum (see section F1 of this Self-Study for additional details),

engage in career preparation activities (see sections D12 and F1 of this Self-Study for additional details), and host student interns as part of the undergraduate Practicum course (PH 4910) and the graduate Public Health Public Health Field Training course (PH 6500).

Additionally, although his route to his current faculty position has been more traditional than the paths of Dr. Roberson or Dr. Dunn, Associate Professor Christian Gloria has held leadership roles with the Hawai‘i Public Health Association for several years. Dr. Gloria has successfully leveraged these positions to substantially boost student involvement in Hawai‘i Public Health Association activities, increasing student exposure to perspectives from the field of practice along the way. Dr. Gloria’s work improving collaboration and integration between Hawai‘i Pacific University Public Health Department students, faculty, and administrators and the Hawai‘i Public Health Association are discussed in detail in sections F2, F3, and F4 of this Self-Study document.

Similar to Dr. Gloria, Public Health Department Chair Lyndall Ellingson’s career path has been primarily academic with applied public health experience deriving from her research and community service work. However, Dr. Ellingson does have work experience as a researcher, consultant, grant writer, and Substance Abuse and Mental Health Services Administration external evaluator.

Lastly, Hawai‘i Pacific University Public Health Adjunct Faculty Anaeliz Colon currently holds multiple professional positions and roles in the Hawai‘i public health community. Her current community work includes assisting with a local study assessing family planning needs and preferences of female participants in a local syringe exchange program and supporting a health needs assessment being conducted within the Native Hawaiian community.

Hawai‘i Pacific University Public Health instructional faculty also maintain ongoing links with public health agencies through community service work. These activities are covered in greater depth in section E5 of this Self-Study document.

2) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

The Hawai‘i Pacific University Public Health Department has a relatively large percentage of faculty with substantial professional experience and demonstrated competence in public health practice received in non-academic settings. Additionally, the program maintains strong and ongoing practice links with public health agencies, primarily via the undergraduate and graduate applied learning experience. These links are facilitated by the PH 4910 and PH 6500 Instructors, Adjunct Faculty Anaeliz Colon and Assistant Professor Emily Roberson, who are themselves current and former public health practitioners.

Additionally, the close connections between Hawai‘i Pacific University Public Health faculty and governmental and nongovernmental community public health agencies allows for frequent collaboration, including regular guest lectures, service learning projects, program and curriculum feedback, career preparation activities, and student internships. These activities assure the relevance of curricula and individual learning experiences to current and future practice needs and opportunities.

E3. Faculty Instructional Effectiveness

The program ensures that systems, policies and procedures are in place to document that all faculty (full-time and part-time) are current in their areas of instructional responsibility and in pedagogical methods.

The program establishes and consistently applies procedures for evaluating faculty competence and performance in instruction.

The program supports professional development and advancement in instructional effectiveness.

1) Describe the means through which the program ensures that faculty are informed and maintain currency in their areas of instructional responsibility. The description must address both primary instructional and non-primary instructional faculty and should provide examples as relevant.

   The Hawai'i Pacific University Public Health Department ensures that faculty are informed and maintain currency in their areas of instructional responsibility by sharing resources and support among faculty and staff, and by supporting and encouraging attendance at workshops and other professional development offerings. While there are currently no formal systems, policies, or procedures in place at the department, college, or university levels to document that faculty are current in their areas of instructional responsibility, both primary instructional and non-primary instructional faculty are proactive in taking steps to make sure that they are informed and maintain currency in their areas of instructional responsibility.

   Hawai'i Pacific University Public Health faculty maintain currency in their areas of instructional responsibility through a wide array of activities. Selected examples are included below.

   - As a Certified Health Education Specialist (CHES), Associate Professor Christian Gloria maintains currency in the field of Health Education by engaging in ongoing continuing education in all the designated areas of responsibility and competencies for Health Education Specialists to maintain his CHES credential. These activities include attending seminars, conferences, workshops, academic courses, satellite instruction, training programs, and directed Self-Study programs, and a minimum of 75 Continuing Education Contact Hours over a five-year certification period is required. Dr. Gloria's current CHES card from the National Commission for Health Education Credentialing along with his most recent CHES transcript can be found in the ERF in the E3 folder.

   - Assistant Professor Emily Roberson is a manuscript reviewer for several journals, primarily of articles pertaining to issues in perinatal epidemiology. Recent peer reviews completed by Dr. Roberson have been in service to the following journals: American Journal of Obstetrics and Gynecology, Global Health Research and Policy, Hawai'i Journal of Medicine and Public Health, Journal of Affective Disorders, Journal of Women's Reproductive Health, and the Maternal Child Health Journal. She also regularly attends and presents at scientific conferences in her field, including the 2017 World Congress of Epidemiology in Saitama, Japan, the 2018 Council of State and Territorial Epidemiologists Annual Conference in West Palm Beach, Florida, and the 2018 CityMatCH Leadership and Maternal and Child Health Epidemiology Conference in Portland, Oregon. Dr. Roberson also serves on local Community Advisory Committees in her area of expertise, including the Hawai'i State department of Health Preventive Health and Health Services Block Grant Advisory Committee and the Hawai'i State Opioid Abuse Prevention Strategic Planning Committee, Data Informed Decision-Making Workgroup.

   - Assistant Professor Gillian Dunn attends local and national conferences and keeps up with key journals, social networks, and webinars in her fields of interest and instruction. She also scans journals and reputable media for current data, breakthroughs, and case studies

and provides reviews for journals focusing on spatial epidemiology and child global health and nutrition.

- Department Chair Lyndall Ellingson's currency in her areas of pedagogy and research, namely human sexuality and underserved and marginalized communities, is maintained by her active Board of Directors membership for Harm Reduction Hawai'i, and her active research and service agenda among Polynesian transwomen in Hawai'i. Additionally, in her role as Chair of the department, Dr. Ellingson is engaged in public health workforce development as an active representative of the department at community events, military campus engagements, and a recurring participant in the Hawai'i and Pacific Basin Area Health Education Center Health Care Workforce Summit.

2) Describe the program's procedures for evaluating faculty instructional effectiveness. Include a description of the processes used for student course evaluations and peer evaluations, if applicable.

Student Evaluations of Faculty

At the end of each course, students evaluate their faculty members. Hawai'i Pacific University Public Health faculty follow the procedural instructions for administering student evaluation outlined in the Academic Affairs Policies and Procedures Manual (found in the ERF Handbooks and Manuals folder), with the evaluation process supervised by the Dean of the College of Health and Society. Faculty also receive summaries of their student evaluations and are recommended to visit with the Public Health Department Chair and/or College of Health and Society Dean to review them. Student evaluations are included for consideration in reappointment and promotion decisions.

Peer Evaluations of Faculty

As described in the Hawai'i Pacific University Faculty Handbook, all Regular Faculty at Hawai'i Pacific University receive regular evaluations that are coordinated through their program area or School or college. This peer review process is primarily for faculty development and mentoring. Each Department Chair develops the plan for implementation for their own department. All Regular Faculty have the right to request an evaluation by a peer during any year. Peer evaluations are included for consideration in reappointment or promotion decisions. All special appointment faculty (e.g., Adjunct, Affiliate, Lecturer) are evaluated sometime during the academic year by regular faculty within the specific discipline.

Additional details on activities and procedures for evaluating can be found in section B5 of this Self-Study document. A specific example of program improvement resulting from evaluation of instructional effectiveness can be found in section B6 of this Self-Study document.

3) Describe available university and programmatic support for continuous improvement in faculty's instructional roles. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

At the university level, the Faculty Teaching Fellow provides guidance and support to improve the quality of instruction at Hawai'i Pacific University. This is done through mentoring intervention originated by requests from faculty, department chairs, Deans, or the provost, as well as university data on teaching effectiveness such as teaching evaluations and student success. Year-to-year focus may depend on the work of the previous teaching fellows and the current recognized needs identified by the provost. Secondary responsibilities include coordinating professional development opportunities for faculty, and for academic department chairs, in conjunction with various institutional areas including Human Resources, the Library and Learning Commons, and the Office

of Sponsored Research. Additional information on the roles and responsibilities of the Faculty Teaching Fellow can be found in the Faculty Teaching Fellow job description, located in ERF folder E3.

Public Health faculty are also eligible to receive college-level funding from the Committee on Faculty Success and the associated Faculty Scholarship Program. This program is meant to serve as a source of intramural funds that will be used to develop support professional development efforts, including those related to teaching effectiveness. The Faculty Scholarship Program also supports faculty research and scholarship, as described in section E4 of this Self-Study document. Additional information on the College of Health and Society Faculty Scholarship Program can be found in the ERF in folder E3.

Additionally, the last College of Health and Society Strategic Plan (see ERF folder E3) set a goal of providing faculty with workshops focused on teaching / learning strategies on a regular basis. Since then, multiple professional development opportunities and continuing education workshops have been offered at the college level, typically via the College of Health and Society Faculty Assembly in coordination with the College of Health and Society Faculty Retreats held at the beginning of each Fall and Spring semester.

The Hawai‘i Pacific University Public Health Department ensures that faculty maintain and improve instructional effectiveness by sharing resources and support among faculty and staff, and by supporting and encouraging attendance at workshops and other professional development offerings. All opportunities are available to full time faculty, Adjunct Faculty, and staff. Additionally, the Public Health Department offers trainings and workshops on instructional strategies, techniques, and related topics designed to improve teaching effectiveness each semester at the Public Health Department Retreat. Public Health Department seed funding to support research and scholarship can also be used to support faculty trainings in instructional effectiveness as well. For example, Assistant Professor Emily Roberson received departmental funding to support her travel to the 2018 Council of State and Territorial Epidemiologists Annual Conference, where she gave a scientific presentation summarizing her recent research findings (outlined in section E4 of this Self-Study document). This funding also supported her attendance at a pre-conference training on data visualization that will be used to develop a guest lecture on the topic for Associate Professor Christian Gloria’s PH 3090 – Public Health Communication course (see ERF folder E3 for documentation).

Other recent professional development workshops attended by Public Health Department faculty and staff include the following:

- Lessons in SharePoint – University Faculty Assembly, January 2018
- Academic Portfolio Preparation – College of Health and Society, January 2018
- Flipped and Blended Instructional Models – College of Health and Society, November 2017
- Houselessness Through an Interprofessional Education Lens – College of Health and Society, March 2017
- Professional Development Roundtables (choice of: Community Service Learning, Developing a Publishable Article, Writing a Small Grant, or Keeping the Internal Fire Burning) – College of Health and Society, January 2017
- Writing to Learn – College of Health and Society, December 2016

Meeting agendas and notes from the above trainings can be found in the ERF in folder E3.

4) Describe the role of evaluations of instructional effectiveness in decisions about faculty advancement.

For contract renewal and promotion purposes at the university level (as described in the in the Faculty Handbook; ERF Handbooks and Manuals folder), all regular faculty must meet stated

requirements in the primary areas of faculty responsibility: teaching, scholarly activity, and university service. Community service is desirable and may enhance contract renewal and promotion applications, but it cannot substitute for any of the three key areas of faculty activity.

In addition to the criteria for rank and career status listed in the Faculty Handbook (ERF Handbooks and Manuals folder), the College of Health and Society provides additional guidelines to its Schools and departments (of which Public Health is one) via the College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion. The College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion can be found in the ERF in the E3 folder.

According to the College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion, faculty contributions over the contractual cycle in each of the areas of faculty responsibility (Teaching, Scholarship, university Service, and Professional / Community Service) are ranked as demonstrating one of the following levels of achievement: Contractual Obligations, Adequate, Excellent, or Exemplary. All categories of faculty rank and career status require minimum performance ratings of "Excellent" in teaching for reappointment or promotion. Specific details regarding standards and assigned point values for varied activities can be found in the College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion (ERF folder E3).

5) Select at least three indicators, with one from each of the listed categories that are meaningful to the program and relate to instructional quality. Describe the program's approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the lists that follow, the program may add indicators that are significant to its own mission and context.

Instructional Quality Indicators				
Outcome Measure	**Target**	**2015-2016**	**2016-2017**	**2017-2018**
1. Faculty currency The full Public Health Department faculty will participate in internal review of the BSPH and MPH curricula at least once annually	100% participation in one annual review	+	100%	100%
2. Faculty instructional technique 100% of full-time faculty will attend at least one Program, college, or university-sponsored instruction-related professional development activity per academic year	100% of faculty attending at least one professional development activity	100%	100%	100%
3. Program-level outcomes 100% of instructional faculty will employ active learning techniques in their courses	100% of faculty employing active learning techniques	100%	100%	100%

+ During the 2015-2016 academic year, the Public Health Department had very limited faculty: Dr. Christian Gloria (then an Assistant Professor of Public Health) for the full academic year and Dr. Emily Roberson (then a Lecturer of Public Health) for the Spring 2016 semester only. The Department Chair and Assistant Professor positions in the department existed but were vacant at that time. Due to the small size of the department, formal meetings and reviews of this type were not carried out.

The Public Health Department faculty display a high degree of commitment to instructional quality, regularly engaging in continuing education and professional development activities as described in the preceding subsections. Regarding faculty currency, in addition to the regular meetings of the Public Health Curriculum Committee, the full faculty (including Adjunct Faculty) and staff meet at least once annually (but typically at least twice annually, during Public Health Department Retreats) to review BSPH and MPH curricula for currency, appropriateness, and any weaknesses or gaps. This is a collaborative process that results in course, program, and curricular adjustments being made quickly in order to ensure timeliness of content. Additionally, the Public Health Department consistently has perfect or near-perfect attendance of full-time faculty at college-sponsored workshops and trainings designed to improve instructional effectiveness, with zero unexcused absences at these events for the past two years. Lastly, all instructional faculty (full- and part-time) are committed to learning, using, and refining active learning techniques in their courses, and regularly share materials and experiences amongst each other in order to improve student outcomes. Classroom active learning techniques include, but are not limited, the use of case studies, simulations, debates, nominal group processes, field trips, creative arts, and awareness-enhancing activities that challenge and forward student understandings of the world around them.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Public Health Department faculty are highly motivated to continuous evaluation and enhancement of instructional quality. Based on current trends and ongoing activities, we fully expect the targets described in this section to be surpassed in future academic years. Once that happens, targets will be reassessed and likely revised to encourage continued improvement.

E4. Faculty Scholarship

The program has policies and practices in place to support faculty involvement in scholarly activities. As many faculty as possible are involved in research and scholarly activity in some form, whether funded or unfunded. Ongoing participation in research and scholarly activity ensures that faculty are relevant and current in their field of expertise, that their work is peer reviewed and that they are content experts.

The types and extent of faculty research align with university and program missions and relate to the types of degrees offered.

Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

1) Describe the program's definition of and expectations regarding faculty research and scholarly activity.

   The Hawai'i Pacific University Public Health Department adheres to all guidelines, policies, and procedures described in the Hawai'i Pacific University Faculty Handbook and the Academic Affairs Policies and Procedures Manual, both of which can be found in the ERF Handbooks and Manuals folder.

   As previously described, teaching is the primary function of Regular Faculty at Hawai'i Pacific University. However, per the Hawai'i Pacific University Faculty Handbook, regular faculty are expected to remain highly competent in their academic field by remaining current in their own and related disciplines and being active and skilled in the synthesis, interpretation, and communication of new knowledge. Faculty members are also expected to serve as professional role models to students and colleagues by engaging in scholarly activity and in critical investigation or experimentation for the purpose of increasing human knowledge. Of special value are projects whose results are disseminated to the broader academic community and projects in which the faculty members can involve their students in an active and productive manner.

   The Hawai'i Pacific University Faculty Handbook includes the following examples of scholarly activities and professional development:

   - Publication of peer-reviewed journal articles, academic papers, book chapters, books, or other writing normal to the discipline
   - Research grants, fellowships, and other funding awards
   - department, college, university, state, national, and international honors and awards
   - Juried exhibits and performances
   - Invited presentations, exhibits, and performances
   - Invited evaluations and reviews of the work of other professionals
   - Participation on review panels for outside funding agencies
   - Service as either editor or referee for professional publications
   - Leadership of, committee work for, and participation in scholarly and professional organizations
   - Sustained activity in program development
   - Advanced study, certifications, and professional leadership seminars

   Currently, Hawai'i Pacific University is in the process of formally adopting the Teacher-Scholar Model at the institutional level as part of the 2017-2027 Strategic Plan to embrace, support, and recognize growth and excellence in the model of Teacher-Scholars for all its regular faculty. The Teacher-Scholar culture fosters a climate in which teaching cultivates continued scholarship and learning arises naturally from the relationship between teaching, scholarship, and service. Current

strategic planning sessions at the college and university level set the following strategic goals for the future: 1) Hawai'i Pacific University faculty will embrace scholarly activities and service appropriate to their field that stimulate and enrich teaching and learning, nourish local and global community relationships, and advance Hawai'i Pacific University as a center of educational excellence; 2) the different disciplines, represented by the college or department, are best placed to define, establish, mentor, and recognize achievement in the Teacher-Scholar approach of its faculty; 3) the university will prioritize resources to fully implement and incentivize faculty participation in this approach. Additional information can be found in the "Proposed Academic Plan for Hawai'i Pacific University's 2017-2027 Strategic Plan" document in the ERF in folder E4.

Faculty research and scholarship is supported at the department and college levels as well and is an expectation for retention and promotion.

2) Describe available university and program support for research and scholarly activities.

As outlined in the Academic Affairs Policies and Procedures Manual (ERF Handbooks and Manuals folder), Hawai'i Pacific University does offer faculty opportunities for Paid Research Leave, defined as a professional leave with pay, extending for one semester at full pay or for a full academic year (two semesters) at half pay. Career faculty with terminal degrees or equivalent experience in their discipline are eligible to apply for their first Paid Research Leave if they expect to have completed, by the end of that academic year, six years of full-time service or its equivalent. Subsequent Paid Research Leaves may be applied for at six-year intervals of full-time service. Upon the completion of a Paid Research Leave, time toward eligibility for the next Paid Research Leave begins in the following term. Additional information regarding policies and procedures for Paid Research Leave can be found in the Academic Affairs Policies and Procedures Manual (ERF Handbooks and Manuals folder).

Course releases for research, scholarly activity, or special pedagogical projects may be awarded to regular faculty, as specified in the Faculty Handbook (ERF Handbooks and Manuals folder). Regular faculty members who serve on graduate thesis committees or as readers of graduate theses will be compensated or have their teaching commitment adjusted according to the published policies of the individual colleges. The university may also compensate certain other activities with a choice of overload pay or course release time. Examples include: academic coordination activities, serving as an officer of the Faculty Assembly, and serving as a program review chair.

Full-time Public Health faculty applications for course release are available but competitive at the college level as college funds are used to pay for replacement faculty. The College of Health and Society Executive Committee (made up of Chairs from all programs in the college, plus the Associate Dean and Dean) reviews and approves course releases annually.

Additional resources at the university level are administered via the Scholarship and Learning Resources Committee, which aims to promote teaching, scholarship, and service with a view to enhancing student and faculty success. According to the Scholarship and Learning Resources Committee (SLRC) website:

> [The group] originates, suggests, and promotes faculty development initiatives, or changes in current practice, and manages the Faculty Development Grant competition, reviewing applications and allocating funding to successful applicants. The SLRC also serves in an advisory capacity on issues involving the Library, instructional technology, and other learning resources. It makes general policy recommendations to guide the allocation of university resources that impact educational programs. The SLRC reviews proposals and makes recommendations regarding university-funded innovative instructional grants and is responsible for developing and steering resources and programs to promote teaching and learning at the university.

The committee's primary responsibilities include but are not limited to:

- Promote and support faculty scholarship activities, and otherwise provide opportunities for the professional development of faculty members
- Identify and implement teaching and learning projects that further the university's mission
- Encourage and facilitate development of new teaching and learning programs.
- Organize and coordinate the Golden Apple Awards, Faculty Scholarship Day, and the mentoring of new teachers, as well as advise on various related initiatives such as orientation for new faculty members
- Create and manage instructional grant and award programs and, if necessary, assess their effectiveness
- Review and advise on current and proposed allocation of faculty positions.
- Support the allocation of and projected needs for space, support (IT, classroom equipment, etc.), and operating budgets
- Assist in developing recommendations from individuals and/or committees, which have substantial educational implications to the university's mission

Additional support is available at the college level, via the College of Health and Society Faculty Scholarship Program, administered by the College of Health and Society Committee on Faculty Success. This program is meant to serve as a source of intramural funds that will be used to develop faculty research and promote extramural funding opportunities, specifically seed funding to support faculty efforts to establish externally funded research programs and research funding for faculty who need support for the continuation of existing research or development of new areas of research. Additional information on the College of Health and Society Faculty Scholarship Program can be found in the ERF in folder E4.

At the Public Health Department level, budget lines are set aside for each faculty as seed funds for new or continuing research projects. To access these funds, faculty must submit a proposal for review to the Public Health Department Chair, and a report is due describing the use and benefits of the funds spent at the close of the year. The achievements (and use of funds) are used as evidence for future funding from the department and for other university and external funding sources.

3) Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students.

Public Health Department faculty participate in a variety of scholarship activities on a regular basis. During the 2017-2018 academic year, Associate Professor Christian Gloria received a full year course release to work on his research related to health and quality of life among Filipino communities in Hawai'i and the Philippines, Assistant Professor Emily Roberson received a full year course release to publicly present (at one international scientific conference and one national scientific conference) and publish her research on perinatal opioid use in Hawai'i, and Assistant Professor Gillian Dunn received a first-year course release due to her status as new faculty in the department. [Public Health Department Chair Lyndall Ellingson has .50 FTE administrative duties and .50 teaching load, so a course release was not required for her scholarship activities.] Details and documentation on all course releases obtained and supporting funding received can be found in the ERF in the E4 folder.

Department Chair Lyndall Ellingson's research agenda and teaching interests are very complimentary and are thus easily integrated into the classroom, thereby providing opportunities for students to get exposure to research in the context of those classes. Some recent specific examples are outlined below:

- During the Fall 2017 semester in her PH 3025 – Sexuality in Health and Society course, Dr. Ellingson's students evaluated Hawai'i Pacific University's Title IX information, educational efforts, and reporting processes and presented these to the Hawai'i Pacific University Dean of Students as one aspect of their final course projects. The Dean of Students was impressed with their insight and professionalism and incorporated their suggestions into the Hawai'i Pacific University website and social media presence around Title IX issues.

- As a part of learning about qualitative data analysis during her Summer 2018 semester PH 6300 – Public Health Research Methods course, Dr. Ellingson's students learned QDAMiner and analyzed focus group data from a college-wide interprofessional event, "Experiential Education in Economic (In)Equality". This is a project funded by the College of Health and Society for which there are three Principal Investigators (one each from Public Health, Social Work, and Nursing), with Dr. Ellingson representing the Public Health Department.

- During the Fall 2018 offering of her PH 3025 – Sexuality in Health and Society course, Dr. Ellingson's students will be developing and piloting a social media campaign to increase vaccination against human papillomavirus (HPV) among young adults. This project is partially funded by the Hawai'i Medical Service Association, a nonprofit health insurer in the state of Hawai'i and is being organized by a community collaborative including the University of Hawai'i, the American Cancer Society, Planned Parenthood of the Great Northwest and the Hawaiian Islands, and the Hawai'i State department of Health. Dr. Ellingson is the Principle Investigator.

Associate Professor Christian Gloria has applied for and received funding support for multiple research activities in recent years. In 2016-2017, he investigated factors contributing to disparities in oral health among Native Hawaiians, Micronesians, and Filipinos in Hawai'i via the Bright Smiles Hawai'i project. During this time, students in his PH 3030, PH 6220, and PH 6460 courses were able to observe and learn the grant writing, planning, implementation, and evaluation efforts and processes involved in scientific evidence-based research and program development and were employed to help with research implementation. The full grant proposal can be found in the ERF in the E4 folder. Dr. Gloria also participated in an international healthcare professional seminar and tour in Thailand and Laos to learn about public health problems in various settings and innovative solutions developed to address these problems locally, regionally, internationally. Dr. Gloria used these experiences and lessons learned to provide students in his courses with different perspectives and approaches to public health challenges in different settings and to illustrate for students how their public health education and training is transferable and applicable throughout the world. Additional documentation can be found in the ERF in the E4 folder.

Assistant Professor Emily Roberson's research involves several different topics related to maternal and child health and epidemiology. Some of her most recent research projects, presentations, and publications are on the topic of substance use before, during, and immediately following pregnancy in Hawai'i. Several of her most recent peer-reviewed publications and presentations involve perinatal use of prescription drugs (opioids, psychotropics, and other medications) and marijuana. A few examples of how her research and scholarly activities have been integrated into student instruction are as follows:

- Case Study Discussion (PH 1300): Privacy, Confidentiality, and Public Health Surveillance
  Students are introduced to an actual ethical scenario (modified for public / classroom use) that Dr. Roberson had to contend with involving state laws regarding mandatory reporting of child abuse and data collection recording potentially harmful behaviors during pregnancy. Students discuss the pros and cons of different ethical decisions and propose and negotiate potential solutions.

- In-Class Activity (PH 3020): Identifying Intervention Targets Through Risk Behavior Research
  Students working in small groups apply the epidemiological steps of an outbreak investigation to scenarios outside the traditional infectious disease paradigm. All the randomly assigned

scenarios are based on actual data and/or scenarios (modified for public / classroom use) uncovered during Dr. Roberson's research activities; two involve substance abuse or misuse.

- Case Study 1 Module (PH 6400): Responding to the Opioid Crisis
  Using a case study informed by Dr. Roberson's research and community engagement work related to opioid use and misuse, students identify steps and develop a framework for partnering with other professions and stakeholder groups to mobilize a joint response to a public health crisis. Additional detail on this module can be found in the ERF in the Course Syllabi and Assessments folder.

Assistant Professor Gillian Dunn's research includes the impact of climate variability, climate change, disasters, and other environmental hazards on health with a focus on resource-poor populations, often employing geospatial methods. She incorporates her research into classroom teaching by:

- Bringing a global perspective to coursework to enhance student understanding of the different challenges and capacities throughout the world; for example, how children in West Africa still face high mortality in part due to lack of basic water and sanitation facilities;

- Incorporating climate change into coursework; for example, how the increase in extreme heat days coupled with migration patterns will impact health in the coming decades;

- Introducing students to mapping and geospatial analysis as a public health tool; for example, guest lecturing in Public Health Communication to show how health data can be shown geographically to produce meaningful messages.

4) Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities.

During the Spring 2017 semester, BSPH student Vanessa Garcia assisted in original research on the topic of oral health in Hawai‘i under the direction of Associate Professor Christian Gloria. At the time, Dr. Gloria was working on an oral health initiative via his leadership role in the Hawai'i Public Health Association (see sections F2, F3, and F4 of this Self-Study for additional information about Dr. Gloria's work with the Hawai'i Public Health Association). The project goal was to help address the chronic and inequitable state of oral health among Hawai‘i's residents through collaboration and consultation with at-risk populations and stakeholders. Ms. Garcia assisted with focus group administration and primary data collection. She also wrote a paper summarizing the project and findings for her final Capstone project (overseen by former Adjunct Faculty Barbara Kalkas), "My Minoaka Matters: A Culturally-Specific Prevention Program Tailored to Reduce and Prevent Oral Health Diseases in Hawai‘i". Her project was accepted into the university-wide Capstone Symposium in 2017, and although she graduated in December 2017 and will begin the MPH program at UCLA in Fall 2018, she is working with Assistant Professor Emily Roberson to reframe and revise the manuscript for submission and publication in a peer review journal.

Public Health Department Chair Lyndall Ellingson regularly works with graduate students in her research. During the 2016-2017 academic year, Dr. Ellingson employed MPH student Stephanie Buzzotta and a graduate student in Hawai‘i Pacific University's Global Leadership and Sustainable Development program, Axel Ekwall, in a study investigating occupational health risks and prevention measures in Hawaiian agriculture. The graduate students conducted qualitative research in the form of on-site interviews on farms on O'ahu, Maui, and the island of Hawai'i. This study was supported by a grant from the Western Center for Agricultural Health and Safety at the University of California, Davis. During the 2018-2019 academic year, MPH Graduate Assistant Anthony Pack will assist Dr. Ellingson in her continued research of health risks and resilience among O'ahu's Polynesian transwomen. This research is conducted in collaboration with Hawai‘i

Pacific University Master of Social Work Program Chair Peter Mataira and is funded by the Hawai'i Pacific University Scholarly Endeavor Grant.

Additional selected examples of student opportunities for involvement in faculty research and scholarly activities have involved both graduate and undergraduate Hawai'i Pacific University Public Health students. In June 2018, Assistant Professor Emily Roberson attended the Council of State and Territorial Epidemiologists Conference in West Palm Beach, Florida along with two MPH students, Ms. Stephanie Buzzotta and Ms. Desiree Tupas. Dr. Roberson gave a presentation entitled, "Using Pregnancy Risk Assessment Monitoring System Data to Investigate Prescription Opioid Use during Pregnancy and Birth Outcomes in Hawai'i" as part of the conference's Maternal and Child Health Symposium, which was attended by both students. At the time, both students were completing Public Health Public Health Field Training internships in epidemiology based in state health departments, making attendance at this conference highly relevant. Ms. Tupas and Ms. Buzzotta were able to attend plenary sessions with leaders in the field of public health and participate in workshops, oral breakout sessions, roundtable discussions, and poster presentations on a broad range of topics, including informatics, infectious diseases, immunizations, environmental health, occupational health, chronic disease, injury control, and maternal and child health. They were also able to engage in networking opportunities designed for early career epidemiologists. A write up of the event was featured in the university-wide newsletter, Hawai'i Pacific University 'Ohana News, and is included in the ERF in the E4 folder. Dr. Roberson received funding support from the Public Health Department for her travel and Ms. Tupas and Ms. Buzzotta received partial funding support from the Hawai'i Pacific University Student Activity Fee Award Committee.

During the Spring 2018 semester, two undergraduate students worked on projects for their final Capstone papers and presentations using information that they were introduced to through lectures and/or presentations given by Dr. Roberson describing her research activities. BSPH student Eunice Seet worked with Dr. Roberson outside of class time to identify information sources and develop hypotheses and strategies for her project, "What can we learn from Zika in Brazil?" and BSPH student Andrew Tang attended a presentation / training given by Dr. Roberson (see section F4 of this Self-Study) as preparation for his project, "Opioids in Maternal and Child Health". Both student projects were accepted for presentation at the university-wide Capstone Symposium, and both won awards in the Project category. Supporting documentation can be found in the ERF in the E4 folder. [Note: The third award in the Project category was also a BSPH student: Rachel Camarin A. Gonzales, "Addressing the Mental Health of Male Prisoners in the United States". All three Capstone projects were overseen by the Spring 2018 PH 4920 Instructor, Adjunct Faculty Anaeliz Colon.]

Additionally, in May 2018 Christian Gloria and Emily Roberson participated in an intensive grant writing workshop titled, "Grantwriting Uncovered: Maximizing Strategies, Help, Opportunities, Experiences" and referred to as GUMSHOE. GUMSHOE is a professional development-training program of the National Institutes of Health (NIH) funded National Research Mentoring Network that was created to encourage diversity in the biomedical and biobehavioral research workforce (more information on GUMSHOE can be found at: https://nrmnet.net/grantwriting-coaching-groups/programs-offered/gumshoe-2/). This workshop resulted in Dr. Gloria and Dr. Roberson each developing grant applications that will be submitted for NIH funding in February 2019. Both grant proposals include opportunities for student involvement in the research process and Dr. Gloria is specifically applying for the NIH R15 Academic Research Enhancement Award to support research projects conducted by undergraduate and/or graduate students and faculty (more information on this funding mechanism can be found at https://area.nih.gov/).

5) Describe the role of research and scholarly activity in decisions about faculty advancement.

For contract renewal and promotion purposes at the university level (as described in the in the Faculty Handbook; ERF Handbooks and Manuals folder), all regular faculty must meet stated

requirements in the primary areas of faculty responsibility: teaching, scholarly activity, and university service. Community service is desirable and may enhance contract renewal and promotion applications, but it cannot substitute for any of the three key areas of faculty activity.

In addition to the criteria for rank and career status listed in the Faculty Handbook (ERF Handbooks and Manuals folder), the College of Health and Society provides additional guidelines to its Schools and departments (of which Public Health is one) via the College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion. The College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion can be found in the ERF in the E4 folder.

According to the College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion, faculty contributions over the contractual cycle in each of the areas of faculty responsibility (Teaching, Scholarship, university Service, and Professional/Community Service) are ranked as demonstrating one of the following levels of achievement: Contractual Obligations, Adequate, Excellent, or Exemplary. Transition to Career status and reappointment (all ranks) for those on a 4/4 teaching track requires a minimum performance rating of "Adequate" in scholarship. Transition to Career status and reappointment (all ranks) for those on a 3/3 teaching track requires a minimum performance rating of "Excellent" in scholarship. Promotion to Associate Professor or Full Professor for all teaching tracks requires a minimum performance rating of "Excellent" in scholarship. Specific details regarding standards and assigned point values for varied activities can be found in the College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion (ERF folder E4).

6) Select at least three of the measures that are meaningful to the program and demonstrate its success in research and scholarly activities. Provide a target for each measure and data from the last three years in the format of Template E4-1. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.

Outcome Measures for Faculty Research and Scholarly Activities				
Outcome Measure	**Target**	**2015-2016**	**2016-2017**	**2017-2018**
1. All full-time faculty (100%) will participate in research activities.	100%	100%	100%	100%
2. Al minimum of 50% of full-time faculty will present to a local public health audience one or more times per year.	50%	100%	50%	75%
3. Full-time faculty representing the Public Health Department will be listed as authors or coauthors on a minimum of two peer-reviewed journal articles or book chapters per year.	2	2	3	2

A description of recent research and scholarship activities is previously covered in this section, with documentation provided in the ERF in the E4 folder. Additional information on faculty publications can be found in faculty curricula vitae (ERF folder E1).

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

The Hawai‘i Pacific University Public Health Department displays a high degree of scholarship encompassing a wide variety of topic areas. Plans are in place to expand and increase faculty scholarship in the coming years as the BSPH and MPH degree programs stabilize. For example, as previously described, both Christian Gloria and Emily Roberson have NIH grant applications in progress, with planned submission of the applications in February 2019. The entire Public Health Department, with support and encouragement from college and university-level administration, will have an increased focus on faculty scholarship (including grant applications, peer-reviewed publications, and other research activities) in coming semesters.

E5. Faculty Extramural Service

The program defines expectations regarding faculty extramural service activity. Participation in internal university committees is not within the definition of this section. Service as described here refers to contributions of professional expertise to the community, including professional practice. It is an explicit activity undertaken for the benefit of the greater society, over and beyond what is accomplished through instruction and research.

As many faculty as possible are actively engaged with the community through communication, collaboration, consultation, provision of technical assistance and other means of sharing the program's professional knowledge and skills. While these activities may generate revenue, the value of faculty service is not measured in financial terms.

1) Describe the program's definition and expectations regarding faculty extramural service activity. Explain how these relate/compare to university definitions and expectations.

   The Hawai'i Pacific University Public Health Department adheres to all guidelines, policies, and procedures described in the Hawai'i Pacific University Faculty Handbook and the Academic Affairs Policies and Procedures Manual, both of which can be found in the ERF Handbooks and Manuals folder. The Hawai'i Pacific University Public Health Department's expectations for faculty service are the same as Hawai'i Pacific University's expectations for faculty service.

   According to the Hawai'i Pacific University Faculty Handbook (ERF Handbooks and Manuals folder), extramural service guidelines are as follows:

   > Community Service involves volunteer assistance to an agency or an organization, particularly as that assistance derives from one's professional knowledge and expertise.
   >
   > a. Community service reflects positively upon the university, embodying its mission within the community, advertising the university within each organization, and recruiting future students to the university (i.e., the Hawai'i Pacific University Speakers Bureau). A general type of community service (not directly connected to the faculty member's teaching or scholarship) carries more significant weight in the deliberations of the review committees the more it connects directly to university service (i.e., chairing the university's United Way drive).
   >
   > b. Pro bono (unpaid professional) services by nature are altruistic and humanitarian. Pro bono volunteers provide services that an organization or individual would be unable to receive otherwise. Service may be local, state, regional, national, or international in nature. Pro bono service may be linked with teaching (i.e., incorporating service learning into one's courses) or scholarship (i.e., providing community service in the course of conducting research).
   >
   > c. university-community partnerships structure long-lasting systems of benefit to the community and the campus. Their importance increases as they enhance the classroom experience of Hawai'i Pacific University students.
   >
   > d. As described in IV.C, community service cannot be substituted for any of the three key areas of faculty activity including university service. Community Service involves volunteer assistance to an agency or an organization, particularly as that assistance derives from one's professional knowledge and expertise. Community service is not required except in certain departments when necessary to meet accreditation requirements. Such requirements will be outlined in the individual department promotion and review criteria.

2) Describe available university and program support for extramural service activities.

While there is not university, college, or department-level support specifically for extramural service activities, extramural service support can be obtained from the college and university levels for scholarship and professional development activities (as described elsewhere in this Self-Study) that also contain a community or extramural service component. Likewise, Public Health Department funds can be provided to support scholarship and professional development activities that also contain a community or extramural service component via the Public Health Department Professional Development Committee.

3) Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students.

Public Health Department faculty are highly committed and engaged with the wider community in Hawai‘i and beyond through extramural service activities. For example, multiple faculty members are Board Members for local community organizations, hold professional organization leadership positions, serve on community advisory committees, or hold similar roles.

Department Chair and Professor Lyndall Ellingson is a Board Member for the Hawai‘i Public Health Association, the largest professional public health organization in the state, and Harm Reduction Hawai‘i, a coalition of individuals and agencies working toward the implementation of effective and respectful services to improve the health and wellbeing of drug users and other marginalized people in Hawai‘i (http://www.harmreductionhawaii.org).

Associate Professor Christian Gloria is the President of the Hawai‘i Public Health Association and a member of the following task forces and advisory committees: Hawai‘i Obesity Prevention Task Force, Hawai‘i Tobacco Prevention and Control Trust Fund Advisory Board, and Hawai‘i 5210 Advisory Committee.

Assistant Professor Emily Roberson is a member of the following task forces and advisory committees: Hawai‘i State Opioid Initiative, Data Informed Decision-Making Workgroup; Hawai‘i State Department of Health Preventive Health and Health Services Block Grant Advisory Committee; and the Hawai‘i Tobacco Prevention & Control Trust Fund Advisory Board. Dr. Roberson also is a manuscript reviewer for the following journals: American Journal of Obstetrics and Gynecology, Global Health Research and Policy, Hawai‘i Journal of Medicine and Public Health, Journal of Affective Disorders, Journal of Clinical Gynecology and Obstetrics, Journal of Women’s Reproductive Health, Maternal Child Health Journal, and Mental Health Clinician.

4) Describe and provide three to five examples of student opportunities for involvement in faculty extramural service.

Student participation in faculty extramural service is covered extensively in section F2 of this Self-Study, with specific examples of recent activities described in section F2 subsection 2. Briefly:

Student Participation in Hawai‘i Public Health Association Activities

Since 2015, the Hawai‘i Pacific University Student Public Health Club President has had a designated ex-officio role on the Board of the Hawai‘i Public Health Association, the oldest and largest public health professional association in the state. A full list of current Hawai‘i Public Health Association Officers and Directors can be found on the Hawai‘i Public Health Association website (http://hawaiipublichealth.org/board_members.htm). More information on the Hawai‘i Public Health Association can be found on the organization’s website (http://www.hawaiipublichealth.org/).

Student Participation in State of Hawai‘i department of Transportation Airports Division 2017 Triennial Airport Disaster Exercise

The State of Hawai‘i department of Transportation Airports Division is required to host a full-scale exercise demonstration of the Airport Emergency Plan by conducting a real-life aviation disaster exercise every three years. This exercise depends on the support of hundreds of energetic and enthusiastic volunteers to fill multiple roles to ensure that the State of Hawai‘i meets and fulfills requirements set by the Federal Aviation Administration. Hawai‘i Pacific University Public Health students also participated in the 2017 Triennial Airport Disaster Exercise at the Daniel K. Inouye International Airport on October 20. Student participation was required for students in the PH 1000 course (taught by Associate Professor Christian Gloria) that semester, with other professors adjusting their course schedules to facilitate and encourage student participation.

Student Participation in the 2017 Hawai‘i Chapter of the American Foundation for Suicide Prevention Out of the Darkness O'ahu Walk

In 2017, the Hawai‘i Chapter of the American Foundation for Suicide Prevention invited the Hawai‘i Pacific University Student Public Health Club to participate in the Out of the Darkness O'ahu Walk. The Out of the Darkness Community Walks are fundraising events held by the American Foundation for Suicide Prevention in more than 400 communities nationwide. The Hawai‘i Pacific University Student Public Health Club Officers organized a Hawai‘i Pacific University Public Health Club team, invited other students to participate, promoted the event on campus and via social media, and participated in the walk (along with Student Public Health Club Faculty Advisor and Assistant Professor Emily Roberson).

Additional detail on the above activities is provided in section F2 subsection 2 of this Self-Study.

5) Select at least three of the indicators that are meaningful to the program and relate to service. Describe the program’s approach and progress over the last three years for each of the chosen indicators. In addition to at least three from the list that follows, the program may add indicators that are significant to its own mission and context.

Outcome Measures for Faculty Extramural Service Activities				
Outcome Measure	**Target**	**2015-2016**	**2016-2017**	**2017-2018**
1. 100% of full time faculty will provide at least one act of extramural service to the local, regional, or global public health community on an annual basis.	100%	100%	100%	100%
2. Students will be offered the opportunity to participate in at least two faculty-student extramural service collaborations per academic year.	2	2	2	5+
3. The program will host two public-facing events annually to enhance cross-sector partnerships for engagement and service.	2	+	2	2

+ During the 2015-2016 academic year, the Public Health Department had very limited faculty: Dr. Christian Gloria (then an Assistant Professor of Public Health) for the full academic year and Dr. Emily Roberson (then a Lecturer of Public Health) for the Spring 2016 semester only. The Department Chair and Assistant Professor positions in the department existed but were vacant at that time. Due to the small size of the department, large-scale events of this type were not hosted by the department.

The Public Health Department faculty display a high degree of participation in extramural service, as is covered in more detail in sections F1-F4 of this Self-Study. Regarding the measures outlined above, these items have been formally enshrined into the Public Health Department Evaluation Plan, with past, ongoing, and planned future activities described with additional detail in section B5 of this Self-Study. This reflects the high degree of commitment that the department places on service to the community; especially in the absence of university-level or other institutional requirements related to extramural service. Additional details on the activities included in the table above can be found in sections B5-B6 and F1-F4 of this Self-Study document.

6) Describe the role of service in decisions about faculty advancement.

For contract renewal and promotion purposes at the university level (as described in the in the Faculty Handbook; ERF Handbooks and Manuals folder), all regular faculty must meet stated requirements in the primary areas of faculty responsibility: teaching, scholarly activity, and university service. Community service is desirable and may enhance contract renewal and promotion applications, but it cannot substitute for any of the three key areas of faculty activity.

In addition to the criteria for rank and career status listed in the Faculty Handbook (ERF Handbooks and Manuals folder), the College of Health and Society provides additional guidelines to its Schools and departments (of which Public Health is one) via the College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion. The College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion can be found in the ERF in the E5 folder.

According to the College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion, faculty contributions over the contractual cycle in each of the areas of faculty responsibility (Teaching, Scholarship, university Service, and Professional/Community Service) are ranked as demonstrating one of the following levels of achievement: Contractual Obligations, Adequate, Excellent, or Exemplary. Professional/Community service is defined for these purposes as “volunteer assistance to the community, an outside agency or organization, when it derives from one’s professional knowledge and expertise”. Expectations and qualifying activities for Professional/Community Service and other details regarding standards and assigned point values for varied activities can be found in the College of Health and Society Rubric for Evaluation of Faculty for Reappointment and Promotion (ERF folder E5).

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

The Hawai‘i Pacific University Public Health Department has strong community connections that result in frequent and robust opportunities for faculty and student involvement.

F1. Community Involvement in Program Evaluation and Assessment

The program engages constituents, including community stakeholders, alumni, employers and other relevant community partners. Stakeholders may include professionals in sectors other than health (e.g., attorneys, architects, parks and recreation personnel).

Specifically, the program ensures that constituents provide regular feedback on its student outcomes, curriculum and overall planning processes, including the Self-Study process.

1) Describe any formal structures for constituent input (e.g., community advisory board, alumni association, etc.). List members and/or officers as applicable, with their credentials and professional affiliations.

   The Hawai‘i Pacific University Public Health Department Community Advisory Board is made up of community members representing multiple stakeholder groups, including alumni, internship supervisors, and community organizations providing public health services or involved in public health decision making. The Community Advisory Board meets a minimum of once per semester to receive updates and provide feedback on student outcomes, curriculum development and modification, and overall planning processes with additional meetings scheduled as needed (for example, during the accreditation process). The current members, along with their credentials and professional affiliations can be found in the table below and in the ERF in folder F1.

Hawai‘i Pacific University Public Health Department Community Advisory Board Members		
Name	**Organization / Affiliation / Representing**	**Email Address**
Alexis Cortes	BSPH Public Health Student Representative	acortes7@my.hpu.edu
Sheri-Ann Daniels	Papa Ola Lōkahi	sdaniels@papaolalokahi.org
Aly Hite	American Heart Association of Hawaii	Aly.Hite@heart.org
Angela Kroeger	HPU Public Health Alumni Representative	angelakroegerhi@gmail.com
Rep. John M. Mizuno	Hawaii State Legislature, House District 28	repmizuno@Capitol.hawaii.gov
Kate Pifer	American Red Cross of Hawaii	kathryn.pifer@redcross.org
Nighat Quadri	Hawaii State Department of Health	nighat.quadri@doh.hawaii.gov
Scott Stensrud	Hawaii Public Health Institute	scott@hiphi.org
Adam Swanson	MPH Public Health Student Representative	aswanso2@my.hpu.edu
Colby Takeda	Blue Zones Project	BlueZonesProjectMMMM@sharecare.com

2) Describe how the program engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions.

Hawai‘i Pacific University Public Health Community Advisory Board

The Hawai‘i Pacific University Public Health Department Community Advisory Board meets a minimum of once per semester to receive updates and provide feedback on student outcomes, curriculum development and modification, and overall planning processes with additional meetings scheduled as needed. Additionally, on an annual basis (typically at the first Community Advisory Board meeting following the Public Health Department Retreat described in more detail in section F4 subpart 1), the Community Advisory Board reviews program assessment evaluation and associated survey results regarding the content and currency of the Hawai‘i Pacific University Public Health Department course curricula and their relevance to current practice and future directions. These findings are discussed by the group, with additional information on course content and / or materials provided as needed. The Community Advisory Board then provides the program with curricula modification recommendations.

Hawai‘i Pacific University Public Health Awards Ceremony and Community Appreciation Event

The Hawai‘i Pacific University Public Health Department regularly engages external constituents in regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions via formal and informal methods. One way in which the relationships between the Public Health Department and external partners are facilitated and maintained is via organizing coordinated events involving students, faculty, staff, and community members. These events allow for the sharing of ideas and resources in ways that can support mutual goals and raise community awareness of Hawai‘i Pacific University Public Health Department faculty projects and student activities.

To increase community knowledge of and engagement in Hawai‘i Pacific University Public Health Department program development, evaluation, and improvement efforts, the decision was made to expand the scope of the Public Health Department Student Awards Ceremony that takes place at the end of each Fall and Spring semester. Previously, this was a small event for celebrating graduating students and giving out student awards. It was typically attended by graduating students, their family members, and Hawai‘i Pacific University Public Health Department faculty and staff. However, for the Spring 2018 event, the guest list was expanded to include not only graduating students, their families, and the Hawai‘i Pacific University Public Health Department, but also program alumni (including alumni of the older Bachelor of Science in Health Science program), all current and former internship supervisors (for graduate and undergraduate internships), community guest lecturers and those who had visited course meetings and participated in course activities, individuals who had expressed interest in hosting Hawai‘i Pacific University Public Health student interns in the future but had not yet done so, and other community partners. Current (non-graduating) Public Health students were encouraged to attend, and the Hawai‘i Pacific University Provost and the College of Health and Society Dean were invited (and attended) as well. The Hawai‘i Pacific University Public Health Student Club took a leading role in event promotion among current and graduating students and provided student volunteers to staff the event, assisting with decoration prior to the event, directing attendees to event locations, helping with sign-in procedures, taking photos, and engaging with attendees. Invitations, email documentation, and associated materials for this event can be found in the ERF folder F1.

The re-envisioned and expanded Hawai‘i Pacific University Public Health Awards Ceremony and Community Appreciation Event took place on May 4, 2018 at Aloha Tower. The final program for the event can be found in the ERF in folder F1.

The Spring 2018 Hawai‘i Pacific University Public Health Awards Ceremony and Community Appreciation Event began with a “social hour” portion with light refreshments and opportunities for family photos and low-intensity socializing and networking. This graduated start time allowed

attendees time to arrive at their leisure after their work days had ended, and it also gave individuals (especially internship supervisors who wanted to stop by on their way home to show support their former interns) time to congratulate graduating students, even if they could not stay for the full event. The awards ceremony portion included a program update agenda item added to apprise administration, faculty, staff, students, alumni, and community member of the progress and status of the Public Health Department's application for CEPH accreditation. This segment included information for participants on the ways that they could get involved in the accreditation process and ongoing program evaluation and improvement initiatives. The concept of the Hawai'i Pacific University Public Health Department Community Advisory Board was introduced, and attendees were encouraged to join. Participants were also given the opportunity to complete feedback surveys both during (on paper) and after (online) the event, with separate surveys for alumni and community partners. The surveys and survey results can be found in the ERF in the Evaluation Materials folder.

Additionally, the first MPH cohort graduates were highlighted, as were student academic and community-focused accomplishments from the preceding semester. Current and former internship supervisors and guest lecturers were formally recognized and thanked. By highlighting recent internship projects and student accomplishments, attendees were provided openings for conversations to take place during the following reception between current, past, and potential future internship supervisors and sites. This was in response to feedback from sites/individuals that were interested in hosting interns in the future but said that they were not always sure which projects would be a good fit for undergraduate and/or graduate Public Health student internship activities.

From start to finish, the event planning process was undertaken with facilitating and maximizing community participation and engagement in mind. For example, while the Aloha Tower location is part of one of Hawai'i Pacific University's three main campuses (and therefore convenient for Hawai'i Pacific University students, staff, and faculty), it is also in downtown Honolulu, within walking distance (or a very short driving distance) from the main offices of the Hawai'i State department of Health and the majority of Hawai'i Pacific University Public Health student intern-hosting community organizations. Additionally, there is a popular (and family-friendly) restaurant located on site with special event hosting and catering capabilities. So, while the ceremony itself took place in a large classroom space, the reception that followed took place in the adjacent restaurant space. The location, facilities, structure, and schedule received overwhelmingly positive feedback from attendees following the event.

More than 60 people attended the Spring 2018 Hawai'i Pacific University Public Health Department Awards Ceremony and Community Appreciation Event, with more than 15 public health focused partner organizations represented. The event sign-in sheet can be found in the ERF folder F1. (Note: Friends and family members attending as guests of graduating students were not required to sign in via the sheet. Additionally, some attendees who arrived late and/or left early forgot to sign in. Head counts were taken during the ceremony and reception portions and were used to generate attendance estimate.) Response to the event was very positive, and students, alumni, and partners expressed willingness to and enthusiasm for participating in future program evaluation and improvement efforts. Several individuals also signed up for the Hawai'i Pacific University Public Health Department Community Advisory Board.

Following the Spring 2018 Hawai'i Pacific University Public Health Department Awards Ceremony and Community Appreciation Event, follow up surveys were sent to alumni, student, and community partner participant groups and meetings were scheduled with individuals who had offered to provide supplemental, in-depth feedback to assist in Hawai'i Pacific University Public Health Department community engagement and program improvement efforts. The surveys distributed to and completed by internship supervisors, other community partners, students, and alumni in Spring 2018, along with the associated survey results, can be found in the ERF in the Evaluation Materials folder. Representative examples of meeting notes from meetings with past, current, and prospective internship supervisors, as well as a summary of common themes, can also be found in the ERF in the Evaluation Materials folder.

The enhanced program evaluation and improvement efforts undertaken during the Spring 2018 semester have already resulted in many modifications to Hawai'i Pacific University Public Health Department program policies, procedures, and curricula. As a result, the basic procedures (e.g. timing and frequency of events; timing, frequency, and target groups of subsequent feedback surveys) have been formalized to ensure evaluation remains ongoing and program improvement remains dynamic and responsive to community needs.

Events modeled after the Spring 2018 Hawai'i Pacific University Public Health Department Awards Ceremony and Community Appreciation Event will occur at the end of each Spring semester, with smaller-scale but similarly focused events taking place at the end of each Fall semester. Following each event, brief follow up surveys will be sent to attendees soliciting feedback on the event itself and posing 1-2 more general questions targeted to current Public Health Department needs. Public Health Internship Supervisor Feedback Surveys will be sent (online) to all individuals supervising undergraduate and graduate student interns upon completion of the semester of supervision. A shorter feedback survey assessing internship performance (of the current student only) will be sent at midterm. Responses to midterm surveys will be used primarily to identify any emerging issues or concerns with respect to individual student interns and will not include questions intended for more general program improvement use. Results from Public Health Internship Supervisor Feedback Surveys will not be incorporated into student grades.

An additional outcome of recent enhanced program evaluation and improvement activities was that the feedback survey questions and modes were modified to improve comprehension, convenience, participation, and ease of analysis. Revised versions are being tested during the Summer 2018 semester with the expectation that there will be further refinement followed by rollout to wider internal and external stakeholder populations in the Fall 2018 semester. Other selected examples of program and curricula improvement resulting from evaluation activities are outlined in Section F1 subpart 4 below.

3) Describe how the program's external partners contribute to the ongoing operations of the program. At a minimum, this discussion should include community engagement in the following:

    a) Development of the vision, mission, values, goals and evaluation measures

    External partner participation in the development and modification of the vision, mission, values, goals, and evaluation measures is principally via the Hawai'i Pacific University Public Health Department Community Advisory Board. Program vision, mission, values, goals, and evaluation measures have been developed and revised as part of the internal process leading up to the CEPH accreditation application and Self-Study process. It is during this same process that the composition of the Public Health Department Community Advisory Board has been finalized. As a result, the Public Health Department Community Advisory Board will officially convene to provide feedback on program vision, mission, values, goals, and evaluation measures during the Fall 2018 semester. Following review and incorporation of Public Health Department Community Advisory Board comments and suggestions, the program vision, mission, values, goals, and evaluation measures will be shared at the Spring 2019 Public Health Department Awards Ceremony and Community Appreciation Event, with commentary solicited from the larger group via the post-event follow up survey.

    b) Development of the Self-Study document

    In the preparation of this Self-Study document, the Hawai'i Pacific University Public Health Department has systematically evaluated its curricula, policies, procedures, and resources, against CEPH guidelines and criteria documents. External partners have contributed to this

process in a variety of ways; most visibly in their participation in the program evaluation activities described in sections F1, B5, and B6. Incorporation of external partner feedback during the development of the Self-Study document is covered extensively previously in section F1, with specific examples outlined in subsection 4 below.

c) Assessment of changing practice and research needs

The Hawai'i Pacific University Public Health Department's external partners are crucial to the program's ongoing assessment of changing practice and research needs. As the "boots on the ground" in public health practice and research in Hawai'i, on the mainland United States, and internationally, community partners provide essential and timely information that the program can use to ensure that graduates are well-equipped to not only join the public health workforce upon graduation, but to become leaders in the field. Field-based internship supervisors and other community partners are regularly surveyed regarding their perceptions of local priority issues and workforce needs and are also probed regarding areas where Hawai'i Pacific University Public Health students need improvement or might benefit from additional training or instruction. A specific example of how this process typically functions and the resulting programmatic changes can be found in subsection 4 below.

d) Assessment of program graduates' ability to perform competencies in an employment setting

As of July 2018, a total of 20 students have graduated from the Hawai'i Pacific University Public Health Department's undergraduate program; two in December 2016, seven in May 2017, four in December 2017, and seven in May 2018. At the time of this report, outcome information for the seven May 2018 graduates is still being collected. Of the remaining thirteen BSPH graduates, at least three have confirmed that they are employed in the field of public health. Plans are in place to reach out to these students' employers to assess the graduates' ability to perform competencies in an employment setting, with results expected by December 2018.

The Hawai'i Pacific University Public Health Department's MPH program graduated its first cohort (of three students) in May 2018. All three secured full time employment in public health-related fields prior to graduation. Plans are in place to reach out to these students' employers to assess the graduates' ability to perform competencies in an employment setting in January 2019 to allow for sufficient time for employers to be able to provide an accurate assessment.

More information about assessment of Hawai'i Pacific University Public Health Department graduates' ability to perform competencies in an employment setting can be found in section B5. While findings from alumni employer interviews and surveys are being collected, the assessments of students' performance in internship placements provided by internship supervisors are being used to inform program and curricular enhancements aimed at improving employment readiness of graduates.

4) Provide documentation (e.g., minutes, notes, committee reports, etc.) of external contribution in at least two of the areas noted in documentation request 3.

<u>Example 1: Assessment of Changing Practice and Research Needs AND Assessment of Program Graduates' Ability to Perform Competencies in an Employment Setting</u>

The influence of external community partner involvement in assessment of program curricula is evident in the applied practice experience programs, namely the Practicum courses for the undergraduate students and the Public Health Public Health Field Training course for the graduate students.

The applied practice experience requirement for the Hawai'i Pacific University BSPH program is fulfilled via the two Practicum courses, PH 4030 and PH 4910. PH 4030 is the first course in the series and focuses on orienting students to field-based internships, identifying opportunities tailored to individual students interests and needs, preparing the students for internship application procedures (including drafting and revising resumes, cover letters, and introductory emails and practicing interview skills), and contextualizing the internship program as part of a larger career development framework. In PH 4910, students are given the opportunity to integrate, synthesize, and apply the knowledge and skills gained in PH 4030 via experiential internship activities carried out under direct supervision by professionals at local agencies engaging in public health work. More information on the undergraduate applied practice experience can be found in section D12 of this Self-Study.

The applied practice experience requirement for the Hawai'i Pacific University MPH program is fulfilled via the Public Health Public Health Field Training course, PH 6500. In this course, MPH students demonstrate graduate public health competency attainment through applied practice experiences, which may include the following: an internship completed during an academic term; course-based activities (such as performing a needed task for a public health or health care organization under the supervision of a faculty member as an individual or as part of a group); co-curricular activities (such as those organized by a student association); and/or a blend of for-credit and/or not-for-credit activities. More information on the MPH applied practice experience can be found in section D5 of this Self-Study.

Current and prospective graduate and undergraduate student internship supervisors were intimately involved in the process of course development and modification procedures for PH 4030, PH 4910, and PH 6500. As previously described, surveys were sent during the Spring 2018 semester to alumni, students, and community partners. The surveys and results can be found in the ERF in the Evaluation Materials folder. Additionally, a series of meetings took place beginning before the Spring 2018 semester and continuing beyond its conclusion wherein the PH 6500 Instructor (Assistant Professor Emily Roberson, who is also the chair of the Public Health Cumulative and Experiential Activities Committee) met with individuals who had offered to reflect upon past and current experiences hosting interns and/or review Hawai'i Pacific University Public Health Department undergraduate and graduate internship policies, procedures, and documents and provide in-depth feedback to assist in community engagement and program improvement efforts. Representative examples of meeting notes and a summary of common themes can also be found in the ERF in the Evaluation Materials folder. Resulting changes to the undergraduate and graduate public health applied practice experience programs are outlined below.

Resulting Changes to PH 4030 and PH 4910

Prior to the 2018-2019 academic year, the PH 4030 and PH 4910 courses were essentially identical in practice, with both consisting of community-based student internships. However, based on feedback collected from current, past, and prospective internship supervisors as part of Hawai'i Pacific University Public Health Department's ongoing program evaluation activities, significant changes were made to the undergraduate applied practice experience program policies, procedures, structures, and documentation. The primary recommendations made by stakeholders were as follows:

- Give students additional training in resume and cover letter preparation and revision

- Extend student instruction beyond the “basics” of resume and cover letter preparation to include topics like networking, identifying and describing your skills and interests, and professional conduct, communication, and behavior.

- Provide additional guidance, supervision, and monitoring to the undergraduate students prior to the beginning of their internship

- Provide additional guidance and more frequent communication to the field-based supervisors both prior to the beginning and throughout the duration of the internships

Because of this feedback, PH 4030 was modified to become the first course in a series of two, with PH 4910 being the second. PH 4030 was redesigned to focus on orienting students to field-based internships, identifying opportunities tailored to individual students interests and needs, preparing the students for internship application procedures (including drafting and revising resumes, cover letters, and introductory emails and practicing interview skills), and contextualizing the internship program as part of a larger career development framework. Additionally, during meetings and feedback sessions held as part of the undergraduate applied practice experience, several current, former, and prospective student internship supervisors offered to assist directly with student instruction and/or training offered in PH 4030. This included offering to guest lecture on selected topics (e.g. networking), participate in community panel presentations (e.g. “Securing Public Health Employment in Hawai‘i – Dos and Don’ts Panel Discussion with Local Leaders in the Field”), review and provide comment on student resume drafts, and participate in mock interview sessions. More information on course content included in the undergraduate applied practice experience can be found in section D12 of this Self-Study document. Course syllabi for PH 4030 and PH 4910 can be found in the ERF in the Course Syllabi and Assessments folder.

Redesigning this course in this way allows additional time for student instruction, preparation, and practice in the skills and knowledge necessary for success in student internships and subsequently in the public health workforce. It also provides a setting and designated time for communication with internship supervisors prior to the start of the actual internship, affording for sufficient explanation of and orientation to Hawai‘i Pacific University Public Health undergraduate internships for external partners as well as students. During the PH 4030 semester, students identify, and subsequently apply and interview for, internships for the following semester. If students are required to complete pre-internship trainings or otherwise “brush up” on specific skills prior to the start of their internships, these tasks may also be completed towards the end of the PH 4030 semester as well. Then, in PH 4910, students can integrate, synthesize, and apply what they learned in PH 4030 by beginning their official internship hours from the very start of the PH 4910 semester, without delays caused by internship interview, set up, or training time. These internships are carried out under direct supervision by professionals at local agencies engaging in public health work that have been formally oriented to the Hawai‘i Pacific University Public Health undergraduate internship process. By the beginning of PH 4910, these internship supervisors have an ongoing relationship with the undergraduate Practicum Instructor (who teaches both PH 4030 and PH 4910) and their student intern, which facilitates communication during the internship itself.

The course revisions described above were proposed by the Public Health Cumulative and Experiential Activities Committee during the Summer 2018 semester and are undergoing formal approval during the 2018-2019 academic year. Changes are expected to go into effect in the 2019-2020 academic year. More information on course content included in the undergraduate applied practice experience can be found in section D12 of this Self-Study document. Course syllabi for PH 4030 and PH 4910 can be found in the ERF in the Course

Syllabi and Assessments folder. Representative examples of meeting notes and a summary of common themes can be found in the ERF in the Evaluation Materials folder.

Resulting Changes to PH 6500

The PH 6500 course has undergone small and large revisions since the MPH program began in the Fall 2016 semester. The course was first offered in Fall 2017 semester and has been taught every semester since (to date: Spring 2018, Summer 2018, and Fall 2018). Initially, the MPH applied practice experience requirement was satisfied by completing two eight-week courses (PH 6500 and PH 6550), each worth 3 academic credits. Per this design, students would complete a sixteen-week internship at a field site, the results of which would be recorded and graded (with academic credit received) via PH 6500 for the first eight weeks and 6550 for the second eight weeks.

As internship setup activities must take place prior to the start of the internship semester, meetings with graduate students and prospective internship sites and site supervisors began in earnest during the Summer 2018 semester. An MPH Field Experience Manual (for internal program use) and an MPH Field Experience Orientation Guide (for external partners) were created in July 2017; both were distributed to students that were registered for PH 6500 in the Fall 2017 semester as well as their prospective internship supervisors. Students and their internship supervisors were aware that the Hawai‘i Pacific University MPH program was new and that the Fall 2017 offering of PH 6500 was the first for the program, and all generously provided valuable feedback that was used in MPH Public Health Public Health Field Training program evaluation and improvement efforts. Representative examples of meeting notes and a summary of common themes can also be found in the ERF in the Evaluation Materials folder. The primary comments / recommendations made by stakeholders were as follows:

- Prior to and during the first offering of PH 6500 in Fall 2017, internship sites expressed considerable problems with the internship agreement forms (form name, content, and verbiage) and requested simpler forms with different language (principally suggested by their legal departments).

- Prior to, during, and immediately following the first offering of PH 6500 in Fall 2017, it was recommended that extensive changes be made to the MPH Field Experience Manual and MPH Field Experience Orientation Guide to improve clarity, readability, and usefulness. Neither students nor external partners found these documents helpful, and all preferred that they be replaced by other documents as described below.

    - In place of the MPH Field Experience Manual and MPH Field Experience Orientation Guide, internship sites/supervisors requested a simple one or two-page document highlighting the purpose, requirements, and expectations vis-à-vis roles and responsibilities of MPH Public Health Public Health Field Training.

    - Students also requested a short and simple handout-type document (as described above) that they could distribute to prospective internship sites/supervisors. In addition, they also asked that essential information on the Public Health Public Health Field Training program be included in the course syllabus for their reference.

- Throughout the 2017-2018 academic year, internship site supervisors provided feedback on the student evaluation forms, chiefly related to the MPH competencies and the specific measures included in the evaluation forms.

- Later evaluation activities generated feedback from students, alumni, staff, and faculty related to scheduling issues; largely that having two courses (PH 6500 and PH 6550) associated with MPH Public Health Public Health Field Training was causing confusion and difficulties, especially related to student scheduling (both academic and internship site scheduling) and faculty course assignments.

Based on this feedback, all PH 6500, MPH Public Health Public Health Field Training forms and documents were redesigned to incorporate feedback from students, community partners, staff, faculty, and Public Health Department administration. Additionally, beginning with the Summer 2018 semester, the PH 6550 course was dropped in favor of having PH 6500 offered for the full sixteen-week semester for a total of six academic credits. To facilitate internships beginning late in one semester and continuing into another (for example, internships beginning in October 2018 and continuing through February 2019), PH 6500 can be offered with variable credits (minimum of one and maximum of six) and is repeatable. Additional modifications to PH 6500 policies, procedures, and materials have been made as part of the internal process leading up to the CEPH accreditation application and Self-Study process.

More information on Hawai‘i Pacific University’s MPH Public Health Public Health Field Training program can be found in section D5 of this Self-Study document. The PH 6500 course syllabus can be found in the ERF in the Course Syllabi and Assessments folder. Representative examples of meeting notes and a summary of common themes can be found in the ERF in the Evaluation Materials folder.

Example 2: Assessment of Changing Practice and Research Needs

As previously described, the Hawai‘i Pacific University Public Health Department’s external partners are crucial to the program’s ongoing assessment of changing practice and research needs. As the “boots on the ground” in public health practice and research in Hawai‘i, on the mainland United States, and internationally, community partners provide essential and timely information that the program can use to ensure that graduates are well-equipped to not only join the public health workforce upon graduation, but to become leaders in the field. Field-based internship supervisors and other community partners are regularly surveyed regarding their perceptions of local priority issues and workforce needs and are also probed regarding areas where Hawai‘i Pacific University Public Health students need improvement or might benefit from additional training or instruction.

External contributions in this area related to workforce readiness can be found above, in the description of the curricular and programmatic changes made to the undergraduate applied practice experience courses (PH 4030 and PH 4910) in partnership with past, current, and prospective undergraduate internship supervisors. In addition, community partners are regularly surveyed regarding perceptions and opinions of the skills, knowledge, and preparation that are essential to working in the field of public health in Hawai‘i. All surveys and survey results from Spring 2018 can be found in the ERF in the Evaluation Materials folder.

External feedback concerning changing practice and research needs is incorporated into Hawai‘i Pacific University Public Health course curricula on an ongoing basis. For example, community feedback received during and following the Spring 2018 semester has already been incorporated into multiple courses planned for the 2018-2019 academic year. This includes increased emphasis on specific written and verbal communication skills in undergraduate course PH 3090 – Public Health Communication and the addition of data visualization modules into undergraduate course PH 3090 – Public Health Communication and graduate course PH 6400 – Health Policy, Law, and Advocacy. The PH 3090 and PH 6400 course syllabi can be found in the ERF in the Course Syllabi and Assessments folder.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Guaranteeing that constituents provide consistent and timely feedback on student and alumni outcomes, curriculum, and program development and directions is a critical component of maintaining a successful program. Identifying new stakeholders and engaging existing ones is an ongoing process that requires ensuring that established relationships are nourished, supported, and maintained. The efforts undertaken during and following the 2017-2018 academic year have already paid dividends in program improvement and are expected to continue to contribute to the Hawai‘i Pacific University Public Health Program well in the future. However, these endeavors necessitate continuous self-reflection and evaluation. Any new or emerging issues will hopefully be identified through the formal and informal evaluation processes in place, with solutions identified and implemented in partnership with internal and external stakeholders.

F2. Student Involvement in Community and Professional Service

Community and professional service opportunities, in addition to those used to satisfy Criterion D4, are available to all students. Experiences should help students to gain an understanding of the contexts in which public health work is performed outside of an academic setting and the importance of learning and contributing to professional advancement in the field.

1) Describe how students are introduced to service, community engagement and professional development activities and how they are encouraged to participate.

   Both undergraduate and graduate Hawai‘i Pacific University Public Health students are introduced to community and professional service opportunities on a frequent and ongoing basis throughout the duration of their academic studies. Students are introduced to these activities via in-person classroom announcements, Blackboard online announcements, emails, online newsletters, and direct invitations (e.g. Dr. Gloria as Hawai‘i Public Health Association President contacts the Student Public Health Club Student President to serve as a member of the organization’s Board of Directors). Community organizations regularly contact Hawai‘i Pacific University Public Health faculty to share upcoming opportunities for students to serve as volunteers, interns, and/or participants for a variety of events and activities. Faculty encourage students to attend and participate in these activities via intrinsic and extrinsic rewards, explaining to students that: 1) these activities will enhance the breadth and depth of their public health knowledge, skills, and abilities; 2) participation will help to build up their experience, resume content, and competitive edge in job seeking; 3) these experiences serve as excellent networking strategies that enable them to meet and greet potential employers and leave positive impressions; students may earn course credit or extra credit towards course grades; students may earn hours for service cords at graduation.

   First, service opportunity announcements are sent to all current BSPH and MPH students and all program alumni on a weekly basis via the Hawai‘i Pacific University Public Health Newsletter. Recent representative examples of the Hawai‘i Pacific University Public Health Newsletter can be found in the ERF in folder F2. Additionally, Public Health faculty promote service opportunities and events via their courses, either in person, via Blackboard, or both. Some community and professional service opportunities are required as part of coursework and others are strongly suggested in exchange for extra credit points. Classes that are of an introductory nature (e.g. PH 1000 and PH 1200) and classes that have a career development focus (PH 4030, PH 4910, and PH 6500) also contain modules and activities as part of the curricula that focus on the importance of getting real-world exposure to and experience in the field of public health via community and professional service opportunities. Specific examples of course-required and/or course-facilitated student involvement in community activities are provided in subsection 2 below.

   Lastly, the Hawai‘i Pacific University Student Public Health Club organizes, promotes, and participates in community and professional development activities as part of their mission as a Registered Student Organization (see ERF folder F2 for documentation of the Hawai‘i Pacific University Student Public Health Club as a Registered Student Organization). Specific examples of Student Public Health Club facilitation, promotion, and participation in community activities are provided in subsection 2 below.

2) Provide examples of professional and community service opportunities in which public health students have participated in the last three years.

   Hawai‘i Pacific University Public Health Department graduate and undergraduate students participate in a multitude of professional and community service opportunities on a regular basis. For example, one issue of the Hawai‘i Pacific University newsletter “Hawai‘i Pacific University ‘Ohana News” (distributed university-wide on a weekly basis) from October 24, 2017 contained coverage of three community and professional development events attended by Public Health graduate and undergraduate students that month: a “Talk Story” (informal presentation) with

American Public Health Association President-Elect Dr. Joseph Telfair on October 18, the Hawai'i Public Health Association Annual Meeting on October 19, and the 2017 Triennial Airport Disaster Exercise at the Daniel K. Inouye International Airport on October 20. This issue of Hawai'i Pacific University 'Ohana News can be found in the ERF in folder F2. Selected representative examples of student involvement in professional and community service opportunities are described below.

Student Participation in Hawai'i Public Health Association Activities

Since 2015, the Hawai'i Pacific University Student Public Health Club President has had a designated ex-officio role on the Board of the Hawai'i Public Health Association, the oldest and largest public health professional association in the state. A full list of current Hawai'i Public Health Association Officers and Directors can be found on the Hawai'i Public Health Association website (http://hawaiipublichealth.org/board_members.htm). More information on the Hawai'i Public Health Association can be found on the organization's website (http://www.hawaiipublichealth.org/).

In addition to the leadership role assumed by the Hawai'i Pacific University Student Public Health Club President, other students regularly participate, volunteer, and present findings at Hawai'i Public Health Association-sponsored events. For example, on page 15 of the 2016 Hawai'i Public Health Association Program (found in the ERF in folder F2) MPH student Kylie Bretzel is listed as the "Posters and Exhibits Lead" and the following undergraduate and students are listed as conference volunteers: Vanessa Garcia (BSPH), Eunice Seet (BSPH), Henriette E. Bygmester-Boym (BSPH), and Jerson Timbobolan (MPH). Several other students participated as conference attendees. Similarly, the program for the 2017 Hawai'i Public Health Association Annual Meeting and Pau Hana Celebration (ERF folder F2) includes a listing for a presentation by BSPH student Vanessa Garcia (page 2, 4:35pm presentation). This presentation was summarizing Ms. Garcia's findings related to the 2017 Hawai'i Public Health Association Membership Survey, which she worked on under the leadership and supervision of Hawai'i Public Health Association President and Hawai'i Pacific University Public Health Associate Professor Christian Gloria. For this project, Ms. Garcia assisted with data collection, analysis, and dissemination. Her presentation can be found in the ERF in folder F2. The 2017 Hawai'i Public Health Association Annual Meeting and Pau Hana Celebration Program also includes acknowledgement of Hawai'i Pacific University Public Health students Judith Bernaldez (BSPH), Kylie Bretzel (MPH), Michelle Ann Cala (BSPH), Wilda Cielo (BSPH), and Vanessa Garcia (BSPH) for volunteering for the event. Like with other Hawai'i Public Health Association events, several other Hawai'i Pacific University Public Health students participated as meeting attendees.

Student Participation in Other Community Activities

The State of Hawai'i department of Transportation Airports Division is required to host a full-scale exercise demonstration of the Airport Emergency Plan by conducting a real-life aviation disaster exercise every three years. This exercise depends on the support of hundreds of energetic and enthusiastic volunteers to fill multiple roles to ensure that the State of Hawai'i meets and fulfills requirements set by the Federal Aviation Administration. As previously mentioned, Hawai'i Pacific University Public Health students also participated in the 2017 Triennial Airport Disaster Exercise at the Daniel K. Inouye International Airport on October 20. Student participation was required for students in the PH 1000 course (taught by Associate Professor Christian Gloria) that semester, with other professors adjusting their course schedules to facilitate and encourage student participation. This was a unique experience for the students which also fulfilled a crucial community need. More information on this event and Hawai'i Pacific University Public Health student participation (the State of Hawai'i's informational memo, the Hawai'i Pacific University Public Health promotional flyer, faculty emails, and the post-event write up) can be found in the ERF in the F2 folder.

In 2017, the Hawai‘i Chapter of the American Foundation for Suicide Prevention invited the Hawai‘i Pacific University Student Public Health Club to participate in the Out of the Darkness O'ahu Walk. The Out of the Darkness Community Walks are fundraising events held by the American Foundation for Suicide Prevention in more than 400 communities nationwide. The Hawai‘i Pacific University Student Public Health Club Officers organized a Hawai‘i Pacific University Public Health Club team, invited other students to participate, promoted the event on campus and via social media, and participated in the walk (along with Student Public Health Club Faculty Advisor and Assistant Professor Emily Roberson). This was the first appearance of an organized group representing Hawai‘i Pacific University Public Health Department at this event. The Hawai‘i Chapter of the American Foundation for Suicide Prevention was incredibly thankful for the participation, especially the student photos promoting the event on social media, which they requested and were granted permission to use for their promotional materials. Additionally, the Student Public Health Club Vice President wrote an article for the Her Story website regarding the club’s participation in the event, which increased the reach of the foundation’s message. This article, along with additional documentation of the event and the Student Public Health Club’s participation in it can be found in the ERF in folder F2. More information about the Hawai‘i Chapter of the American Foundation for Suicide Prevention can be found on their website (https://afsp.org/chapter/afsp-hawaii/).

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

The degree of student participation in community and professional public health service activities is a strength of the Hawai‘i Pacific University Public Health Program. The opportunities for student engagement are plentiful and easily available to students. The largest challenge is student schedules, as the majority of Hawai‘i Pacific University Public Health students have jobs and/or other responsibilities that often prevent them from taking advantage of all the opportunities they would like to. The Public Health Department will continue to work with students and community partners to facilitate student participation in service events in a variety of ways.

F3. Assessment of the Community's Professional Development Needs

The program periodically assesses the professional development needs of individuals currently serving public health functions in its self-defined priority community or communities.

1) Define the program's professional community or communities of interest and the rationale for this choice.

   The State of Hawai'i is small, with limited resources and relatively few educational and professional development opportunities available to residents compared to larger states on the United States mainland. As such, the Hawai'i Pacific University Public Health Department considers its professional community to consist of all those working towards improvement of public health and wellness within the State of Hawai'i and the larger Pacific Region.

   As things currently stand, many of the educational opportunities and professional trainings undertaken by those residing in the United States Affiliated Pacific Islands are housed or based in Hawai'i, primarily on the island of O'ahu. However, information on O'ahu-based opportunities provided to public health workers is also distributed to those residing on Hawai'i's Neighbor Islands (Maui, Moloka'i, Lāna'i, Kaua'i, and Hawai'i Island) and on other United States Affiliated Pacific Islands (e.g. Guam and the Confederated States of Micronesia). Understanding that travel to O'ahu for training, continuing education, and/or professional development is often not possible, the Hawai'i Pacific University Public Health Department and community partner agencies make a concerted effort to provide training and/or educational presentations with options for remote access and participation. Ultimately, the program's focus will be to provide expanded options for training, continuing education, and workforce development to public health workers throughout the Pacific Region. Additional information on Hawai'i Pacific University Public Health Department priority populations and rationale can be found in section G1 of this Self-Study.

2) Describe how the program periodically assesses the professional development needs of its priority community or communities, and provide summary results of these assessments. Describe how often assessment occurs

   The Hawai'i Pacific University Public Health Department assesses the professional development needs of the local public health community in multiple ways. As described in section F1 of this Self-Study document, the Hawai'i Pacific University Public Health Department's external partners are crucial to the program's ongoing assessment of changing practice and research needs. This is also true for assessing professional development needs in the community. Field-based internship supervisors and other community partners are regularly surveyed regarding their perceptions of local priority issues and workforce needs, including the skills, knowledge, and preparation that are most essential to working in the field of public health in Hawai'i.

   The Hawai'i Pacific University Public Health Department's formalized policies and processes regarding assessment of the local public health community's professional development needs is outlined in brief below.

   1. Following the end of the Spring semester (typically 1-2 weeks following the Public Health Department-hosted Spring Awards Ceremony event), surveys are sent via email to community internship site supervisors (including those supervising both undergraduate and graduate students), community partners (those on the Hawai'i Pacific University Public Health Department news email list), Spring Awards Ceremony attendees, and program alumni. These surveys include questions on the local public health community's professional development needs, as well as other, more specifically targeted questions (for example, questions regarding intern performance for internship supervisors and questions regarding competency mastery for alumni).

2. Survey responses are collected over the course of the Summer semester by the Chair of the departmental Program Assessment Committee and preliminary findings are shared with the rest of the Program Assessment Committee and discussed in late summer, prior to the Hawai'i Pacific University Public Health Department Retreat.

3. During the Hawai'i Pacific University Public Health Department Retreat, which takes place just prior to the start of the Fall semester of the new academic year, the departmental Program Assessment Committee presents the summarized findings of the Program Assessment surveys to the full faculty and staff of the Hawai'i Pacific University Public Health Department. The findings are discussed by the group with the goal of planning and / or prioritizing workforce development offerings for the upcoming academic year. By the conclusion of the Hawai'i Pacific University Public Health Department Retreat, the group must decide on a minimum of one planned workforce development offering to be implemented (by the program) during the upcoming academic year in response to community partner requests detailed in the community feedback surveys.

All surveys and survey results from Spring 2018 can be found in the ERF in the Evaluation Materials folder. Beginning in 2019, questions soliciting information on community professional development needs will appear on the community follow up surveys sent to attendees following all Hawai'i Pacific University Public Health Department-hosted Spring Awards Ceremony events. More information on all Hawai'i Pacific University Public Health Department evaluation activities can be found in section B5 of this Self-Study document as well as the "B5.1 Program Evaluation Plan – Supplemental Information" document in the B5 folder of the ERF.

An additional way in which the Hawai'i Pacific University Public Health Department assesses community professional development needs is via participation of Public Health Department faculty in committees, associations, task forces, and other similar groups in the Hawai'i public health community. A full list of faculty committees and associations can be found in section A3 of this Self-Study document.

Another notable association that has proven useful for assessing the professional development needs of the local public health community is the department's partnership with the Hawai'i Public Health Association, which has multiple Hawai'i Pacific University Public Health Department-affiliated members representing Public Health Department faculty (including current Hawai'i Public Health Association President, Dr. Christian Gloria), students (with a designated role for the Hawai'i Pacific University Student Public Health Club President), and administrators (including a designated Ex-Officio Director role for the Chair of the Hawai'i Pacific University Department of Public Health). A full list of current Hawai'i Public Health Association Officers and Directors can be found on the Hawai'i Public Health Association website (http://Hawaiipublichealth.org/board_members.htm). The Hawai'i Pacific University Public Health Department is also an Organizational Member of the Hawai'i Public Health Association, and all faculty and many undergraduate and graduate students are members in good standing. More information on the Hawai'i Public Health Association can be found on the organization's website (http://www.hawaiipublichealth.org/).

One example of how the relationship between the Hawai'i Pacific University Public Health Department and the Hawai'i Public Health Association assists with assessments and development of community professional development needs can be found in the description of activities leading up to the 2016 Hawai'i Public Health Conference. The Hawai'i Public Health Conference is typically hosted on an annual basis by the Hawai'i Public Health Association. At the time of the 2016 conference, Dr. Gloria served as a member of the Hawai'i Public Health Association Board of Directors as the Ex-Officio Representative of the Hawai'i Pacific University Department of Public Health. Dr. Gloria was also the Co-Chair of the 2016 Hawai'i Public Health Conference Planning Committee, which consisted of representatives from Hawai'i higher education institutions, Hawai'i State department of Health employees, nongovernmental and nonprofit organizations, community leaders, private practitioners, students, and other Hawai'i Public Health Association members.

To assist with the design and tailoring of the 2016 Hawai'i Public Health Conference, membership surveys from 2013 and 2014 and the 2015 Hawai'i Public Health Conference evaluation materials were analyzed to evaluate the activities and presentations provided at the previous year's conference and to assess the continued interests and needs of the conference participants and the more than one thousand subscribers to the Hawai'i Public Health Association email listserv. Notable findings from the survey results included community requests for a sustained focus on the Pacific Islands region, additional offerings related to health equity, and additional offerings related to workforce development and partnerships.

The findings obtained then guided the design of the 2016 Hawai'i Public Health Conference. In partnership with the rest of the 2016 Hawai'i Public Health Conference Planning Committee, Dr. Gloria led the development and implementation of professional development activities offered as part of the 2016 Hawai'i Public Health Conference. He also ensured that the activities offered aligned with the needs identified by the local public health workforce. Results from the 2013 and 2014 Hawai'i Public Health Association Membership Surveys along with the 2015 Hawai'i Public Health Conference evaluation materials and the 2016 Hawai'i Public Health Conference program can be found in the ERF in folder F3. More information on the Hawai'i Public Health Conference can also be found on the conference website (http://www.hawaiipublichealth.org/page-1863081).

The most recent Hawai'i Public Health Association Membership Survey was administered in 2017 and is expected to continue on an annual basis for the foreseeable future. For the 2017 survey, not only did Hawai'i Pacific University Public Health Associate Professor Christian Gloria take a leading role, he also mentored Hawai'i Pacific University BSPH student Ms. Vanessa Garcia as she assisted with data collection, analysis, and presentation. The 2017 Hawai'i Public Health Association Membership Survey and aggregated survey results can be found in the ERF in folder F3. Additional details on Hawai'i Pacific University undergraduate public health student involvement in this endeavor are described in section F2 of this Self-Study document.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

A strength of the community professional development assessment activities described above is that they effectively encourage and achieve interprofessional, interorganizational, and intergenerational exchange, dialogue, community-building, and collaboration. These undertakings are truly team-based, without any one organization, group, or individual being a "one man show" for these purposes. At the same time, Hawai'i Pacific University Public Health Department Associate Professor Christian Gloria has truly been the champion of integrating Hawai'i Pacific University Public Health faculty, students, administrators, and partners into the existing Hawai'i Public Health Association structure. His efforts have resulted in the establishment of designated Hawai'i Public Health Association positions for the Hawai'i Pacific University Public Health Department Chair and the Hawai'i Pacific University Student Public Health Club President, ensuring that the department will continue to play a role in Hawai'i Public Health Association activities going forward. This is of incredible benefit for the program, aiding in the ongoing sustainability of the described partnerships and associated activities.

Concerns regarding limited funds and human resources available are faced by all organizations working in public health in Hawai'i, including the Public Health Department. Therefore, plans for improvement in this area are similar to those in other areas discussed elsewhere in this Self-Study document and include widening and strengthening partnerships and collaborations with external public health organizations to co-develop and co-implement mutually beneficial activities, and sharing resources to minimize the costs and optimize the quality of the educational and training activities offered. Additionally, questions soliciting information on community professional development needs will appear on the community follow up surveys sent to attendees following Hawai'i Pacific University Public Health Department-hosted events starting in Fall 2018. This is a

relatively easy way to solicit community feedback regarding professional development needs without overly straining Public Health Department resources.

F4. Delivery of Professional Development Opportunities for the Workforce

The program advances public health by addressing the professional development needs of the current public health workforce, broadly defined, based on assessment activities described in Criterion F3. Professional development offerings can be for-credit or not-for-credit and can be one-time or sustained offerings.

1) Describe the program's process for developing and implementing professional development activities for the workforce and ensuring that these activities align with needs identified in Criterion F3.

   The Hawai'i Pacific University Public Health Department's formalized policies and processes regarding assessment of the local public health community's professional development needs is outlined in brief below.

   1. Following the end of the Spring semester (typically 1-2 weeks following the Public Health Department-hosted Spring Awards Ceremony event), surveys are sent via email to community internship site supervisors (including those supervising both undergraduate and graduate students), community partners (those on the Hawai'i Pacific University Public Health Department news email list), Spring Awards Ceremony attendees, and program alumni. These surveys include questions on the local public health community's professional development needs, as well as other, more specifically targeted questions (for example, questions regarding intern performance for internship supervisors and questions regarding competency mastery for alumni).

   2. Survey responses are collected over the course of the Summer semester by the Chair of the departmental Program Assessment Committee and preliminary findings are shared with the rest of the Program Assessment Committee and discussed in late summer, prior to the Hawai'i Pacific University Public Health Department Retreat.

   3. During the Hawai'i Pacific University Public Health Department Retreat, which takes place just prior to the start of the Fall semester of the new academic year, the departmental Program Assessment Committee presents the summarized findings of the Program Assessment surveys to the full faculty and staff of the Hawai'i Pacific University Public Health Department. The findings are discussed by the group with the goal of planning and / or prioritizing workforce development offerings for the upcoming academic year. By the conclusion of the Hawai'i Pacific University Public Health Department Retreat, the group must decide on a minimum of one planned workforce development offering to be implemented (by the program) during the upcoming academic year in response to community partner requests detailed in the community feedback surveys.

   All surveys and survey results from Spring 2018 can be found in the ERF in the Evaluation Materials folder. Beginning in 2019, questions soliciting information on community professional development needs will appear on the community follow up surveys sent to attendees following all Hawai'i Pacific University Public Health Department-hosted Spring Awards Ceremony events. More information on all Hawai'i Pacific University Public Health Department evaluation activities can be found in section B5 of this Self-Study document as well as the "B5.1 Program Evaluation Plan – Supplemental Information" document in the B5 folder of the ERF.

   In recent years, the Hawai'i Pacific University Public Health Department is a local leader in developing and implementing professional development activities for the public health workforce in Hawai'i; hosting, organizing, and participating in many local events. A large portion of this has been spearheaded by Associate Professor of Public Health Dr. Christian Gloria, who has risen in the Hawai'i Public Health Association leadership over the years, becoming Vice President from 2016 to 2017 and currently serving as Hawai'i Public Health Association President. Further background

on the partnership between the Hawai'i Pacific University Public Health Department and the Hawai'i Public Health Association can be found in section F3 of this Self-Study document. Specific details related to the 2016 Hawai'i Public Health Conference can be found below in response to subsection 2 below. Results from the 2013 and 2014 Hawai'i Public Health Association Membership Surveys along with the 2015 Hawai'i Public Health Conference evaluation materials and the 2016 Hawai'i Public Health Conference program can be found in the ERF in folder F4.

Additional professional development needs have been addressed via affiliations between Hawai'i Pacific University Public Health Department faculty and other agencies and colleagues, both internal and external to Hawai'i Pacific University. For example, during the Spring 2018 semester, Public Health Department Assistant Professors Dr. Emily Roberson and Dr. Gillian Dunn both were invited to give presentations / trainings as part of the Hawai'i Pacific University School of Social Work as part of continuing education provided by their program. These events were conducted on topics that are of interest to both the fields of public health and social work, with participation by local professionals in both fields encouraged by the organizers. Promotional emails and flyers for both events are included in the ERF in folder F4.

Other opportunities have arisen out of student internship activities, especially those from the MPH Public Health Public Health Field Training. For example, one graduate student internship completed during the 2018-2018 academic year involved designing and implementing a professional development training for employees of a local health services agency. The professional development training program focused on the rationale for and rollout of an enhanced services program for caretakers of those with complicated healthcare needs. It was requested, developed, and implemented in partnership with agency staff to address identified professional development needs via the Train-the-Trainer strategy in response to a lack of training resources available outside the mainland United States (a public health workforce challenge that is somewhat more acute in Hawai'i compared to other US states). Similarly, a graduate student internship taking place during the Summer 2018 semester has involved assessing educational and professional development needs of a local nonprofit organization, with the MPH student partnering with agency employees to identify, create, and provide educational trainings for staff and program participants. As with all MPH Public Health Public Health Field Training projects, these trainings and workforce development activities have been provided with participation and oversight provided by the PH 6500 Instructor.

Developing and implementing high-quality professional development activities for the local workforce is a high priority for the Public Health Department. As such, the department has set a goal to involve students, staff, and faculty in service activities that advance public health in local, regional, and global contexts. This goal has three primary targets:

- Target 1: 100% of full-time faculty will provide at least one act of extramural service to the local, regional, or global public health community on an annual basis.

- Target 2: Students will be offered the opportunity to participate in at least two faculty-student extramural service collaborations per academic year.

- Target 3: The program will develop and maintain collaborative partnerships with public health agencies, organizations, and community groups by hosting two public-facing events annually to share program updates, highlight student achievements, express appreciation for internship supervisors and other community partners, solicit community feedback for program improvement efforts, and facilitate networking opportunities for students, faculty, and community members.

Additional details on the Hawai'i Pacific University Public Health Department's plans for monitoring progress towards this goal and these targets can be found in section B5 of this Self-Study document as well as the "B5.1 Program Evaluation Plan – Supplemental Information" document in the B5 folder of the ERF.

2) Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the program).

Example 1: Hawai‘i Public Health Conference Professional Development Activities

Hawai‘i Pacific University Public Health Department Involvement Lead:
Christian Gloria, PhD, CHES, Associate Professor (as Co-Chair of the Hawai‘i Public Health Conference Planning Committee)

Hawai‘i Pacific University Public Health Department Participants:
Lyndall Ellingson, PhD, Department Chair, Professor (conference presenter, facilitator)
Vanessa Garcia, BSPH student at the time (conference volunteer)
Hoce Kalkas, MPH, Adjunct Faculty at the time (conference presenter)
Emily Roberson, PhD, MPH, Assistant Professor (conference session facilitator)
Eunice Seet, BSPH student at the time (conference volunteer)
Jerson Timbobolan, MPH student at the time (conference session moderator)

Community-Identified Workforce Development Needs:
- Sustained focus on the Pacific Islands region
- More offerings related to health equity
- More offerings related to workforce development and partnerships

Education and / or Training Activities Provided:
The offerings provided as part of the 2016 Hawai‘i Public Health Conference included a sustained focus on the Pacific Islands region, as well as additional offerings related to health equity, workforce development, and partnerships. The full list of offerings is included in the 2016 Hawai‘i Public Health Conference program, which can be found in the ERF in folder F4.

Dates: October 12-14, 2016

Number of Attendees: 240 registrants (225 external to Hawai‘i Pacific University)

Narrative / Summary:
One representative example of Hawai‘i Pacific University Public Health Department’s leadership in providing professional development opportunities for the local public health workforce involves the Hawai‘i Public Health Conference, which is typically hosted on an annual basis by the Hawai‘i Public Health Association. At the time of the 2016 Hawai‘i Public Health Conference, Dr. Gloria served as a member of the Hawai‘i Public Health Association Board of Directors (as the Ex-Officio Representative of the Hawai‘i Pacific University Department of Public Health, due to the vacancy of the Public Health Department Chair position at that time) and was also the Co-Chair of the 2016 Hawai‘i Public Health Conference Planning Committee, which consisted of representatives from Hawai‘i higher education institutions, State department of Health employees, nongovernmental and nonprofit organizations, community leaders, private practitioners, students, and other Hawai‘i Public Health Association members.

As outlined in section F3 of this Self-Study, membership surveys from 2013 and 2014 and the 2015 Hawai‘i Public Health Conference evaluation materials were analyzed to evaluate the activities and presentations provided at the previous year’s conference and to assess the continued interests and needs of the conference participants and the more than one thousand subscribers to the Hawai‘i Public Health Association email listserv. In partnership with the rest of the 2016 Hawai‘i Public Health Conference Planning Committee, Dr. Gloria

used these findings to inform the development and implementation of professional development activities offered as part of the 2016 Hawai'i Public Health Conference.

Dr. Gloria also ensured that the activities offered aligned with the needs identified by the local public health workforce through the following actions. Between November 2015 and October 2016, the conference planning committee met several times per month to develop the theme, objectives, and activities of the 2016 Hawai'i Public Health Conference based on the identified interests, needs, and priorities of the target audience. The target audience of the Hawai'i Public Health Conference was defined as the public health workforce of the State of Hawai'i, including those based on islands other than O'ahu. Based on the findings of the survey, a call for presentation, poster, and training abstracts was sent through the local public health workforce network. This call for abstracts invited submissions related to the following topics: Education and Workforce Development; Determinants of Health; Built Environment; Health Communication and Education; Policy and Advocacy; Emerging Public Health Issues; and a "Mixed Plate" topic to encourage submissions that were creative, innovative, or out-of-the-box approaches to public health issues. The aggregated results of the 2013 and 2014 Hawai'i Public Health Association Membership Surveys, the 2015 Hawai'i Public Health Conference evaluation materials, and the 2016 Hawai'i Public Health Conference program can be found in the ERF in folder F4. More information on the Hawai'i Public Health Conference can also be found on the conference website (http://www.hawaiipublichealth.org/page-1863081).

The 2016 Hawai'i Public Health Conference was a great success, with 240 registrants, 225 of whom were external to Hawai'i Pacific University. It was also one of the most profitable conferences in the Hawai'i Public Health Association's 75-year history. The conference showcased speakers, trainers, and educators from various sectors of public health, including the Director of the Hawai'i State department of Health, the Director of the Hawai'i State department of Human Services, the Dean of the John A. Burns School of Medicine (the only Medical School in Hawai'i), and both the Executive Director and the President of the American Public Health Association (Hawai'i Public Health Association's national affiliate).

Example 2: Hawai'i Pacific University Social Work Continuing Education Workshop

Hawai'i Pacific University Public Health Department Involvement Leads:
Emily Roberson, PhD, MPH, Assistant Professor (Presenter)
Gillian Dunn, DrPH, Assistant Professor (Presenter)

Hawai'i Pacific University Public Health Department Participants:
Haley Lytle, BS, Administrative Assistant (Administrative Role)

Community-Identified Workforce Development Needs:
- Opioid-related training for social workers
- Climate change-related health effects information for social workers

Education and / or Training Activities Provided:
Assistant Professor Emily Roberson taught a continuing education workshop titled, "Using Population-Based Survey Surveillance System Data to Investigate Prescription Opioid Use During Pregnancy in Hawai'i" and Assistant Professor Gillian Dunn taught a continuing education workshop titled, "The Health Effects of Climate Change". Promotional materials and sign-in sheets for both events can be found in the ERF in folder F4.

Dates: February 16, 2018 (Emily Roberson) and May 18, 2018 (Gillian Dunn)

Number of Attendees: 18 attendees (13 external to Hawai'i Pacific University)

Narrative / Summary:
During the Spring 2018 semester, Public Health Department Assistant Professors Dr. Emily Roberson and Dr. Gillian Dunn both were invited to give presentations / trainings as part of the Hawai‘i Pacific University School of Social Work as part of continuing education provided by their program. Dr. Roberson and Dr. Dunn were approached based on their respective areas of expertise that were of interest to community-based social workers, with Dr. Roberson giving a presentation on opioid use during pregnancy in Hawai‘i and Dr. Dunn presenting on the health effects of climate change. Because these events concerned topics that are of interest to both the fields of public health and social work, participation by local professionals in both fields was encouraged by the organizers. Promotional emails and flyers (which were distributed to more than 500 individuals via the School of Social Work’s distribution lists) along with sign-in sheets for both events are included in the ERF in folder F4.

3) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Like with the assessment activities described in section F3 of this Self-Study, a strength of the Hawai‘i Pacific University Public Health Department’s delivery of professional development opportunities is that they are interprofessional, interorganizational, and collaborative. They also benefit greatly from Dr. Gloria’s efforts to integrate the Hawai‘i Pacific University Public Health Department into the Hawai‘i Public Health Association’s activities.

Additional strengths include the close and interwoven relationships between Hawai‘i Pacific University Public Health Department faculty, students, and administrators with community stakeholders outside of Hawai‘i Public Health Association-sponsored activities. As described previously, some professional development opportunities have arisen out of student internship activities, especially the MPH Public Health Public Health Field Training. These student-developed trainings and educational activities have been possible due to close relationships between the PH 6500 Instructor (Assistant Professor Emily Roberson) and community partners. As more of these collaborative products result in tangible benefits to the public health workforce and wider community, more opportunities will arise for further collaborations on workforce development and other topics.

Like the assessment activities described in section F3 of this Self-Study, a potential weakness that could challenge sustainability would be the limited funds and human resources available to the Hawai‘i Pacific University Public Health Department. However, as previously stated, these challenges are faced by all organizations working in public health in Hawai‘i, so plans for improvement in this area are like those in other areas discussed elsewhere in this Self-Study document and include expanding, maintaining, and strengthening external partnerships.

G1. Diversity and Cultural Competence

Aspects of diversity may include age, country of birth, disability, ethnicity, gender, gender identity, language, national origin, race, historical under-representation, refugee status, religion, culture, sexual orientation, health status, community affiliation and socioeconomic status. This list is not intended to be exhaustive.

Cultural competence, in this criterion's context, refers to competencies for working with diverse individuals and communities in ways that are appropriate and responsive to relevant cultural factors. Requisite competencies include self-awareness, open-minded inquiry and assessment and the ability to recognize and adapt to cultural differences, especially as these differences may vary from the program's dominant culture. Reflecting on the public health context, recognizing that cultural differences affect all aspects of health and health systems, cultural competence refers to the competencies for recognizing and adapting to cultural differences and being conscious of these differences in the program's scholarship and/or community engagement.

1) List the program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.

   The Hawai'i Pacific University Public Health Department's priority populations are:

   - Residents of Hawai'i and the Pacific Region, especially those representing underrepresented minority populations
   - Nontraditional and first-generation college students
   - Military-affiliated students, including active duty, veterans, and dependents

   <u>Residents of Hawai'i and the Pacific Region</u>

   Hawai'i Pacific University's undergraduate and graduate Public Health programs were designed to address the unique and growing educational needs of Hawai'i and the rest of the Pacific Region. A Hawai'i public health workforce assessment conducted in 2015-2016 surveyed 34 organizations considered to be major providers of population-based public health services in Hawai'i and found that the majority of these organizations had job vacancies and wanted to hire additional employees to provide public health services. Additionally, the already short-staffed agencies reported that a substantial number of existing employees were expected to retire within five years. Lastly, the researchers determined that these numbers were most likely underestimated due to the lack of participation of the largest public health employer in the state (see "Hawai'i Public Health Workforce Assessment HJMPH" in ERF folder G1).

   Hawai'i is widely recognized as the most isolated population center in the world (approximately 2,390 miles from the United States mainland and 4,000 miles from Japan), which makes recruiting for employees outside the state in any field difficult. Also, the challenges caused by Hawai'i's geographic remoteness are compounded by the fact that living in Hawai'i is very expensive. For several years running, Hawai'i has been designated the most expensive place to live in the United States, and it was recently determined that toilet paper is more expensive in Hawai'i than anywhere else in the world (see Newsweek article in ERF folder G1). As a result, if the state is to meet the current public health workforce demands, educating residents of Hawai'i and the wider Pacific Region is of the utmost importance.

Prior to the creation of the Hawai‘i Pacific University MPH program, there was only one graduate-level Public Health Program offered in the state of Hawai‘i, at the University of Hawai‘i at Mānoa on the island of O‘ahu. The previously described Hawai‘i workforce assessment determined that this program alone was not sufficient to meet projected demand (see “Hawai‘i Public Health Workforce Assessment HJMPH” in ERF folder G1).

Additionally, Native Hawaiians and other Pacific Islander populations are underrepresented in a variety of health professions, including both research and practice roles, which negatively impacts the health of all of those living in Hawai‘i and the Pacific (see ERF folder G1 for documentation). Designating residents of Hawai‘i and the Pacific Region as a priority population while also placing a special emphasis on those representing underrepresented minority populations reflects the desire of the Hawai‘i Pacific University Public Health Department to address the current workforce needs of the region while also simultaneously working to reduce existing disparities in the public health workforce in Hawai‘i, the wider Pacific Region, and globally.

[Note: For the purposes of the Hawai‘i Pacific University Public Health Department, the term “underrepresented minority population” includes those of Native Hawaiian, Pacific Islander, African American, Hispanic, American Indian, Alaska Native, and other indigenous groups, and mixed-race ancestry, as outlined in “Graduation and Academic Placement of Underrepresented Racial/Ethnic Minority Doctoral Recipients in Public Health Disciplines, United States, 2003-2015” found in the ERF G1 folder.]

Nontraditional and first-generation college students

While the Public Health Programs offered at University of Hawai‘i at Mānoa are currently the primary source of graduate public health training for Hawai‘i, significant challenges still exist for people who cannot participate in a traditional face-to-face graduate program on the island of O‘ahu for reasons related to their employment, family responsibilities, or because they live on an island other than O‘ahu (for example, one of Hawai‘i's Neighbor Islands or a Pacific Island outside of Hawai‘i, such as Guam or Saipan). Hawai‘i Pacific University’s undergraduate and graduate public health programs were designed with these individuals in mind, to ensure that they could receive high-quality, graduate-level, public health degrees without having to quit their jobs, move to the island of O‘ahu, or reduce their family or other responsibilities. Other states that have experienced health workforce shortages have achieved success by improving options for and reaching out to nontraditional students (see “Nevada’s Story” in ERF folder G1). An additional strategy that has proven successful (by multiple measures) elsewhere is increasing services and teaching modalities that can improve the retention and success of first-generation college students (see “Distance Learning and First-Generation college Students” in ERF folder G1). The public health workforce needs of Hawai‘i and the Pacific Region demand an “all hands on deck” mindset, and reaching out to and supporting nontraditional and first-generation college students should an integral part of any action plan.

Military-Affiliated Students

In addition to its geography and racial and ethnic composition, Hawai‘i Pacific University has other unique features due to its location and history. Hawai‘i has the largest military population of any US state, with approximately 8% of the total population being either active duty military or a military dependent, representing more than 100,000 individuals (see “Hawai‘i Resident Population Military Status 2016” and “Military Presence Hawai‘i” files in ERF folder G1). Hawai‘i Pacific University is the number one choice for military and veterans in Hawai‘i, with special programs on O‘ahu's military bases since 1974, offering tuition waivers and awards that provide the military community with significantly reduced costs. In addition to military base offerings, Hawai‘i Pacific University's main campus provides a high level of support to military and veterans including a full-service Military Veterans Center.

Military-affiliated students have distinctive needs and potential challenges when it comes to educational options, often related to the necessity for work travel and transfers to different duty locations. At the same time, they bring unique perspectives and viewpoints based on their lived experiences. This adds depth and complexity to classroom discussions and activities that benefit all participants. Concurrently, it is increasingly recognized that the cultural divide that exists between military and civilian populations hurts both groups individually, and the general population as a whole (see "Moving Upstream" in ERF folder G1). Public health as a field is being challenged to take steps to bridge the military-civilian divide in order to achieve better health, wellness, and understanding for all. By designating military-affiliated students as a priority population, the Hawai'i Pacific University Public Health Department is choosing to use its unique position to accept and embrace this challenge.

The Hawai'i Pacific University Public Health Department priority populations were identified, defined, and formalized during the 2017-2018 and 2018-2019 academic years as part of the accreditation Self-Study process. All full-time faculty and staff were involved in these discussions, with additional feedback and input sought out and provided by the Hawai'i Pacific University Public Health Department Community Advisory Board.

The priority populations outlined above were specifically defined as pertaining to Hawai'i Pacific University Public Health students. Priority populations for the recruiting and hiring of staff and faculty have not been formally delineated at the departmental level as they are currently being discussed at the university and college levels as part of the Hawai'i Pacific University Strategic Plan for 2017-2027 development process. Priority population designations for the university as a whole will be covered in the Academic Plan for Hawai'i Pacific University – 2017-2027, which is currently being discussed and edited. Once staff and faculty priority populations are defined at the university level, the Hawai'i Pacific University Public Health Department will defer to these guidelines. The most recent draft version of the Academic Plan for Hawai'i Pacific University – 2017-2027 can be found in the ERF in the G1 folder.

2) List the program's specific goals for increasing the representation and supporting the persistence (if applicable) and ongoing success of the specific populations defined in documentation request 1.

The Hawai'i Pacific University Public Health Department has formalized the program's specific goals for increasing the representation and supporting the persistence and ongoing success of the populations outlined in the previous item via **Goal 4. Diversity and Inclusion** in the program's evaluation plan. This goal and the associated targets have been outlined previously and described in more depth in section B5 of this Self-Study but are additionally reproduced below.

Goal 4. Diversity and Inclusion
Instill the core principles of diversity, inclusion, and equity among departmental faculty, staff, and students via student recruitment and support and the purposeful design of course curricula, experiential learning opportunities, community service activities, and faculty scholarship.

- Target 1: Enroll students belonging to the Hawai'i Pacific University Public Health Department's priority populations (Residents of Hawai'i and the Pacific Region, especially those representing underrepresented minority populations; nontraditional and first-generation college students; and military-affiliated students, including active duty, veterans, and dependents) at levels at or above those achieved by the university as a whole.
- Target 2: Undergraduate and graduate courses will be assessed annually (individually and as a whole) for content, activities, and assessments related to diversity, inclusion, equity, and related topics to identify and remedy curricular gaps or weaknesses.

3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include

collection and/or analysis of program-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.

In order to measure progress towards the targets described above, the Public Health Department intends to engage in the evaluation-related activities outlined below.

- The Public Health Department Chair will compile data at the Program level to 1) determine the percentage of enrolled students belonging to identified Public Health Department priority populations in each academic year and 2) compare it to university-level data obtained via official channels. A report will be generated on an annual basis and shared with the full faculty and staff during annual Public Health Department Retreat for review and discussion.

- The Curriculum Committee will undertake a group review of course syllabi annually to 1) determine the percentage of courses in each degree program addressing diversity, inclusion, equity, and related topics and assess the depth and breadth of existing course content and 2) identify curricular gaps or weaknesses related to these topics. The Curriculum Committee will then provide a report to the full faculty and staff during the annual Public Health Department Retreat for review and discussion.

In addition to the Public Health Department's evaluation goals, the faculty also hopes to advance the diversity and inclusion goals through recruiting, engaging, and supporting our identified priority populations. We hope to do this in a range of ways. For example, we design our outward-facing materials to feature our students and alumni in a way that demonstrates their varied backgrounds, interests, and goals. We also provide courses and engage in activities via distance learning modalities to increase participation among students that require more flexibility in their schedules. Additionally, Public Health course content emphasizes the relevance and applicability of public health principles to the daily lives of our students, taking into account their wide-ranging life experiences and providing them opportunities to learn from each other as well as from the instructors.

Additionally, tailored programs exist at the university level to help attract and support our priority populations. For example, the Emerging Leaders Retreat is designed for first-year, first-generation college students to engage with the college experience, meet new and like-minded people, and explore campus involvement opportunities (https://www.hpu.edu/student-activities/leadership-development/emerging-leaders.html). Also, the Hawai'i Pacific University Military Campus Programs office provides information, specialized degree programs, facilitative services, scholarships, and even on-base classes to students affiliated with the military as active duty, veterans, dependents, or as civilian employees of the Federal department of Defense (https://www.hpu.edu/military-and-veterans/military-campus/military-awards.html).

Additionally, the university recently began a program referred to as the Holomua Commitment, whereby it agrees to provide institutional aid to first-time, full-time freshmen students entering in Fall 2018, who are legal residents of Hawai'i and who meet the need requirements with a federal expected family contribution lower than Hawai'i Pacific University's tuition, to ensure at minimum, 100% of students' unmet tuition need is met in combination with federal grants (if applicable) and federal student loans (https://www.hpu.edu/undergraduate-admissions/holomua.html).

And lastly, the university and the Public Health Department advertise and promote a variety of external scholarships that are of special interest to our students and can help to support undergraduate and graduate Public Health education, including the Kamehameha Schools Post-High Scholarships (for Native Hawaiian students), the Asian and Pacific Islander American Scholarship Fund, the Gates Millennium Scholars program, and a variety of others (see https://www.hpu.edu/financial-aid/scholarships/external-scholarships.html).

As noted previously in section G1 subpart 1, the priority populations outlined above were specifically defined as pertaining to Hawai'i Pacific University Public Health students. Priority

populations for the recruiting and hiring of staff and faculty have not been formally delineated at the departmental level as they are currently being discussed at the university and college levels as part of the Hawai'i Pacific University Strategic Plan for 2017-2027 development process. Priority population designations for the university as a whole will be covered in the Academic Plan for Hawai'i Pacific University – 2017-2027, which is currently being discussed and edited. Once staff and faculty priority populations are defined at the university level, the Hawai'i Pacific University Public Health Department will defer to these guidelines. The Hawai'i Pacific University Public Health Department is not currently hiring or recruiting for any staff or faculty positions at this time. Should this change prior to the finalization of the Academic Plan for Hawai'i Pacific University – 2017-2027, the department will continue previous efforts to hire regular full-time faculty members who reflect the diversity of Hawai'i and Hawai'i Pacific University students. The most recent draft version of the Academic Plan for Hawai'i Pacific University – 2017-2027 can be found in the ERF in the G1 folder.

4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

As outlined in the program's statement of values (covered in more detail in section B1 of this Self-Study), the faculty, staff, and students in the Public Health Department embracing the Hawaiian values of pono, kuleana, and aloha as representative of the spiritual, ethical, and philosophical principles that support our community, as well as of the aspirational ideals to which we collectively aspire.

> PONO, meaning righteous, honest and moral, and an energy of necessity.
> KULEANA, meaning responsibility and rights, and concern for all interests, property, and people.
> ALOHA, meaning hello, goodbye, love, kindness and grace, unity, humility, patience and waiting for the right moment.

By adhering to these guiding principles, not only the Public Health Department but also the entirety of Hawai'i Pacific University places great importance on cultural competency, cultural humility, and inclusivity.

More specifically, there are several strategies that the Public Health Department currently employs to advance our diversity, inclusion, and cultural competence goals and meet our specific targets. These strategies include addressing these topics directly via course and program curricular requirements (which are then evaluated on a regular basis by the Curriculum Committee, as described previously); exposing students to faculty, staff, internship supervisors, guest lecturers, and community partners that reflect the diversity of Hawai'i; and involving faculty, staff, students, and community partners in joint projects and activities.

One primary approach taken by the Public Health Department was to structure our (Generalist) MPH Concentration Competencies around our priority populations and our diversity, inclusion, and cultural competence goals. Of the five Program-specific concentration competencies developed for our Generalist MPH degree program, three are specifically focused on conditions, landscapes, and human populations of special interest to our students and other stakeholder communities:

- Assess the public health implications of the environmental conditions, political landscape, population characteristics and movement, and vulnerabilities and capacities unique to Hawai'i and the Pacific Region.

- Assess the unique physical, mental, and occupational health aspects associated with military service.

- Evaluate the significance of diseases that thrive in the tropics and subtropics with a focus on the Pacific Region

While not necessarily explicitly stated in the competencies themselves, inherent within each of these instruction goals is the fact that the lessons must be built upon a bedrock of knowledge regarding the history of the Pacific Region and the interrelationships among the many peoples who have called it home. This includes comprehensive and thoughtful discussions, activities, and assignments involving health disparities, public health policies, and the lingering and pervasive effects of colonialism and historical trauma.

The Hawai'i Pacific University Public Health Department faculty believe it is important to teach the concepts of cultural competency, diversity, and inclusion through the lens of Hawai'i and the Pacific because Asian and Pacific Islander populations are woefully understudied and resultingly underrepresented in the literature base encompassing public health research and practice. However, it is also very useful to do so, because the unique history of the Pacific Region serves as an ideal backdrop to illustrate a range of public health concepts. This framing in no way means that students will only be equipped to work in Hawai'i or the Pacific Region, however. While the historical and modern-day details pertaining to life in the Pacific Region are unique, the larger themes are not; and the harmful effects of poverty, discrimination, exploitation, prejudicial policies, warfare, marginalization, and inequality are felt the world over.

The majority of our students will likely embark on public health careers in or adjacent to Hawai'i, and they will have been uniquely prepared by the Hawai'i Pacific University Public Health Department degree programs to address the diseases, disparities, historical perspectives, environmental conditions, and political realities that they can expect to encounter here. At the same time, the students who come to us from outside the region will have a better understanding of the nuances inherent in prominent public health issues because they will have learned about diversity and inclusion in a state where there is no majority population, where most children are of mixed race, and where their classmates describe diversity not in terms of black, white, and Hispanic – but in terms of "local, mainland, and military" (see subsection 6 below).

5) Provide quantitative and qualitative data that document the program's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.

As described in the Introduction section, Hawai'i Pacific University regularly receives recognition and accolades related to diversity. According to the Chronicle of Higher Education, Hawai'i Pacific University had the greatest degree of racial and ethnic diversity of any four-year private nonprofit colleges, and the third-highest diversity of any four-year nonprofit colleges (see ERF folder G1 for documentation). Additionally, college Factual, a college and university data aggregator and rankings website, Hawai'i Pacific University ranks in the top one percent of all American colleges and universities for overall diversity, taking into account the ethnic makeup of the student body, the geographic representation among students, the gender makeup of the student body, and the ages of the students. In fact, Hawai'i Pacific University ranks as number 15 by this measure out of American colleges and universities and number one out of colleges and universities in Hawai'i. It also ranks in the top one percent for ethnic diversity (number six nation-wide) and the top five percent for location diversity (see ERF folder G1 for documentation).

Public Health Department Priority Populations and Targets				
Outcome Measure	**Target**	**2015-2016 PH % (HPU %)**	**2016-2017 PH % (HPU %)**	**2017-2018 PH % (HPU %)**

Resident of Hawai'i or the Pacific Region	Equal or surpassing university Total	57 (36)	62 (35)	66 (-)
Non-White (Only) Race or Ethnicity	Equal or surpassing university Total	77 (79)	80 (78)	84 (-)
First-Generation college Student	Equal or surpassing university Total	87 (82)	76 (76)	- (-)
Non-Traditional Student (25+)	Equal or surpassing university Total	30 (60)	30 (41)	18 (-)

The data above illustrate our strong commitment to and success in meeting the needs of our identified populations and under-represented communities. We have clearly met or exceeded our Hawai'i Pacific University-relative targets in Hawai'i residency, non-white ethnicity, and first-generation college students. We are particularly pleased with the strong Hawai'i resident and Pacific Region enrollment as this is related to public health workforce development for these same geographical areas. Students who are already Hawai'i residents or who are residents from the wider Pacific Region and choose to go to school in Hawai'i are more likely than non-residents to either stay in Hawai'i or return to their prior residence after graduation. These students can then be expected to join the public health workforce.

As this is our first year developing and assessing these targets, the comparisons of our program data to that of the overall university provide not only helpful barometers of our program, but also important insight into the utility of the populations we have chosen to assess and in using Hawai'i Pacific University-relative targets as goals. For example, the drop in the percent of non-traditionally aged students may be an artifact of our growing BSPH enrollment and students entering the BSPH earlier in their undergraduate programs. While this moves us away from our target, it also indicates increasing interest in the BSPH among Hawai'i Pacific University students. We plan to use different data sources to conduct further research into the students in the BSPH program and determine whether we are using the best measures to determine "non-traditional" student status. Additionally, while students with military affiliation are a priority population for our program, current data for this target is not available at the time of this Self-Study. Plans are currently underway to gain access to this data in order to facilitate program tracking and improvement efforts.

6) Provide student and faculty (and staff, if applicable) perceptions of the program's climate regarding diversity and cultural competence.

Student perceptions of the program's climate regarding diversity and cultural competence is measured through Student Feedback Surveys. Additional details regarding the Student Feedback Surveys can be found in section B5 of this Self-Study document.

At the time of the Spring 2018 Student Feedback Survey, there were 45 students enrolled in the BSPH program. Of these, 36 students responded to the survey (80% response rate). One Public Health minor student and three students who were enrolled in Public Health courses but were neither majoring nor minoring in Public Health at that time also participated. Surveys completed by non-Public Health majors are included in the ERF (Evaluation Materials folder) for reference, but responses from these students were not included in the result totals reported below.

Out of 36 undergraduate Public Health major students, 100% expressed positive perceptions of the program's climate regarding diversity and cultural competence. All student survey comments can be found in the ERF (Evaluation Materials folder), but a few representative comments are outlined below.

- "It seems to me that this department is aware and sensitive to cultural differences"

- "It's good because of the diversity of people in the public health classes. Students get to learn from each other."
- "I think it's great! The faculty are culturally sensitive to students' backgrounds."
- "We are very diverse. We have military, locals, people from the mainland – all with different cultures and walks of life. It makes for great class discussions."

At the time of the Spring 2018 Student Feedback Survey, there were twelve students enrolled in the MPH program. All twelve students responded to the survey (100% response rate). 100% expressed positive perceptions of the program's climate regarding diversity and cultural competence (92% Very Satisfied, 8% Satisfied). Two students provided additional comments on this measure, which are reproduced below.

- "I like how our faculty is diverse and has a variety of backgrounds."
- "They are very understanding of our financial and cultural situations. Managing work, School, family full-time each is difficult."

7) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

Hawai'i Pacific University as an institution and the Public Health Department as a Program both regularly receive high marks locally and recognition nationally for diversity and inclusion. The program evaluation activities described in this section reflect our commitment to continuous review and improvement of current activities meant to recruit and support our priority populations. The program is committed to capitalizing on our unique geography, history, and demographics to continue to ensure that our positive perceptions and scores for diversity and inclusion stay consistent into the future.

H1. Academic Advising

The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

1) Describe the program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

   Hawai'i Pacific University believes that academic advising is an integral part of a student's educational experience. Advisors are committed to preparing students for success in the academic setting by assisting them in the development of skills to define and achieve their academic goals. The cohort advising model enables students to develop a collaborative working relationship with a designated advisor. Through mentorship, students can define and implement sound educational plans that are consistent with their personal values, goals, and career plans.

   <u>BSPH Academic Advising Policies and Procedures</u>

   Academic advising at Hawai'i Pacific University for the undergraduate level is in a central office, and is assigned by the college, rather than at the program level. The College of Health and Society has two advisors specifically assigned to the three programs who see students in the BSPH, BSN, Pre-BSN, SWRK, and pre-SWRK programs. One advisor is assigned to students with last names beginning with the letters A-K and the other is assigned to students with last names L-Z. If students wish to switch the advisor that they have been assigned to, they must meet with the Director or Associate Director of Advising and express a valid reason or concern for switching advisors. Upon hearing the student's request, the Director or Associate Director will then approve or deny the request.

   All BSPH students can meet with their designated advisors, either through scheduling an appointment or attending advising walk-in hours. The services provided can be anything related to course scheduling, course sequencing, completing forms for graduation, etc. The advisors and students have access to student degree plans through a software called DegreeWorks. This program allows students to track their degree progress. It shows students the required courses for their degree and what requirements they have fulfilled or are currently in progress. This is especially important in making sure the students stay on track for graduation.

   Academic advisors are responsible for:

   - Overseeing advising for a cohort of 375 Public Health, Social Work, Pre-Nursing, and Nursing students
   - Helping students define and develop realistic four-year degree plans through schedule planning for each semester
   - Monitoring progress toward degree completion and discussing grades and other performance indicators
   - Interpreting and providing rationale for institutional policies, procedures, and requirements
   - Following up with the advisee on any report of poor class attendance or unsatisfactory class work
   - Maintaining electronic records of meetings, degree plans, GPA calculations, and other official university forms
   - Providing solutions to concerns of students and parents quickly and thoroughly

- Partnering with the registrar, admissions, Dean's office, department chairs, faculty, and other advising colleagues
- Informing and referring students to other institutional resources when necessary (e.g. university Counselors, Registrar, Business Office, Academic Success Center)

BSPH courses are offered in specific semesters, therefore the students must take these courses during the appropriate semesters to make sure they are on track and not overloaded. The advisors also provide degree plans to each student and work with them individually to determine the courses they should register for each semester. Sample advising resources can be found in the ERF in the H1 folder and include an example of a 4-year degree plan for BSPH students outlining which courses to take during each semester, a degree planning worksheet, the Public Health Student Handbook and a sample screenshot of the DegreeWorks program mentioned above and other various forms.

College of Health and Society undergraduate advisors provide the students a short orientation to Hawai'i Pacific University systems at their first advising appointment. This includes reviewing advising website and showing students how to use various online and hard copy tools related to advising (e.g. major information, minor information, sample degree plans, registration dates and timelines). Advisors also orient them to university student account system Hawai'i Pacific University Pipeline, and show them how to use DegreeWorks, the course search function, how to navigate class registration, and other important system functions.

MPH Academic Advising Policies and Procedures

Hawai'i Pacific University has a decentralized system for graduate advising. Department Chairs of each graduate program are the primary advisor for all, aside from very large programs with several graduate degrees. All departments and programs in the College of Health and Society use this decentralized system of graduate advising. For the Public Health Program, the Public Health Department Chair (Dr. Lyndall Ellingson) is responsible for all MPH academic advising.

MPH students initially meet with the Public Health Department Chair either in person or via distance conferencing for orientation to the program, to discuss academic and career goals, and to develop a degree map outlining their course progression through the 18-month program. The Chair orients MPH students into DegreeWorks and uses this system herself for advising. Advising Forms are updated every semester as the student progresses through the program and are used as a non-binding contract to direct the student's enrollment over the course of their studies. This form is sometimes modified by the Chair and the student if scheduling changes are required due to issues in a student's personal life or the availability of required courses.

Additional academic advising is provided to MPH students with regards to the applied practice and integrative learning experience degree requirements. As they approach the Public Health Public Health Field Training phase of the program, the Chair refers students to the Instructor who will be supervising their Public Health Public Health Field Training to prepare, develop, and complete their Public Health Public Health Field Training. Currently, the Public Health Public Health Field Training Advisor assumes the role of Academic Advisor only as it pertains to MPH Public Health Public Health Field Training planning. More information on academic advising related to MPH Public Health Public Health Field Training can be found in section D5. Following a facilitated handoff coordinated between the Instructors of the Public Health Public Health Field Training and Capstone courses, the Capstone Instructor assumes the role of Academic Advisor only as it pertains to MPH Capstone planning. More information on academic advising related to MPH Capstone can be found in section D7. Following student completion of all MPH degree requirements, the Public Health Department Chair reviews, approves, and submits the MPH student's completed courses for graduation via the standardized university Petition to Graduate.

2) Explain how advisors are selected and oriented to their roles and responsibilities.

Undergraduate advisors are hired through a process that all Hawai'i Pacific University employees must go through. They apply to an open position and must have the appropriate qualifications to make it to the interview round. They then go through a multi-step interview process to ensure they are the right fit for the college and the specific programs. New advisors train with the Associate Director for several weeks before seeing students on their own. An undergraduate Academic Advisor job description can be found in the ERF in folder H1.

Graduate student advising is the responsibility of the Department Chair for the department in which the graduate degree is housed. For the MPH program, this corresponds to Public Health Department Chair Lyndall Ellingson.

3) Provide a sample of advising materials and resources, such as Student Handbooks and plans of study, that provide additional guidance to students.

Student advising materials and resources, including the Hawai'i Pacific University Student Handbook and the Public Health Student Handbook, degree maps, and plans of study are in the ERF in folder H1.

4) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.

Student satisfaction related to academic advising for both the undergraduate and graduate programs is measured through Student Feedback Surveys. Details of the undergraduate and graduate satisfaction survey measures, methods, and results are outlined in section B5 of this Self-Study document.

At the time of the Spring 2018 Student Feedback Survey, there were 45 students enrolled in the BSPH program. Of these, 36 students responded to the survey (80% response rate). One Public Health minor student and three students who were enrolled in Public Health courses but were neither majoring nor minoring in Public Health at that time also participated. Surveys completed by non-Public Health majors are included in the ERF (Evaluation Materials folder) for reference, but responses from these students were not included in the result totals reported below.

Out of 36 undergraduate Public Health major students, fifteen (42%) expressed satisfaction with the academic advising services they had received, and thirteen (36%) expressed dissatisfaction. Eight (22%) either did not reply to the academic advising question, replied "N/A" or that they had not used any academic advising services, or expressed a similar neither positive nor negative sentiment in their comment. If results are limited to students who indicated that they had received academic advising services, just over half of the comments were positive (15/28 or 54%).

At the time of the Spring 2018 Student Feedback Survey, there were twelve students enrolled in the MPH program. All twelve students responded to the survey (100% response rate). Approximately 75% indicated that they were satisfied or very satisfied with the academic advising they had received during the MPH program (58% Very Satisfied, 17% Satisfied). Approximately 17% of MPH students indicated neither satisfaction nor dissatisfaction (Neutral) and 8% indicated that they were dissatisfied with the academic advising they had received during the MPH program.

MPH students were also asked to provide suggestions for program improvement related to academic advising in the Student Feedback Survey. Their suggestions (included in the Evaluation Materials folder in the ERF) are have been used to inform and improve academic advising services for the MPH students.

5) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

Public Health students are oriented to the program through written guidance and presentation format. Faculty and staff emphasize openness to addressing on-going questions or issues a student may face. Written guidance is in the form of the Public Health Department Student Handbook (see ERF Handbooks and Manuals folder).

The Public Health Department Student Handbook, which is for both undergraduate and graduate students, includes information about the ethos of the program, degree mapping, policies and resources, and academic competencies. It is reviewed and updated every summer.

Procedurally, the Department Chair reaches out to all newly declared undergraduate Public Health majors in order to arrange orientations (administered by the chair or by a faculty member) at the beginning of the Fall and Spring semesters. The orientation includes a PowerPoint presentation (see ERF H1 folder) but is conducted in an informal setting where new Public Health students can bring up any questions they may have about the program or the field in general (for example, questions regarding potential career paths or potentially beneficial elective courses). The Public Health orientation supplements the university New Student Orientation; a 3-day program for all freshmen, transfer, and visiting international students.

New Public Health graduate students (Fall or Spring admits) also have an orientation with a PowerPoint presentation and discussion forum with a faculty member online. This may be conducted individually or in small groups as schedules allow.

6) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

As described above, students were also asked to provide suggestions for program improvement related to academic advising in the Student Feedback Surveys. Their suggestions (included in the Evaluation Materials folder in the ERF) are have been used to inform and improve academic advising services for Hawai‘i Pacific University Public Health students.

The negative comments regarding advising that we received from the undergraduate students in their feedback surveys primarily reflected issues that were occurring above the Public Health Department, at the college level (since undergraduate academic advising is handled at the college, not the department or Program level at Hawai‘i Pacific University). One issue was short-term in nature and was due to the fact that one of the College of Health and Society Academic Advisors very unexpectedly left the university in the middle of the semester without notifying students. That position was filled during the Summer 2018 semester, with the new Academic Advisor beginning prior to the start of the Fall 2018 semester. Therefore, that situation has been fully resolved.

Other issues raised by the undergraduate students were related to a perception among students that College of Health and Society Academic Advisors were not as familiar with Public Health education, training, and careers as they were with the education, training, and careers associated with the other two programs within the College of Health and Society (Nursing and Social Work). In response to this feedback, the Public Health Department reached out to the College of Health and Society Academic Advisors and invited them to participate in Public Health Departmental meetings and committees, including the Public Health Department Curriculum Committee. They were excited to be asked and have agreed to participate in these meetings and other departmental events in the future. Additionally, there are plans to coordinate with the College of Health and Society Academic Advising Office in the future to create easy to read and understand flyers and guides for use during advising to help students prepare academically for different types of public health careers.

H2. Career Advising

The program provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

1) Describe the program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

   Career development and preparation is an integral part of Hawai'i Pacific University's mission statement. The Hawai'i Pacific University Career Development Center assists students and alumni by educating, engaging, and facilitating career readiness programs that empower them to be successful in the college-to-career transition. Their goal is to arm students with the career knowledge and job skills necessary to obtain meaningful opportunities locally, nationally, and internationally.

   The Career Development Center is open to all Hawai'i Pacific University students, both during and after their college experience. Career Advisors are available to meet with students to provide guidance and insight for pursuing a career path, participating in the Hawai'i Pacific University Internship & Co-op Program, finding a part-time or full-time job, and more. A variety of services are offered at the Career Development Center, including:

   - Resume and cover letter review via group workshops and individual review sessions
   - Mock interview services in which student are interviewed by a Career Advisor (with the option to be filmed) using traditional and behavioral interviewing questions; advisors can tailor the interview to a specific position or industry
   - One-on-one personalized career counseling services
   - Career toolkits on resumes, cover letters, and interviews
   - Internship and co-op information and matching services
   - Specialized services for international students
   - Hawai'i Pacific University Connect, a convenient job and internship search tool for students and alumni
   - Online access to the Myers-Briggs Type Indicator® assessments and comprehensive profile reports paired with a follow-up appointment with a Career Advisor to review the results

   Additional details on the Hawai'i Pacific University Career Development Center can be found in the Career Development Center section of the Hawai'i Pacific University Student Handbook (ERF folder H2).

   While general career advising services are provided to BSPH and MPH students via the Hawai'i Pacific University Career Development Center, additional career advising specific to public health and multiple related sub-fields is provided by the Public Health Department as outlined below.

BSPH Career Advising Policies and Procedures

Career advising specific to the BSPH program is built into multiple courses as the students move through the BSPH program. Additionally, students with specific career interests or goals are directed to Public Health Department faculty with relevant work and/or academic experience for individualized advice.

An orientation to the different types of public health careers is initially presented in the freshman-level course Introduction to Public Health (PH 1200). This course emphasizes real world application of public health knowledge and principles and features regular invited guest speakers who are working locally in governmental, nonprofit, academic, and other employment settings. Class sessions including guest speakers share career advice targeted to specific job classifications and participate in student question and answer sessions. Additionally, PH 1200 features class lectures and in-class activities orienting students to public health-specific job application, interview, and selection processes. This includes a class session devoted to graduate training in public health including an orientation to differences in degree programs and graduate training requirements for different public health job classifications. For most students, this course is their first introduction to the different types of jobs that they could hope or expect to get after graduation.

Higher-level BSPH courses that have public health career advising built into the course curricula are Pre-Practicum (PH 4030) and Public Health Capstone Seminar (PH 4920). PH 4030 includes lectures, in-class activities, and assignments on the following topics related to career advising:

- Digital Portfolio Development, including creating an online portfolio with resume and sample work (e.g.: visualcv.com), a LinkedIn account for personal branding, and YouTube bio development
- Resume, cover letters, and curriculum vitae writing
- Writing your own recommendation letter
- Elevator pitches
- Professional dos and don’ts of social media
- Interview preparation
- Establishing a professional repertoire

Career preparation skills that are introduced in PH 1200 and taught in PH 4030 are then reinforced in PH 4920, which is taken in the last year (typically the last semester) of the BSPH program. All syllabi and relevant course materials for PH 1200, PH 4030, and PH 4920 can be found in the ERF (Course Syllabi and Assessments folder).

MPH Career Advising Policies and Procedures

For the MPH degree program, the Public Health Department Chair is responsible for initial MPH career advising as part of the acceptance and orientation process for MPH students. From there, students are not assigned to specific faculty advisors, but those with specific career interests or goals are directed to Public Health Department faculty with relevant work and/or academic experience for individualized advice, if desired.

Additionally, career advising specific to the MPH program is built into the degree plan via the Public Health Public Health Field Training (PH 6500) and Public Health Capstone (PH 7000) courses.

As described in section H1, students approaching the Public Health Public Health Field Training phase of the MPH program are referred to the Instructor who will be supervising their Public Health Public Health Field Training to prepare, develop, and complete their Public Health Public Health Field Training (referred to as the Public Health Public Health Field Training Advisor). The Public Health Public Health Field Training Advisor meets in person, via phone, or via Skype with the student to assess career goals and determine how to incorporate these goals into MPH Public

Health Public Health Field Training planning. Additional counseling is handled on an individualized basis. At minimum, this includes resume and cover letter review and assistance and interview preparation. More information on MPH Public Health Public Health Field Training can be found in section D5. The PH 6500 syllabus can be found in the ERF (Course Syllabi and Assessments folder).

As the Public Health Capstone is the culminating work of the MPH, one-on-one or group career advising is scheduled for each student in PH 7000 with the course Instructor. Sessions depend on the student's needs and plans and may include individualized career brainstorming, resume and job application reviews, interview techniques, and information about larger sources and events such as job databases, networking events, and career fairs. More information on career advising related to MPH Capstone can be found in section D7. The PH 7000 syllabus can be found in the ERF (Course Syllabi and Assessments folder).

2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.

   At both the undergraduate and graduate levels, public health students are assessed for specific career interests or goals as described above and are then directed to Public Health Department faculty with relevant work experience for individualized advice. Additionally, the faculty responsible for course-based career instruction and counseling have significant and varied work experience, both within and outside of academic settings, and worked collaboratively as a group to design and implement the career advising curricula across the undergraduate and graduate programs.

3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alumnus/a. For each category, indicate the number of individuals participating.

   Career advising services are provided regularly and continually to undergraduate and graduate students and alumni. These activities include providing feedback and advice, reviewing and commenting on resumes and cover letters, providing interview practice and recommendations, and sending job opportunities specifically tailored to student and alumni interests. Recent examples of career advising services provided to students and alumni can be found in the ERF (folder H2).

4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.

   Student satisfaction related to career advising for both the undergraduate and graduate programs is measured through Student Feedback Surveys. Details of the undergraduate and graduate satisfaction survey measures, methods, and results are outlined in section B5 of this Self-Study document.

   At the time of the Spring 2018 Student Feedback Survey, there were 45 students enrolled in the BSPH program. Of these, 36 students responded to the survey (80% response rate). One Public Health minor student and three students who were enrolled in Public Health courses but were neither majoring nor minoring in Public Health at that time also participated. Surveys completed by non-Public Health majors are included in the ERF (Evaluation Materials folder) for reference, but responses from these students were not included in the result totals reported below.

   Out of 36 undergraduate Public Health major students, 22 (61%) either did not reply to the career advising question, replied "N/A" or that they had not used any career advising services, or expressed a similar sentiment (neither positive or negative) in their comment. Thirteen (36%) expressed satisfaction with the career advising services they had received, and only 1 (3%)

expressed dissatisfaction. If results are limited to students who indicated that they had received career advising services, then the overwhelming majority of comments were positive (13/14 or 93%).

At the time of the Spring 2018 Student Feedback Survey, there were twelve students enrolled in the MPH program. All twelve students responded to the survey (100% response rate). Approximately 92% indicated that they were satisfied or very satisfied with the career advising they had received during the MPH program (58% Very Satisfied, 33% Satisfied, 8% Neutral). No MPH students indicated that they were dissatisfied with the career advising they had received during the MPH program.

MPH students were also asked to provide suggestions for program improvement related to career advising in the Student Feedback Survey. Their suggestions (included in the Evaluation Materials folder in the ERF) are have been used to inform and improve career advising services for the MPH students.

5) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

As described above, students were also asked to provide suggestions for program improvement related to career advising in the Student Feedback Surveys. Their suggestions (included in the Evaluation Materials folder in the ERF) are have been used to inform and improve career advising services for Hawai‘i Pacific University Public Health students.

One issue that arose during the undergraduate Public Health Student Feedback Forum events was that students did not know or understand what specifically constituted “career advising” and they were not sure if they had received services that “counted” sufficiently. In future surveys, definitions and examples will be included to make this clearer and easier for students to answer.

Lastly, the negative comments regarding advising that we received from the undergraduate students in their feedback surveys primarily reflected issues that were occurring above the Public Health Department, at the college level (since undergraduate academic advising is handled at the college, not the department or Program level at Hawai‘i Pacific University). One issue was short-term in nature and was due to the fact that one of the College of Health and Society Academic Advisors very unexpectedly left the university in the middle of the semester without notifying students. That position was filled during the Summer 2018 semester, so the upheaval caused by that situation should be resolved by the start of the Fall 2018 semester.

However, other issues raised by the undergraduate students were related to a perception among students that College of Health and Society Academic Advisors were not as familiar with Public Health education, training, and careers as they were with the education, training, and careers associated with the other two programs within the College of Health and Society (Nursing and Social Work). In response to this feedback, the Hawai‘i Pacific University Public Health Department has reached out to the College of Health and Society Academic Advisors and invited them to participate in Public Health Departmental meetings and committees, including the Public Health Department Curriculum Committee. They were excited to be asked and have agreed to participate in these meetings and other departmental events in the future. Additionally, there are plans to coordinate with the College of Health and Society Academic Advising Office in the future to create handy flyers/guides for use during advising in case students have questions about how to prepare academically for different types of public health careers.

H3. Student Complaint Procedures

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

1) Describe the procedures by which students may communicate any formal complaints and/or grievances to program officials, and about how these procedures are publicized.

   Students with complaints are first expected to discuss the attempt to resolve the issue with the course Instructor. The student and/or Instructor may consult with the Academic Advisor on the issue, but the Academic Advisor cannot determine a solution. If this fails, the student can take the issue to the Department Chair, who acts as an informal mediator between the student and the Instructor. If this step is unsuccessful, the procedure becomes a formal grievance and is submitted to the academic Dean describing the issue, including all supporting documentation.

   Formal student complaint procedures are fully outlined in the Student Handbook, which can be found electronically via each student's online university account and in hard copy in the combination Student Handbook and planners given out at the beginning of the academic year. A link to the university Student Handbook is also provided in the Public Health Student Handbook. The 2018-2019 Hawai'i Pacific University Student Handbook and the Public Health Student Handbook can both be found in the ERF Handbooks and Manuals folder.

   Formal student complaint procedures as outlined in the 2018-2019 Hawai'i Pacific University Student Handbook are reproduced below.

   > Complaints may be filed by currently enrolled students or by formerly enrolled students. Complaints should be filed as soon as possible in order to ensure prompt handling and resolution. Formerly enrolled students should initiate a complaint within 45 days of the end of the semester in which they were most recently enrolled.
   >
   > <u>Complaints against Faculty or Staff</u>
   > Complaints regarding Faculty and Staff are covered by the respective handbooks and Code of Ethical Conduct. Students should contact the faculty member's supervisor (usually the department chair) or staff member's supervisor to address the matter. If the complaint is received by another office/department, it will be forwarded to the appropriate supervisor to address. If the complaint alleges discrimination and/or harassment, follow the procedures in the Discrimination or Harassment Complaints section.
   >
   > <u>Discrimination or Harassment Complaints</u>
   > Any student who believes they have been discriminated against or harassed based upon their sex, race, age, color, disability, religion, sexual orientation, gender identity or expression, national or ethnic origin, or any other characteristic protected by applicable law may initiate a complaint by reporting the matter to the appropriate authorities, including but not limited to Vice Presidents, Associate and Assistant Vice Presidents, Deans, Directors and other university administrators.
   >
   > Complaints of discrimination or harassment by a student should be directed to the Dean of Students or Title IX Coordinator. Complaints of discrimination or harassment by a faculty member or employee should be directed to the Manager of Employee Relations and EEO/AA Compliance in Human Resources.

Complaints may also be filed through the university's Compliance Hotline by calling 877-270-5054 or by filing online at http://www.hpu.ethicspoint.com. Hotline complaints may be filed anonymously.

Every effort will be made to resolve the complaint in a confidential manner and as expeditiously as possible; however, complete confidentiality cannot always be guaranteed. In the process of handling complaints, certain information may be distributed to appropriate administrators, respondents and/or witnesses in order to conduct fact finding, institute remedial actions or to informally resolve the complaint. Records of formal complaints will be kept for a minimum of five years.

All Other Student Complaints

For complaints involving grades or academic integrity, please reference the Academic Integrity Policy or Academic Grade Appeal Procedures for Students in the Student Handbook. For other academic complaints students should initiate the complaint through the appropriate academic department chair or academic program supervisor.

Complaints of a non-academic nature may be initiated by any student of Hawai'i Pacific University to the appropriate authorities, including but not limited to Vice Presidents, Associate and Assistant Vice Presidents, Deans, Directors and other university administrators. Student complaint procedures regarding prohibited behavior are covered by the Code of Student Conduct.

Students may also file a complaint with the Dean of Students. Complaints must be in writing, which can be sent directly to the Dean of Students at mmckee@hpu.edu or dropped off to the Dean of Students Office at UB Building, 1164 Bishop St., Ste. 200, dated, signed by the complainant, and addressed to the Dean of Students who, upon receipt, will forward the complaint to the appropriate HPU authority. A response by the appropriate authority will be sent in writing to the complainant within 30 days from the date the written complaint is received by the Dean of Students. Depending on the nature of the complaint, interviews, statements, informal or formal hearings may be required. The complainant has the right to redirect the complaint to the Dean of Students for further action if he or she is not satisfied with the initial response from the appropriate HPU authority.

Every effort will be made to resolve the complaint in a confidential manner and as expeditiously as possible; however, complete confidentiality cannot always be guaranteed. In the process of handling complaints, certain information may be distributed to appropriate administrators, respondents and/or witnesses in order to conduct fact finding, institute remedial actions or to informally resolve the complaint. Records of formal complaints will be kept for a minimum of five years.

Hawai'i Post-Secondary Education Authorization Program (HPEAP)

The Hawai'i Post-Secondary Education Authorization Program (HPEAP) [http://cca.hawaii.gov/hpeap/] was created in 2013 by Act 180 to provide regulatory oversight of certain post-secondary educational institutions that have a physical presence in the state. The Act was then codified as Hawai'i Revised Statutes Chapter 305J. A student or former student of the university may file a complaint concerning the institution at which the student is or was enrolled. The HPEAP may investigate complaints based on possible violations of this chapter or rules. HPEAP cannot consider complaints that infringe on the academic or religious freedom of, or question the curriculum content of an educational institution. You must exhaust all administrative remedies available at the institution first; provided that if the complaint involves a violation of state or federal criminal law, this requirement shall not apply.

2) Briefly summarize the steps for how a complaint or grievance filed through official university processes progresses. Include information on all levels of review/appeal.

As stated in the previous section, students with complaints are first expected to discuss the attempt to resolve the issue with the course Instructor. The student and/or Instructor may consult with the Academic Advisor on the issue, but the Academic Advisor cannot determine a solution. If this fails, the student can take the issue to the Department Chair, who acts as an informal mediator between the student and the Instructor. If this step is unsuccessful, the procedure becomes a formal grievance and is submitted to the academic Dean describing the issue, including all supporting documentation. The Dean will then forward all grievance materials to the Instructor within five working days with a request for a response within five working days.

The Dean can also attempt to mediate and provide an informal resolution satisfactory to all parties if it seems appropriate in the situation. Once the Instructor responds, the Dean sends the materials to the student within five working days. If the student wishes to request a hearing, it must be a written request submitted to the Office of the Provost within 10 working days of receiving the materials with the Instructor's response. If approved, the Provost creates an Academic Conduct Review Board comprised of the Dean of Students or designee as the Board facilitator and Board members comprised of an Academic Dean (chosen by the Provost), two faculty members and two representatives from the Student Government Association. The Provost can alter the Board composition at their discretion, but it must include faculty and students. If the request is not approved, the grievance process is concluded. The Academic Conduct Review Board will review the documents and meet with the student and Instructor separately. They may meet with other individuals if necessary who have relevant information to the case. All decisions are made by majority vote. The final recommendation is made by the Academic Conduct Review Board and will be submitted to the student by the Provost within three working days.

3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.

   There have been no formal grievances brought by BSPH or MPH students in since the inception of these degrees.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

   Hawai‘i Pacific University has a robust, clear, and accessible student complaint procedure. Good communication and a shared interest in successful student outcomes, plus an open-door policy for students and faculty, has proven to work well for Public Health Department. No weaknesses have been identified.

H4. Student Recruitment and Admissions

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

1) Describe the program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.

   The Hawai'i Pacific University Office of Admissions is the primary student recruitment resource for the Public Health Department as is true for all academic programs and departments at Hawai'i Pacific University. The Office of Admissions advertises, employs recruiters, and holds recruitment events in local, national and international markets. The Public Health Department Chair meets quarterly with Office of Admissions to help develop recruitment messaging, talking points, and vet print and media materials. Public Health Department faculty participate regularly in local and national recruitment events at college fairs, community college career fairs, high school career fairs, and university and college open houses designed for potential students and families. The Public Health Department Chair regularly responds to phone and emails requests for program and degree information from students. Other College of Health and Society Administrative Assistants and the Student Services Specialist also receive and refer prospective students to the Public Health Department Chair for response.

   One difference between BSPH and MPH Office of Admissions recruitment activities is that the MPH has separate and unique advertising campaigns on local radio, television, and social media. Additionally, there is funding designated in the Public Health Department budget for MPH student recruitment that is used to support workforce-related community events such as conference sponsorships.

   Recruitment of academically achieving students is promoted by offering academic merit scholarships. Both full-time, degree-seeking, undergraduate freshman applicants and undergraduate transfer student applicants are considered for academic merit scholarships at the time of admission based on academic abilities. Graduate student applicants are considered for Graduate Assistantships offering partial tuition scholarships at the time of application. These Graduate Assistantships can also be used to attract or secure high-achieving graduate students.

2) Provide a statement of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.

   The applications for both the BSPH and MPH degrees are fully online. Applicants must complete the application, pay the application fee, and submit transcripts, test scores, and letters of recommendation (for graduate program applicants) via the online application system.

   While the number of full-time, first-time freshmen to declare Public Health as their major at admission or during their freshmen year has been increasing every year since its inception, the majority of Public Health students are still not originally admitted as such. Thus, future or at-admission BSPH students are admitted based on identical criteria for non-professional undergraduate degrees at Hawai'i Pacific University. Hawai'i Pacific University admission considers GPA, SAT, and/or ACT scores (and English proficiency if educated outside the United States), extracurricular activities, personal statement (essay) and/or resume, academic area of interest, and recommends high school honors, advanced placement and international baccalaureate courses. SAT or ACT scores are required for domestic students applying directly from high school. The Public Health Department does not control BSPH admissions or declarations of major.

The Office of Admissions forwards all graduate applications to the Public Health Department Chair and Public Health Admissions Committee Chair after the baccalaureate degrees have been confirmed. The Office of Admissions has two staff to review and process graduate applications for the College of Health and Society and they work closely with the Public Health Department Chair and the Public Health Admissions Committee Chair during the graduate admissions process. MPH admissions are handled completely at the program level following the forwarding of applications to the program.

The Public Health Department Chair and Public Health Admissions Committee Chair review the entire application for prerequisites, career goals and trajectory, and professional experience that may enhance success in the MPH and successful employment post-MPH. The current prerequisites are mostly to ensure education in the health sciences and statistics. Because public health is a diverse field, however, these prerequisites can be waived if the career goals, trajectory, and professional experience indicate the pursuit of a different aspect of public health (e.g. policy, law, sociology). The exception to this flexibility is if the applicant's undergraduate transcripts indicate no background in any sciences or statistics. These applicants are required to take these courses at any accredited institution before being fully admitted to the MPH program. MPH applicants can be admitted at various levels including full admit, probationary admit (lower than 3.5 GPA), and conditional (needing coursework, e.g., biological sciences or statistics before full admit). MPH applicants without an undergraduate degree from a CEPH-accredited Public Health Program are required to complete and pass the non-credit, non-tuition PH 6100 – Foundations of Public Health sometime during their first two semesters.

Once MPH students are admitted by the Public Health Department Chair and Public Health Admissions Committee Chair, a decision form is sent to the Office of Admissions for final processing. At this point the Public Health Department Chair and / or the Public Health Admissions Committee Chair inform the applicant via email of their acceptance into the program (and the details of that admittance if they are probationary or conditional). Accepted applicants are encouraged to contact the Public Health Department Chair and / or the Public Health Admissions Committee Chair with any questions or requests for assistance. The student receives a separate notification from the Office of Admissions of their acceptance and instructions on how to enroll in courses. Once the student has paid their deposit and can enroll, the Public Health Department Chair remains in frequent contact about advising, student orientations, graduate assistantships, and campus life.

3) Select at least one of the measures that is meaningful to the program and demonstrates its success in enrolling a qualified student body. Provide a target and data from the last three years in the format of Template H4-1. In addition to at least one from the list, the program may add measures that are significant to its own mission and context.

Outcome Measures for Recruitment and Admissions					
Outcome Measure	**Target**	**Spring 2017***	**Fall 2017***	**Spring 2018***	**Fall 2018***
Percentage of graduate students accepting offers of admission^	80%	100%	80%	50%	90%

*Because the MPH program admits students during the Fall and Spring semesters, semester-specific acceptance percentages are reported in the table above in place of year-specific percentages

^Probational and provisional offers of admission are sometimes granted in cases where students must satisfy additional requirements in order to be granted full admission to the program. These types of offers were excluded from this analysis.

The data above illustrate that the recruitment efforts of the Public Health Department are resulting in the program enrolling well-qualified students.

4) If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.

In addition to the more formal recruitment strategies covered in section H4 subsection 1, the Hawai'i Pacific University Public Health Department has been very successful in recruiting prospective students via word of mouth, alumni engagement, and faculty research, presentations, and other activities in the community.

Additionally, as described in section D9 of this Self-Study document, the Hawai'i Pacific University Undergraduate General Education curriculum is increasingly exposing undergraduate students without declared Public Health majors or minors to Public Health courses and their associated concepts and principles. This is the result of the recent addition of multiple Public Health courses as options within the undergraduate General Education curriculum (PH 1200 - Introduction to Public Health in Fall 2017, PH 2060 - Comparative Health Systems in Spring 2018, and PH 1300 – Public Health Ethics in Spring 2019).

The first Public Health course to be offered in the General Education curriculum, PH 1200, has already proven to be a successful tool for student recruitment. In its first semester as General Education, PH 1200 successfully converted the majority of non-Public Health majors in the class into Public Health majors or minors upon completion of the course. Current course enrollment for PH 1200 is overwhelmingly first semester students with undeclared or non-Public Health majors, providing a golden opportunity for undergraduate student recruitment. Additionally, based on student interest and course popularity, it was decided to offer PH 1200 year-round, with sections offered in both Fall and Spring starting in the 2018-2019 academic year. Work is also underway to get PH 1000 – Introduction to Personal Health accepted into the Hawai'i Pacific University Undergraduate General Education curriculum as well. It is hoped that having four Public Health courses included in the General Education curriculum will substantially raise the profile of the Public Health Department overall and therefore enhance recruitment efforts.

H5. Publication of Educational Offerings

Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions 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, must contain accurate information.

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.

   The Hawai‘i Pacific University, College of Health and Society, and Public Health Program use a variety of vehicles to communicate information regarding the BSPH and the MPH. The university Academic Catalog and university webpages are accessible by the public and include degree programs, curricula, admissions policies, tuition, and degree completion requirements. There are a few different pathways the public can access this information. Many of these are found under the “Academics” pull-down menu on the Hawai‘i Pacific University front webpage. BSPH and MPH specific information, such as program descriptions, objectives, curriculum, admissions requirements, student employment opportunities, and Public Health Department faculty bios and contact information can be accessed via the College of Health and Society link, which also has direct application links to undergraduate and graduate admissions. From there, the viewer can access links to the BPSH and the MPH program information noted above as well as the “Apply Now” link which moves the viewer into the application process and pipeline. The “Areas of Study” link (under “Academics”) leads the viewer to the Public Health homepage (and BSPH and MPH links) with the program information noted above. Moving down this “Academics” pull-down menu, the “Academic Advising” area provides links to the academic catalog, calendar, forms, suspension process, general education and graduation. Finally, the Registrar link under the general Hawai‘i Pacific University “Academics” button contains links to all the above and more including information on how to register, course evaluations, FERPA, transcripts, and more.

   These websites and links are updated annually by the offices and administrators involved and include faculty and student feedback for quality assurance. Instruction-related information, such as grading policies and academic integrity standards and processes are found in the university-wide Student Handbook which can be found either by searching the internet or the Hawai‘i Pacific University website. department or Program Student Handbooks also include this information and can be found either by searching the internet or the Hawai‘i Pacific University website as well. The financial aid content area and links also provides detailed information on rate of progress, GPA, probationary status, and loan appeals. This area can be found by either searching the Hawai‘i Pacific University website using these keywords or searching the internet with “Hawai‘i Pacific University” and these key words.

   Public Health Program promotional and recruitment materials and messages are created by diverse offices at Hawai‘i Pacific University (e.g., Admissions, Recruitment, Marketing, College of Health and Society) with input from the Public Health Department faculty. The process is reciprocal: department originating documents, use of logos, and messaging must be vetted by marketing or admissions, and these offices ask for text, messaging ideas, themes, and vetting, images, interviews, and videos from the Public Health Program as they develop materials and campaigns. This reciprocity ensures accuracy of materials and messaging. Important links are included below.

Hawai‘i Pacific University homepage	Advising homepage
College of Health and Society homepage	Financial Aid homepage
Public Health homepage	2018-2019 Academic Catalog
BSPH homepage	2018-2019 Academic Calendar
MPH homepage	2018-2019 Hawai‘i Pacific University Student Handbook
Registrar homepage	Hawai‘i Pacific University course search