SUNY DOWNSTATE
Medical Center

RESPONSE TO
REVIEW FOR ACCREDITATION

of the

SCHOOL OF PUBLIC HEALTH

at the

State University of New York (SUNY) Downstate
School of Public Health (SPH)

May 3, 2016

Criteria and Site Visit Determinations

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Response to Council on Education for Public Health (CEPH) Site Visitors' Report Received January 7, 2016 Regarding Site Visit of November 16-18, 2015

May 3, 2016

Introduction

The State University of New York (SUNY), Downstate Medical Center (DMC), School of Public Health (SPH), presents the following response to the accreditation site visit report that resulted from the site visit of November 16-18, 2015. The site visitors identified a number of strengths of the SPH as well a few areas of concern. This response addresses the areas of concern that were identified under criteria that were "Met with Commentary" and "Partially Met." Our response does not address criteria that were "Met." Under each criterion for which a response is required, we have included the relevant quotations from the site visit report in black lettering. Our response is in blue lettering.

1.2 Evaluation and Planning. **Partially Met.**

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

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This criterion is partially met. The school has some processes in place for monitoring and evaluating its overall efforts against its mission, goals and objectives. Evaluation and planning tools include the following: faculty evaluations; applicant, acceptance and enrollment data; course evaluations; curricular evaluations; and feedback from students, alumni and the Community Advisory Group.

The senior administration of the school in conjunction with the Committee on Outcomes, Evaluation and Assessment, oversees the evaluation of the SPH. Data are continually collected on all aspects of the school's operation, analyzed and measured against the school's goals and objectives. Student demographic and academic performance data are regularly generated by the central Office of the Registrar and the Office of Admissions. Faculty members are evaluated annually by their respective chairs. Student performance is evaluated throughout each course, and aggregated data are collected and reviewed by the Committee on Outcomes, Evaluation and Assessment for use in planning. The Committee on Outcomes, Evaluation and Assessment also develops outcome measures based upon CEPH guidelines and the mission and goals of the school. Outcome measures are discussed in the Committee of Deans and Chairs bi-monthly meetings, annually or bi-annually with the Community Advisory Group, bi-annually with the Faculty and Professional Staff Assembly and bi-annually with the Student Council leadership. In addition, the department chairs discuss these measures and related data with their faculty.

The self-study document was developed with input from the school's constituents. In April of 2014, the dean formed a Steering Committee to oversee the self-study process. The Steering Committee formed sub-committees to address the different components of the self-study document. Each sub-committee drafted sections of the self-study and submitted each draft to the Steering Committee. The Steering Committee reviewed the documents and made appropriate recommendations for revisions. These drafts were discussed at regular departmental faculty meetings and were finalized at the Committee of Deans and Chairs and at the Steering Committee meetings. The information was then incorporated into the document by the associate dean for administration and reviewed by the dean. Draft versions of the entire self-study document were distributed to the members of the Steering Committee, faculty, students, alumni and the Community Advisory Group for comment. The dean then reviewed all comments and made appropriate changes. This process was repeated several times until the document was finalized.

The concern is that while the school routinely collects information on meeting its various targets, it does not appear that this information is consistently evaluated in ways that would assist with adjusting or validating targets or developing strategies to achieve them. This is evident in targets related to diversity of faculty, staff and students; in developing strategies to meet matriculation targets; and developing strategies to expand research. For the past three years, the SPH has met and exceeded most of its targets. When asked about adjusting targets, administrators stated that the targets are revised and set within the larger context of strategic planning for the medical center, and that with the development of a new strategic plan under the leadership of the new president, targets will be assessed and adjusted.

Response

With regard to utilizing the data that the SPH routinely collects, as stated above, the SPH regularly completes and updates strategic plans which are incorporated into the larger Centerwide strategic plan for the Medical Center. This document assesses the status of previous milestones and projects new milestones for the next five years. This allows the School to assess its targets, goals and overall progress, and to plan for future growth, by adjusting these outcome measures.

In addition to the strategic planning process, data and targets for diversity, matriculation, and research are discussed by the senior administration during Deans and Chairs Meetings which occur bi-monthly, regular meetings of the Committee on Outcomes, Evaluation and Assessment, and the Marketing Committee. Specific targets for faculty diversity are strongly emphasized during searches for new faculty. Typically a search committee is formed

consisting of a chair and at least 3 members. The Dean charges the committee with finding an eligible candidate with diversity factors in mind.

The diversity of faculty, staff and students is annually assessed while collecting data for the annual reports for CEPH and the Association of Schools and Programs of Public Health. Data for these reports include faculty, staff and student diversity data broken down by gender, race, ethnicity and (for students only) national/international status. The administration of the SPH utilizes these data to continually seek ways to further diversify our faculty, staff and students.

When recruiting faculty and staff, we cast a wide net in order to reach as diverse an audience as possible. In addition to posting the position on the Downstate website and job board, we post all vacant faculty positions on the American Public Health Association (APHA) website and the Rollins website to reach a wide, highly qualified applicant pool. For specific concentrations, faculty vacancies are advertised in journals and/or websites that specialize in the respective concentration. In addition, in conjunction with the Office of Diversity and Inclusion, for each hire, we complete an Affirmative Action form which requires us to be cognizant of each applicant's racial/ethnic status so that we can work to achieve greater diversity in the faculty and staff. Our latest target for under-represented minorities in the faculty was 40% (self-study document). Our actual percentage of faculty who are under-represented minorities was 26%. In hindsight, our target may have been unrealistic given the actual diversity of our applicants for faculty positions.   The diversity target for staff presented in the self-study document was 30%. Our actual percentage of diverse staff is 44%.

We are acutely aware of the immigrant populations in Brooklyn, their geographic location in Brooklyn and characteristics, and utilize these data for realistic marketing efforts, and faculty, staff and student recruitment. Currently 32% of Brooklyn is comprised of African-Americans (2010 US Census, p. 16). Our main catchment area is the East Flatbush/Crown Heights neighborhood, which is almost exclusively African-American and Caribbean- American. These characteristics are reflected in our student population which is our largest under-represented minority group at 26% (based on the 2015 fall semester enrollment snapshot).

Hispanics are the next largest under-represented minority group in Brooklyn, comprising 30% of the population. We would like to increase the Hispanic proportion of our students, which is currently 8% based on the 2015 fall semester snapshot. We have studied this population in Brooklyn and have found that a large portion is comprised of recent immigrants whose children are now primarily enrolled in primary and secondary education. As a result, there are not large numbers of these young people who are finishing college and planning to move on to graduate education. In addition, some of the Hispanic/Latino population is transitory, moving back and forth to their country of origin. Nevertheless, we continue to implement initiatives to provide outreach to this population in an effort to increase the percentage of Hispanics in our student body.

We have a significant percentage of Asian students, representing 19% of the student body (based on the 2015 fall semester snapshot), exceeding the Asian percentage of the population of Brooklyn which is 10% of the overall population (2010 US Census, P. 16).

The School is also annually involved in creating enrollment and revenue projections which address the matriculation targets. It is during these exercises that the administration reviews current and past enrollment, trends in student enrollment, and plans for increasing enrollment and revenue in the coming year. New York State residency is one of the parameters analyzed in this exercise. The most recent projections were the catalyst for the SPH to begin to accept international students. These plans are already underway and our first international students will be accepted in the fall 2016 semester.

In addition to the projection exercises, enrollment and matriculation goals are discussed at meetings of the Committee of Deans and Chairs, the Committee on Marketing, and the Committee on Outcomes, Evaluation and Assessment. Results of these discussions are used to adjust targets and strategize ways to increase matriculation rates.
Assessment and evaluation of research is accomplished every six months via a report created by the Associate Dean for Research Administration and the Contract Manager. This

report itemizes each research project currently undertaken by faculty. Information in this report includes:

- Amount of Grants
- Annual Amount of Grants
- Sponsoring Agencies
- Direct and Indirect Funds
- Community Participation
- Student Involvement

Data from this report are utilized for assessing the needs of faculty regarding identifying additional funding opportunities, mentoring junior faculty, and encouraging additional collaborative efforts school-wide and center-wide. The assessments in this report have resulted in an understanding of the SPH need for improving in the number of faculty receiving extramural funding, the number of research projects currently underway, and the amount of funding for research projects.

The Sub-Committee on Research, Resources and Budget of the Faculty and Professional Staff Assembly, meets regularly to discuss the research enterprise and strategize ways to increase the number of faculty obtaining extramural research grants.

In addition, the SPH receives regular e-mails from the Foundation Center which provide information on available grants and grant writing trainings. Periodically, grant-writing workshops are held at the School of Public Health for any faculty who wish to enhance their skills in this area.

The new Office of Professional Development, administered by Dr. Joseph Merlino, Vice President for Faculty Affairs and Professional Development has held and is planning a number of workshops on ways to increase the research enterprise centerwide. These workshops are open to SPH faculty.

1.8 Diversity. **Met with Commentary**

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

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This criterion is met with commentary. The school demonstrates an overall commitment to diversity, including its mission, vision and values statements. The geographic location of the school and its recruiting efforts have allowed the school to acquire a diverse student population.

The first commentary relates to the link between the school's classification of its underrepresented groups and the diversity goals the school has developed. There is a disconnect between the data that are collected and reported regarding student diversity and the school's groups of interest. The school reports data based on age, sex and ethnicity but not based on country of origin, location in Brooklyn and New York or first generation immigrant Americans. The data that are collected should correspond with the priority groups, specifically for students.

Response

Both CEPH and ASPPH require that we track the age, sex, race and ethnicity, among other demographic data which we choose, such as state of residence. We use these data for recruiting purposes. The AMCAS application (for medical school applicants) requires "birth place" so we can collect these data from any medical school applicants applying to the School of Public Health. In addition, this information is collected for international students which we will be accepting beginning in the Fall Semester 2016. Therefore, it is only for applicants other than MD/MPH and international ones that we need to collect these data. We have already arranged with the Department of Admissions to move the field "Birth Country" from the International Student section to the main part of our School of Public Health application, so that it will be captured for all incoming students beginning in the next admission cycle. We already collect data on State of Residence and whether or not the applicant is a United States citizen, and whether s/he was born here or naturalized. The following fields are already captured for all students who are not US citizens:

- Country of Birth
- Country of Citizenship (which may be different than Country of Origin)
- Country of Permanent Residence

Responding to the comments of the site visitors, we plan to utilize this information for recruitment purposes, looking at the proportion of applicants, acceptances, and enrollees from particular countries vs. the percentages of racial/ethnic groups of immigrants in Brooklyn. This will be done to more accurately target the existing and eligible local groups for outreach. This information will be given to our Marketing Committee so they can more accurately target their recruitment materials.

We are knowledgeable about the immigrant populations in Brooklyn, their geographic location in Brooklyn and characteristics. Currently 32% of Brooklyn is comprised of African-Americans (2010 US Census, P. 16). Our main catchment area is the East Flatbush/Crown Heights neighborhood, which is almost exclusively African-American and Caribbean-American. This characteristic is reflected in our student population which is our largest under-represented minority group at 26% (based on the 2015 fall semester enrollment snapshot).

Hispanics are the next largest under-represented minority group in Brooklyn, comprising 30% of the population. We would like to increase the Hispanic proportion of our students, which is currently 8% based on the 2015 fall semester snapshot.   In studying this group in Brooklyn, we have determined that a large portion of the Hispanic/Latino population are recent immigrants whose children are now primarily enrolled in primary and secondary education. As a result, there are not large numbers of these young people who are finishing college and planning to move on to graduate education. In addition, some of the Hispanic/Latino population is transitory, moving back and forth to their country of origin. Nevertheless, we continue to initiate outreach to this population in an effort to increase the percentage of Hispanics in our student body.

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As stated above, the School is also annually involved in creating enrollment and revenue projections which address the matriculation targets. It is during these exercises that the administration reviews current and past enrollment, trends in student enrollment and plans for increasing enrollment and revenue in the coming year. New York State residency is one of the parameters analyzed in this exercise. The most recent projections were the catalyst for the SPH to begin to accept international students. The plans for this are already underway and, as stated above, our first international students will be accepted in the fall 2016 semester.

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Currently, 26% of the SPH full-time faculty are under-represented minorities, and 25% of the part-time faculty are under-represented minorities. The percent of part-time faculty has remained steady for the past four years and was reported as 25% for 2015-16. The school has a diverse staff with 44% who are under-represented minorities. The school has identified a goal of having 10% of their students from out- of-state, and the school has met this goal (11% of students are from out-of-state), but it is not known what percent of these students are US vs. international students. The school also identified students' age distribution as an important part of diversity, and this distribution is in line with the school's goal of enrolling 60% of students between the ages of 20 and 29. Overall, 57% of the SPH student population are under-represented minorities.

The second commentary relates to the fact that the school has not met its diversity goal for faculty. The student data indicated that the diversity of the students is parallel to the diversity of the surrounding Downstate community, with about 57% of students being from underrepresented groups. However, the diversity of the full-time faculty was reported as 26% for 2015-16, which was lower than the school's goal of 40%. School administrators explained the process for recruiting and hiring diverse faculty but stated that the pool of qualified applicants is not diverse, making it hard to recruit.

The school adheres to the federal and state laws regarding affirmative action and diversity. The central Office of Diversity and Inclusion oversees the school's hiring process to assist the SPH in meeting its goals for under-represented minority faculty. The school also makes an effort to recruit diverse faculty at APHA. The policy statements by the school and the SUNY Downstate Medical Center define compliance measures to prevent discrimination.

The school identified several events geared towards recruiting diverse students which include the following: minority student health professions fair at Lehman College and annual career fairs at Brooklyn College, recruitment through APHA and partnerships with undergraduate programs throughout the city. The school is also considering hiring a recruiter responsible for reaching out to diverse students. During the site visit, students validated that the school has had several activities that support an inclusive environment for a diverse student body, including multicultural potlucks at the end of the semester.

The school integrates competencies into the curriculum that address health disparities. These competencies are identified in the core MPH and DrPH courses. Similarly, the course content identifies issues related to disparities such as environmental social justice.

Response

As stated above, when recruiting faculty and staff, we cast a wide net in order to reach as diverse an audience as possible. In addition to posting the position on the Downstate website and job board, we post all faculty vacant positions on the American Public Health Association (APHA) website and the Rollins website to reach a wide, highly qualified applicant pool. For specific concentrations, faculty vacancies are advertised in journals and/or websites that specialize in the respective concentration. In addition, in conjunction with the Office of Diversity and Inclusion, for each hire, we complete an Affirmative Action form which requires us to be cognizant of each applicant's racial/ethnic status so that we can work to achieve greater diversity in the faculty and staff.

Our latest target for under-represented minorities in the faculty was 40% (self-study document). Our actual percentage of faculty who are under-represented minorities was 26%. In hindsight, our target may have been unrealistic given the actual diversity of our applicants for faculty positions.   Going forward, and based on empirical experience, we plan to set this target at 25%. The diversity target for staff presented in the self-study document was 30%. Our actual percentage of diverse staff is 44%.

2.7 Assessment Procedures. **Partially Met**

There shall be procedures for assessing and documenting the extent to which each professional public health, other professional and academic degree student has demonstrated achievement of the competencies defined for his or her degree program and area of concentration.

Site Visitor Comments, Page 19-20

This criterion is partially met. The school has established procedures beyond course grades to assess students' mastery of competencies for each degree and concentration. The school has also identified outcome measures to evaluate student achievement in each program. The school assesses competency attainment for both MPH and DrPH students via course performance, preceptor and academic advisor evaluations, the culminating experience paper evaluation form and the evaluation form for the oral component of the culminating experience.

For the field experience, preceptors and academic advisors complete an evaluation, which addresses achievement of core and concentration-specific competencies as outlined on the field experience form.

For the culminating experience, members of each student's committee (thesis/capstone advisor, the second reader and the concentration advisor), assess competency attainment by evaluating the final product (dissertation/culminating experience paper) using an evaluation form. The evaluation form also allows the committee to assess whether the paper and dissertation is integrative across the five core areas of public health.

MPH students have a maximum allowable time of six years to graduate, and DrPH students have a maximum allowable time of eight years. MPH students who entered in 2010-2011 have a graduation rate of 72.5%. The most recent cohort (2015-2016) has a total of 51 continuing students. With very low attrition rates and a large cohort, it appears that the school will continue to meet the required 70% graduation rate.

DrPH students who entered in 2008-2009 have a graduation rate of 33.3%. There are a total of three students in this cohort; one student withdrew, one graduated and one student is continuing. Though the school has not met the required 60%, this cohort is on track to achieve a graduation rate of 66% if the last student graduates.

The school has developed an outcome measure regarding average MPH student GPA at graduation, with a target of 3.5. All cohorts, with the exception of the 2010-2011 cohort, have met and exceeded that target.

The school collects job placement data through a comprehensive database to track its alumni. The database includes the graduates' demographic information, degree, concentration and current employment information. The school collected data for a total of 79 MPH students in the academic year 2014-2015. A total of 36 graduates were employed

(54%), seven were continuing education (16%), no students were actively seeking employment or not seeking employment at all, and 36 students were unknown.

For DrPH students, a total of five students have graduated within the last three years. For the most recent academic year (2015-2016) one student has reached the one year threshold after graduation, and that student is employed. For the previous year there were a total of three graduates, one was employed and two were not seeking employment.

The first concern relates to the school's efforts to assess employers' perception of graduates' competency attainment and performance in the workforce. According to information provided in the self-study, the dean solicits information about competencies in relation to the needs of the workforce from the Community Advisory Group. Site visitors' review of the meeting meetings confirmed this. Though this information is important for curricular and competency development, the information collected does not assess the performance of the schools' graduates in the workforce, in general or specific terms. Faculty members who met with the site visit team stated that they were concerned that asking for information about employee performance from employers would infringe on confidentiality policies as graduates would be easily identified.

Response

In response to the Site Visitor's concern that we would benefit from more formalized data collection from employers of alumni and the skills they bring to the workforce, we designed a employer survey to be sent to the employers of our alumni which is a data element gathered in the database. The survey will be sent to all employer Human Resources Department or company/organization owners, as appropriate, beginning in June 2016 in an attempt to assess the skills and expertise employers seek. It will be loaded into Qualtrics Survey Software and e-mailed to the appropriate department in the employer's organization. See below for a copy of this survey.

As an accredited School of Public Health, we look to employers to obtain information about employer expectations of Master of Public Health (MPH) and Doctor of Public Health (DrPH) graduates. Please answer the following short survey to assist us in planning our curriculum to prepare students for employment.

1. Does your organization identify as:

   Please Check All That Apply

   ☐ A. Public
   ☐ B. Private
   ☐ C. Non-Profit
   ☐ D. Educational
   ☐ E. Healthcare

2. How many people are employed by your organization?

   ☐ A. 0 to 50
   ☐ B. 50 to 200
   ☐ C. 200 to 500
   ☐ D. 500 to 1,000
   ☐ E. 1,000 to 3,000
   ☐ F. More than 3,000

3. Of the number of employees employed by your organization, how many are engaged in Public Health activities as part of their work responsibilities?

   ☐ A. 0
   ☐ B. Up to 10%
   ☐ C. 11 to 25%
   ☐ D. 26 to 75%
   ☐ E. 76 to 99%
   ☐ F. 100%

4. For your professional positions, what academic levels do you require your employees to possess?

   Please Check All That Apply

   ☐ A. Some College
   ☐ B. Bachelor's Degree
   ☐ C. Master's Degree
   ☐ D. Doctoral Degree
   ☐ E. Master of Public Health Degree
   ☐ F. Doctor of Public Health Degree

5. When you hire professional employees,

   Please Check All That Apply

   ☐ A. We require Public Health degrees for certain positions
   ☐ B. We prefer Public Health degrees for certain positions
   ☐ C. We do not have a preference for Public Health degrees

6. For those employees who you would like to have a Public Health degree, what subject area(s) of expertise do you look for?

   Please Check All That Apply

   ☐ A. Biostatistics
   ☐ B. Epidemiology
   ☐ C. Environmental/Occupational Health
   ☐ D. Community Health Science
   ☐ E. Health Policy and Management
   ☐ F. None of the above
   ☐ G. Other (Please specify)_____

7. Which of the following skills/responsibilities do you look for an employee with a Public Health degree to have?

   Please Check All That Apply

   ☐ A. Research
   ☐ B. Public Health Education
   ☐ C. Leadership
   ☐ D. Written and Oral Communication Skills
   ☐ E. Community Outreach
   ☐ F. Familiarity with Current National and Local Health Policies
   ☐ G. Ability to Do Needs Assessments
   ☐ H. Other (Please Specify) _____

8. Any additional comments:

Many thanks for your time in completing this survey.

We hope to utilize this information when revising the curricula, especially in light of the proposed upcoming changes in the CEPH criteria.

The second concern relates to the school's efforts to assess alumni's perception of their level of competency attainment and performance in the workforce. As noted in the 2015 meeting minutes of the Community Advisory Group, one member made the suggestion to survey alumni to assess their competency attainment and performance in the field. The Medical Center has recently administered an exit survey for all graduating students to complete, which has a specific question about the skills that they use in their current employment. However, not all students would have secured employment by the time of graduation. Also, because the survey was recently administered, the school has not evaluated the data that was collected. It would be helpful for the school to establish measures to collect data after graduation.

Response

Downstate Medical Center initiated this year a Downstate Graduate Exit Survey that is being sent out to the graduates of all schools within the Medical Center (See Appendix). One of the purposes of this survey is to permit comparative analyses of graduate responses to certain questions of students of the five schools (College of Medicine, School of Nursing, College of Health-Related Professions, Schools of Graduate Studies and School of Public Health). The School of Public Health graduates will only respond to the questions that are relevant to them. In addition, the School of Public Health has designed an extensive Graduate Exit Survey which will be administered to its graduates only, at every point of graduation (May, August, and December) going forward. This latter survey is quite comprehensive, consisting of questions regarding all aspects of the School of Public Health, and not covered in the Centerwide Graduate Exit Survey just described. Questions include some about the graduates' perception of their level of competency and skill attainment during the time they pursued their degree, some about their opinion of the career advisement they received at the SPH, and some about the curriculum and faculty. This survey has been put into Qualtrics Survey Software in preparation for its regular implementation.

In addition to the Graduate Exit Survey, we have created a special Alumni Survey to address the concerns of the site visitors and to obtain insights into the alumni's perception of their level of competency attainment and performance in the workforce. This survey will be sent out to all alumni beginning in June 2016. All alumni who have graduated more than a year prior to the survey being administered will be included. This survey contains questions that specifically pertain to alumni perception of their preparation for the workforce and level of competency attainment in the SPH.

The results of these surveys will be used by the administration and faculty to shape changes in the curricula, and potentially the structure of the school going forward. It is planned that the Committee on the Curriculum will be given the results of the surveys as they occur, so they can plan for changes in the curricula of the MPH and DrPH degrees which address the need for various skills and competencies. As we assess the graduates' and alumni's perception of needs regarding workforce and career counseling, we will also be able to plan for new certificate programs and to implement more formal career counseling services.

Both the SPH Graduate Exit Survey and the SPH Alumni Survey are presented below. The Graduate Exit Survey being administered by the Medical Center is contained in the Appendix.

The Graduate Exit Survey to be sent out to all graduates at each point of graduation is as follows:

School of Public Health

450 Clarkson Avenue, Brooklyn, NY 11203
Phone (718) 270-1065 Fax: (718) 270-2533
E-mail: PublicHealth@downstate.edu

GRADUATE EXIT SURVEY

Our graduates are the most important source of information in our efforts toward continual quality improvement of our degree and certificate programs. Please take the time now to answer this survey. Results will be held confidential.

1. What degree did you graduate with?
   - o Advanced Certificate in Public Health (ACPH)
   - o Master of Public Health (MPH)
   - o Concurrent degree - MD/MPH
   - o Doctor of Public Health (DrPH)

2. Which concentration were you enrolled in?
   - o Biostatistics
   - o Community Health Sciences (Urban and Immigrant Health)
   - o Epidemiology
   - o Environmental and Occupational Health Sciences
   - o Health Policy and Management
   - o None (Advanced Certificate)

3. The core curriculum prepared you well for subsequent coursework.
   - o Strongly Agree
   - o Agree
   - o Neutral
   - o Disagree
   - o Strongly Disagree

4. The overall curriculum for your specialty prepared you well for a career in that specialty.
   - o Strongly Agree
   - o Agree
   - o Neutral
   - o Disagree
   - o Strongly Disagree

5. The overall curriculum fostered integration and application across public health concepts/topics.
   - o Strongly Agree
   - o Agree
   - o Neutral
   - o Disagree
   - o Strongly Disagree

6. The selection of elective courses met your needs.
   - o Strongly Agree
   - o Agree
   - o Neutral
   - o Disagree
   - o Strongly Disagree

7. Faculty was skilled at instructing students in the content material for their topics/course.
   - o Strongly Agree
   - o Agree
   - o Neutral
   - o Disagree
   - o Strongly Disagree

8. Faculty used instructional methods and materials appropriate for the topic/course.
   - o Strongly Agree
   - o Agree
   - o Neutral
   - o Disagree
   - o Strongly Disagree

9. Fieldwork provided you with the experience and level of rigor that you needed.
   - o Strongly Agree
   - o Agree
   - o Neutral
   - o Disagree
   - o Strongly Disagree

10. Faculty advisement/mentoring was appropriate to your needs.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

11. Library holdings/learning materials were accessible.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

12. Lab, computer and other special facilities were up-to-date and available.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

13. Faculty Provided Career Counseling.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

14. Campus safety was well addressed.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

15. The physical environment overall was conducive to learning.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

16. SPH administration/staff was informative and helpful.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

17. SPH faculty, administration and staff were responsive to your individual or special needs.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

18. Students have adequate opportunities to work closely with other members of the student body.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

19. The School enjoys an overall positive reputation among the student body.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

20. Your experience in the School was overall positive.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

21. You would recommend the School of Public Health to other students.
    - o Strongly Agree
    - o Agree
    - o Neutral
    - o Disagree
    - o Strongly Disagree

22. Do you anticipate a long-term career path in the public health/medical field?
    - o   Strongly Agree
    - o   Agree
    - o   Neutral
    - o   Disagree
    - o   Strongly Disagree

23. The School has established a mission and goals. Please indicate the extent to which you feel that the themes of the mission and goals are reflected in the SPH curriculum and activities.
    - o   Not at all reflected
    - o   Slightly reflected
    - o   Neutral
    - o   Somewhat reflected
    - o   Strongly reflected
    - o   Uncertain

24. Please indicate the extent to which you feel service to community and other constituencies are reflected in the SPH curriculum and activities.
    - o   Not at all reflected
    - o   Slightly reflected
    - o   Neutral
    - o   Somewhat reflected
    - o   Strongly reflected
    - o   Uncertain

25. Please indicate the extent to which you feel partnership, collaboration and participation are reflected in the SPH curriculum and activities.
    - o   Not at all reflected
    - o   Slightly reflected
    - o   Neutral
    - o   Somewhat reflected
    - o   Strongly reflected
    - o   Uncertain

26. Please indicate whether you were well trained in analysis and assessment.
    - o   Very well trained
    - o   Adequately trained
    - o   Poorly trained
    - o   Not trained at all
    - o   Uncertain

27. Please indicate whether you were well trained in policy development/program planning.
    - o   Very well trained
    - o   Adequately trained
    - o   Poorly trained
    - o   Not trained at all
    - o   Uncertain

28. Please indicate whether you were well trained in communication, including public speaking and presentation.
    o Very well trained
    o Adequately trained
    o Poorly trained
    o Not trained at all
    o Uncertain

29. Please indicate whether you were well trained in cultural competency.
    o Very well trained
    o Adequately trained
    o Poorly trained
    o Not trained at all
    o Uncertain

30. Please indicate whether you were well trained in community dimensions of public health practice.
    o Very well trained
    o Adequately trained
    o Poorly trained
    o Not trained at all
    o Uncertain

31. Please indicate whether you were well trained in financial planning and management.
    o Very well trained
    o Adequately trained
    o Poorly trained
    o Not trained at all
    o Uncertain

32. Please indicate whether you were well trained in leadership and systems thinking.
    o Very well trained
    o Adequately trained
    o Poorly trained
    o Not trained at all
    o Uncertain

33. Which of the following best describes your current circumstances? (Please select one).
    o Not currently employed
    o Not currently employed, and enrolled in another health/medical degree program
    o Not currently employed, and enrolled in another degree program – not health related
    o Employed in a non-health related position (skip to next question)
    o Employed in a health related/medical position, government
    o Employed in a health related/medical position, non-profit
    o Employed in a health related/medical position, health care
    o Employed in a health related/medical position, private practice
    o Employed in a health related/medical position, university/research

34. What feature(s) of SPH were especially useful in preparing you for your career?

35. Please specify any additional ways in which the SPH program can better meet student needs.

School of Public Health

450 Clarkson Avenue, Brooklyn, NY 11203
Phone (718) 270-1065 Fax: (718) 270-2533
E-mail: PublicHealth@downstate.edu

ALUMNI SURVEY

Dear Alum,

We at the School of Public Health value your opinions regarding how well the School prepared you for your professional obligations in your current position. We plan to utilize this information for continual quality improvement of our degree and certificate programs.

Please take a few minutes now to answer this short survey. Results will be held confidential. Thank you very much.

Name_____ Date_____ Graduation Date_____

Degree or Certificate Program_____

Concentration (if applicable)_____

Place of Employment_____

1. Does your place of employment identify as:

Please Check All That Apply

- ☐ Public
- ☐ Private
- ☐ Non-Profit
- ☐ Educational
- ☐ Healthcare
- ☐ Other_____

2. How many people are employed by your organization?

   - ☐ 0 to 50
   - ☐ 50 to 200
   - ☐ 200 to 500
   - ☐ 500 to 1,000
   - ☐ 1,000 to 3,000
   - ☐ More than 3,000

3. The overall curriculum for your concentration prepared you well for a career in that concentration.

   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly Disagree
   - ☐ Uncertain

4. Faculty advisement/mentoring was appropriate to your needs

   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly Disagree
   - ☐ Uncertain

5. Faculty Provided Career Counseling.

   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly Disagree
   - ☐ Uncertain

6. SPH faculty, administration and staff were responsive to your individual or special needs.

   - ☐ Strongly Agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly Disagree
   - ☐ Uncertain

7. What feature(s) of SPH were especially useful in preparing you for your career?

***4.4 Advising and Career Counseling.* Partially Met**

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

<u>Site Visitor Comments, Page 29-30</u>

This criterion is partially met. The school has an accessible, albeit informal, academic advising system and readily available career and placement advice, but does not obtain regular feedback from students about satisfaction with the system or suggestions for improvement.

All students participate in an orientation at the start of their program. The school provides an overall SUNY DMC student handbook and a supplemental school of public health student handbook that contains information about curriculum, competencies, degree requirements, field experiences and the culminating experience. The supplemental handbook also contains information specific to the DrPH program. Faculty members are the primary source for individual student advising. The faculty advisor and the assistant dean for enrollment and student affairs provide oversight for course scheduling and progress toward degrees.

Career advising is mostly an individualized process and includes emails from the associate dean for community public health affairs about job opportunities. The faculty advisor, the assistant dean for enrollment and student affairs and the Student Council provide individual and group informational settings regarding career advisement, employment opportunities and information on internship opportunities.

The SPH has an open environment, which encourages students to voice their opinions regarding the operations of the school. Within the larger medical center, there is a formal process for grievances that involve issues of sexual harassment or violence in the SUNY DMC Student Handbook. Grievance procedures regarding disputed grades or unfair treatment rest with the school. Academic or any other type of grievances in the SPH are formally addressed by the vice dean and the Committee on Student Evaluation, Promotion and Honors (SEPH) committee. The student may appeal the committee's recommendation to the dean. These policies are stated in the Policies and Procedures of the SEPH committee and publicized in the SPH Supplemental Student Handbook and the SUNY Downstate Student Handbook, which are accessible to students on the Downstate website. The school has not had any grievances.

The concern relates to the lack of formal assessment of student satisfaction with career counseling and advising. The school does not have a formal mechanism for assessing student satisfaction in these areas, however the self-study states that the school obtains feedback from students informally during Steering Committee meetings that include student members and general day-to-day interaction with the students. After reviewing the Steering Committee meeting minutes, site visitors were unable to verify this. The Medical Center administers a centralized exit survey to students, but it does not collect specific information about student advising and career counseling. Informal mechanisms may not be sufficient as the school grows.

Students reported that they have outstanding access to faculty members who serve as both advisors and mentors. In addition to an open door policy, students reported that faculty provide career counseling in a variety of methods that is personalized to their interests. Examples of career counseling efforts include notifying students about job vacancies, revising resumes and hosting career fairs.

Response

Faculty in the SPH serve as student advisors and mentors in a variety of ways. In response to the site visitors' concerns about formalization of the process of receiving and utilizing feedback regarding student advising and career counseling services, two surveys were developed to assess student satisfaction with their experience during their degree program process and during their post-graduation employment experience. These two surveys are detailed above. They are the Graduate Exit Survey and the Alumni Survey. In addition, the Graduate Exit Survey will be administered to all SPH graduating classes going forward. This information will then be used by the Assistant Dean for Enrollment and Student Affairs and the Departmental Chairs to expand faculty members expertise in advising and career counseling techniques. The Alumni Survey will be administered to all alumni one year post-graduation and beyond, when they are employed or in a post-graduation academic position, for example: doing research.

The following questions are common to the Graduate Exit Survey and the Alumni Survey. They address student satisfaction with career counseling and advising and student perception of their preparedness for their workforce requirements.

The overall curriculum for your concentration prepared you well for a career in that concentration.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly Disagree
- ☐ Uncertain

Faculty advisement/mentoring was appropriate to your needs

☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
☐ Uncertain

Faculty Provided Career Counseling.

☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
☐ Uncertain

SPH faculty, administration and staff were responsive to your individual or special needs.

☐ Strongly Agree
☐ Agree
☐ Neutral
☐ Disagree
☐ Strongly Disagree
☐ Uncertain

What feature(s) of SPH were especially useful in preparing you for your career?

In summary, there are four surveys. They are:

1. Survey of Alumni Employers
2. Downstate Graduate Exit Survey (administered to the graduates of the Center's five schools/colleges.
3. School of Public Health Graduate Exit Survey
4. School of Public Health Alumni Survey

APPENDIX

DOWNSTATE CENTERWIDE GRADUATE EXIT SURVEY RESULTS 2015

EXIT SURVEY 2015

This report was generated on 05/22/15. Overall 289 respondents completed this questionnaire. The report has been filtered to show the responses for 'Which college will you be graduating from?=School of Public Health'.

The following charts are restricted to the top 12 codes. Lists are restricted to the most recent 100 rows.

Which college will you be graduating from?

College of Health Related Professions (-)

College of Nursing (-)

School of Public Health (31) ███████████████████████████████ 100%

CHRP degree earned (Highest academic qualification)

Diagnostic Medical Imaging, BS (-)

Physician Assistant, BS (-)

Midwifery, Advanced Cert (-)

Medical Information, MS (-)

Midwifery, MS (-)

Nurse Midwifery, MS (-)

Occupational Therapy, MS (-)

Physical Therapy, BS/DPT (-)

Nursing degree earned

Advanced Certificate Family Nurse Practitioner (-)

Advanced Certificate Women's Health Nurse (-)

Accelerated Nursing, BS (-)

RN to BS Completion, BS (-)

Adult-Gerontology Clinical Nurse Specialist, MS (-)

Family Nurse Practitioner, MS (-)

Nurse Anesthesia, MS (-)

Nurse-Midwifery, MS (-)

Pediatric Clinical Nurse Specialist, MS (-)

Women's Health Nurse Practitioner, MS (-)

Public Health

Adv Certificate Public Health (-)

Public Health, MPH (29) ████████████████████████████████ 97%

Public Health, Dr.PH (1) █ 3%

What do you plan to do in the next year after you graduate? (please check all that apply) (Return to/continue work in a previous/current position)

Full-time (30 hrs or > per week) (6) ███████████████ 75%

Part-time (< 30 hrs per week) (2) █████ 25%

What do you plan to do in the next year after you graduate? (please check all that apply) (Begin work in a position related to my program)

Full-time (30 hrs or > per week) (13) ██████████████ 68%

Part-time (< 30 hrs per week) (6) ██████ 32%

What do you plan to do in the next year after you graduate? (please check all that apply) (Begin work unrelated to my program)

Full-time (30 hrs or > per week) (4) ████████████████████████ 100%

Part-time (< 30 hrs per week) (-)

What do you plan to do in the next year after you graduate? (please check all that apply) (Anticipate being self-employed or free-lancing)

Full-time (30 hrs or > per week) (1) ████████████████████████ 100%

Part-time (< 30 hrs per week) (-)

What do you plan to do in the next year after you graduate? (please check all that apply) (Attend graduate or professional school)

Full-time (30 hrs or > per week) (4) ██████████████████ 80%

Part-time (< 30 hrs per week) (1) ████ 20%

What do you plan to do in the next year after you graduate? (please check all that apply) (Other)

Full-time (30 hrs or > per week) (3) █████████████████ 75%

Part-time (< 30 hrs per week) (1) ████ 25%

Other: What do you plan to do in the next year after you graduate?

Looking for a job relevant to my degree major but no offers yet (3) ██████████ 75%

Not looking for a job in my degree major at this time (-)

Have not started looking (-)

No current plans (-)

Other (1) ███ 25%

Please describe:

Please describe:

Please describe:
find a job
residency
medical residency
md/mph, will be doing residency
Residency

Have you accepted a job offer or are you continuning in a current job?

Yes, I accepted a job related to my program (1) ▌4%

Yes, I am continuing a job related to my program (7) █████ 29%

Yes, but not related to my program (7) █████ 29%

No (9) ██████ 38%

If you have accepted or continuing a job, what is the title of the position?

Title of position
homecare nurse
research assistant
Assistant Program Director
hospital care investigator
consultant
resident physician
field researcher
Director Environmental Health &Safety
program coordinator
QA Coordinator
Endocrinologist
medical resident
Resident Physician

How long did it take you to find this job?

Already working before graduation (6)   75%

0-3 months (1)   13%

4-6 months (1)   13%

7-9 months (-)

10-12 months (-)

Over 12 months (-)
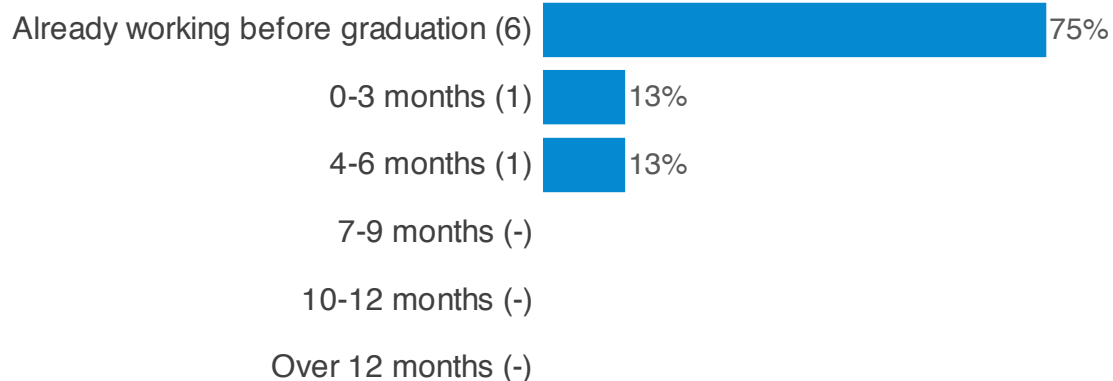
How did you find this position (Check all that apply)

Faculty member (1)   14%

Clinical Placement (-)

Professional newsletter or meeting (-)

Newspapers advertisement (-)

Friend or relative (1)   14%

Recruited by employer (2)   29%

Job Fair (-)

Other (4)   57%
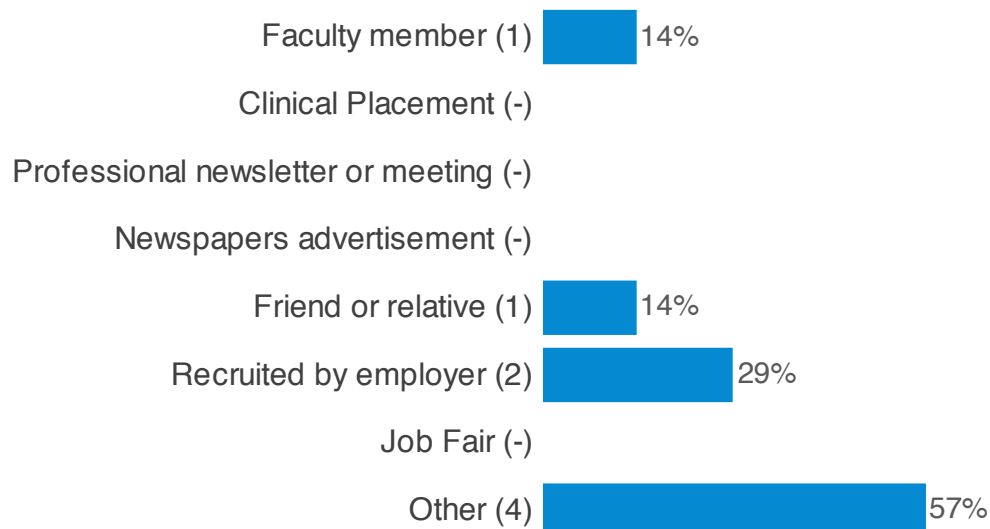
Please describe:

Please describe:

idealist website

internship

What are the greatest strengths of the ACADEMIC PROGRAM at SUNY-Downstate? (Check all that apply)

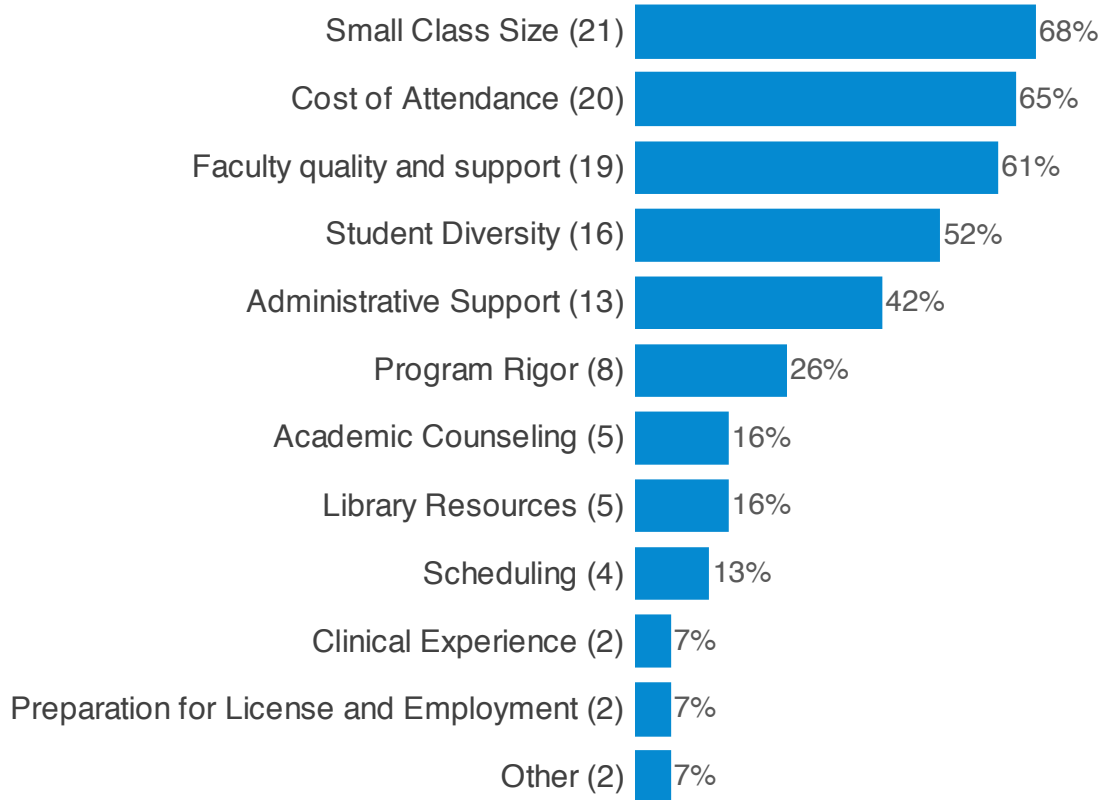| Category	Percentage
Small Class Size (21)	68%
Cost of Attendance (20)	65%
Faculty quality and support (19)	61%
Student Diversity (16)	52%
Administrative Support (13)	42%
Program Rigor (8)	26%
Academic Counseling (5)	16%
Library Resources (5)	16%
Scheduling (4)	13%
Clinical Experience (2)	7%
Preparation for License and Employment (2)	7%
Other (2)	7%

How strongly do you agree or or disagree that the College of Nursing has met the following program objectives? (Integrate knowledge from nursing and relevant sciences in the clinical management of clients requiring advanced practice nursing intervention)

Strongly Agree (-)

Agree (-)

Neither Agree nor Disagree (-)

Disagree (-)

Strongly Disagree (-)

How strongly do you agree or disagree that the College of Nursing has have met the following program objectives? (Discuss the impact of legal and regulatory process on healthcare delivery and outcomes)

Strongly Agree (-)

Agree (-)

Neither Agree nor Disagree (-)

Disagree (-)

Strongly Disagree (-)

How strongly do you agree or disagree that the College of Nursing has have met the following program objectives? (Articulate the value of continued professional growth and lifelong learning)

Strongly Agree (-)

Agree (-)

Neither Agree nor Disagree (-)

Disagree (-)

Strongly Disagree (-)

What two things could we do to improve the ACADEMIC PROGRAM?

Improve 1)

more lectures
more hands on approach to classes
n/a
internships
more diverse issues of public health
schedule
change prime
academic counseling
reminders
na
more statistical analysis courses
more field experiences for student

What two things could we do to improve the ACADEMIC PROGRAM?

Improve 1)

professors

link to better field experience

schedules

offer more classes

counselors throughout program

schedule

better coordinaion with MD schedule

more statistic classes

broader range of course availability

employment help

more structured field experience programs

fix prime

provide job expereince

more specific information. many of the classes felt like they were repeating much of the same info

more global courses

moreconcentration classes

bette advising

more class times

n/a

What two things could we do to improve the ACADEMIC PROGRAM?

Improve 2)

more practical skills

more classes offered in semester

professional relationships

include global health

diversity of class

clarity on culminating experience requirements and deadlines

lessbusy work

na

career fairs

job placement

benker

more online class

more statistical program licenses for students

career services

possible certification training, SAS R SPSS more epi specific classes

What two things could we do to improve the ACADEMIC PROGRAM?

Improve 2)

improve orientation

more class availabilty. there were a number of classes i wanted to take that conflicted with my reqs

no online courses

career services

more statistical analysis

n/a

What could the College do to help students find employment?

Link graduates with hospital jobs

Help students find jobs, have career counseling

Internships

Connect and network studens with future employers

I wish there was a career center at school

Job fairs and job placement

Job fair

Career fairs and highlight research being done by professors

Job fair and intern ships

placement office

Link field experience to future employer

postings

Offer a job fair

provide job postings

Advertise more

more local opportunities

Alumni connections

Job faies

Certification training coursework

Moreemails

more affiliations

career fair specifically for ph related professions

Moreinvolved in prof research to get experience
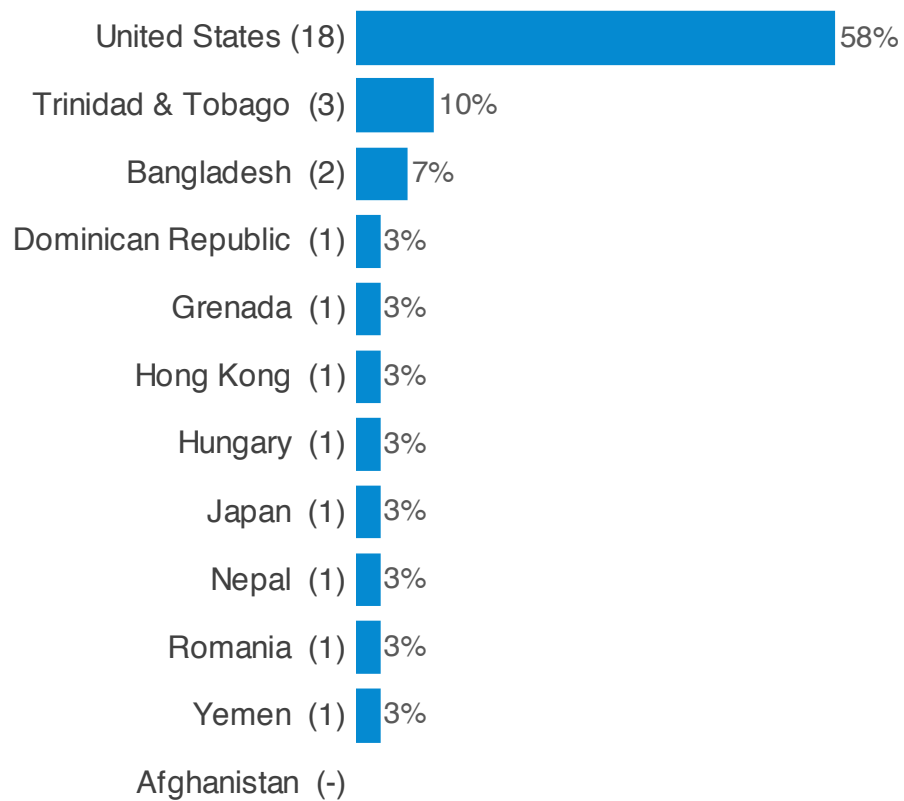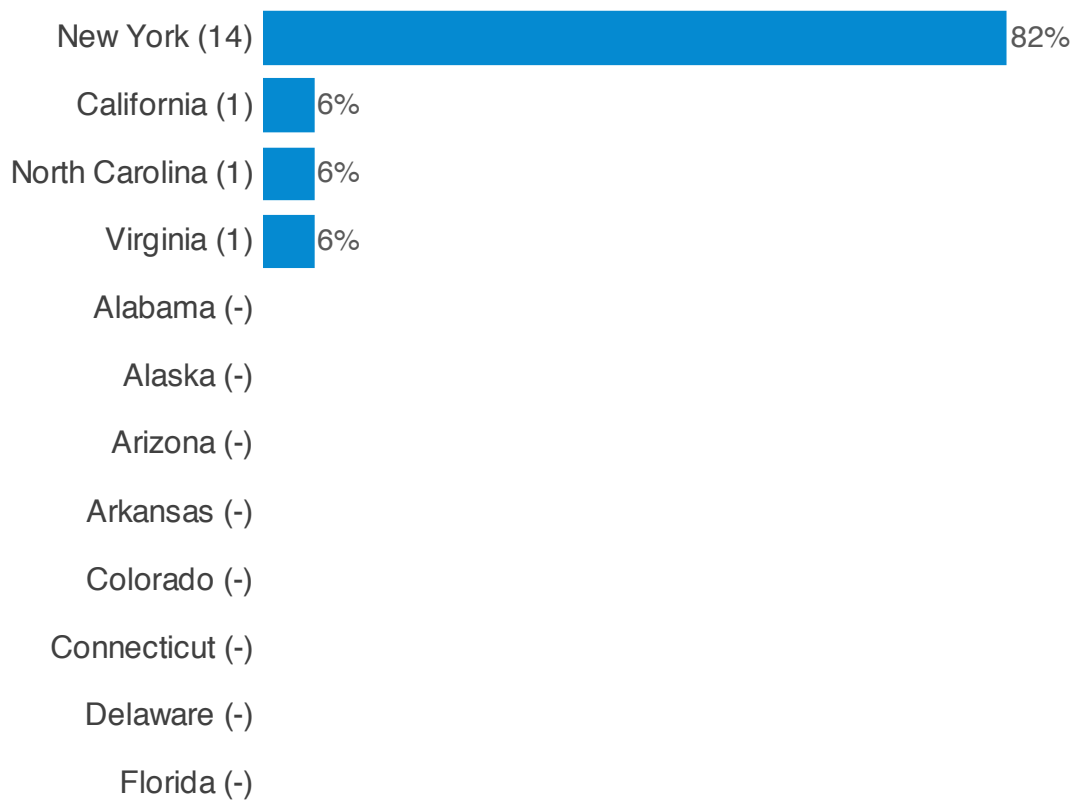
Jobsite

Career services

Skills workshops
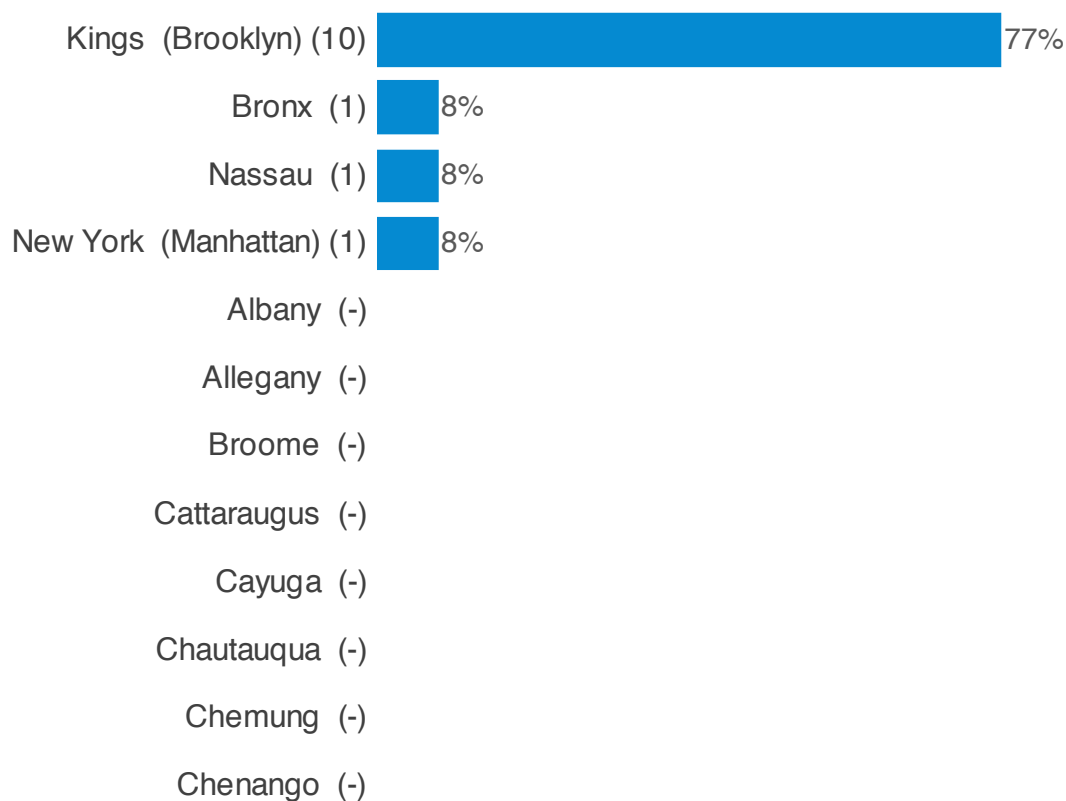
Why did you choose to attend SUNY Downstate?

Why did you choose to attend SUNY Downstate?

A collegue referred me
Proximity, cost, accredited mph program
Public Health program, location, and cost
Convenience
Closeto home,
Location and cost of the program
cost
Cost and location
M.D.
Flexibility
Location,cost, family attended downstate
Location and cost
was employed at downstate
Contains environmental and occupational concentration
cost
has a great program
good program Already working at Downstate
Price and location
Combined program in 4 years
cost and program
md/mph
liked the program and i worked here
Cost, location, program requirements
Only acceptance
cost, proximity
close to home, affordable, good reputation, quality staff
Combined M.D. student
Cost and program
Cost
Proximity to home and cost
Price, covenience, program strength

Birth Country

Country	Percentage
United States (18)	58%
Trinidad & Tobago (3)	10%
Bangladesh (2)	7%
Dominican Republic (1)	3%
Grenada (1)	3%
Hong Kong (1)	3%
Hungary (1)	3%
Japan (1)	3%
Nepal (1)	3%
Romania (1)	3%
Yemen (1)	3%
Afghanistan (-)	

Birth State

New York (14) ██ 82%

California (1) ██ 6%

North Carolina (1) ██ 6%

Virginia (1) ██ 6%

Alabama (-)

Alaska (-)

Arizona (-)

Arkansas (-)

Colorado (-)

Connecticut (-)

Delaware (-)

Florida (-)

New York County

Kings (Brooklyn) (10) ████████████████████████████ 77%

Bronx (1) ██ 8%

Nassau (1) ██ 8%

New York (Manhattan) (1) ██ 8%

Albany (-)

Allegany (-)

Broome (-)

Cattaraugus (-)

Cayuga (-)

Chautauqua (-)

Chemung (-)

Chenango (-)

What is your gender identity? (Marital status)

Female (25) ███████████████████████████ 81%

Male (6) ██████ 19%

Other (-)

Race

Race	Percentage
American Indian or Alaska Native (-)	
Asian (11)	36%
Black or African American (9)	29%
Hispanics of any race (1)	3%
Native Hawaiian or Other Pacific Islander (-)	
White (6)	19%
Two or more races (1)	3%
Other (3)	10%
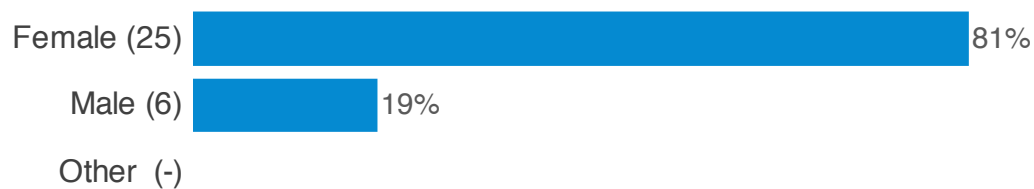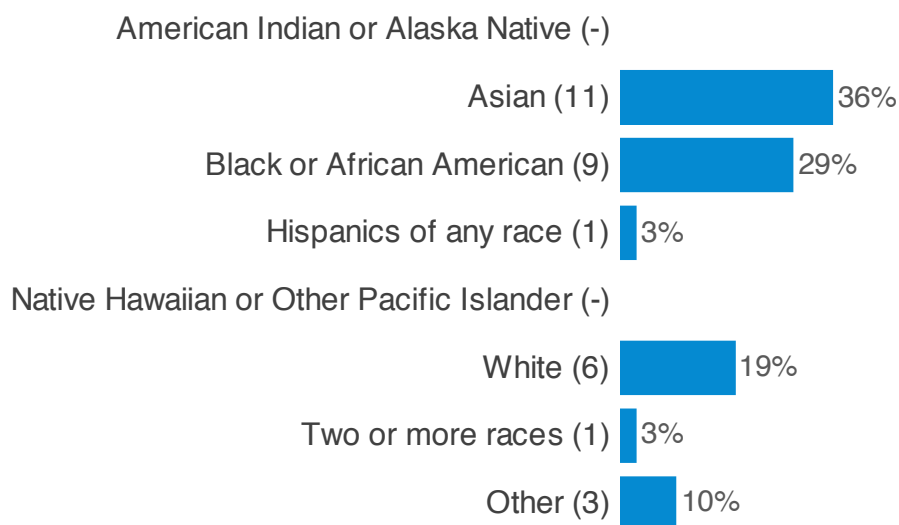
Please specify

Please specify
caribbean indian
black and white
middle eastern
arabic

Hispanic

Hispanic	Percentage
Cuban (-)	
Central American (-)	
Dominican (1)	100%
Mexican (-)	
Puerto Rican (-)	
South American (-)	
Other Hispanic Latino (-)	

Asian Ethnicity

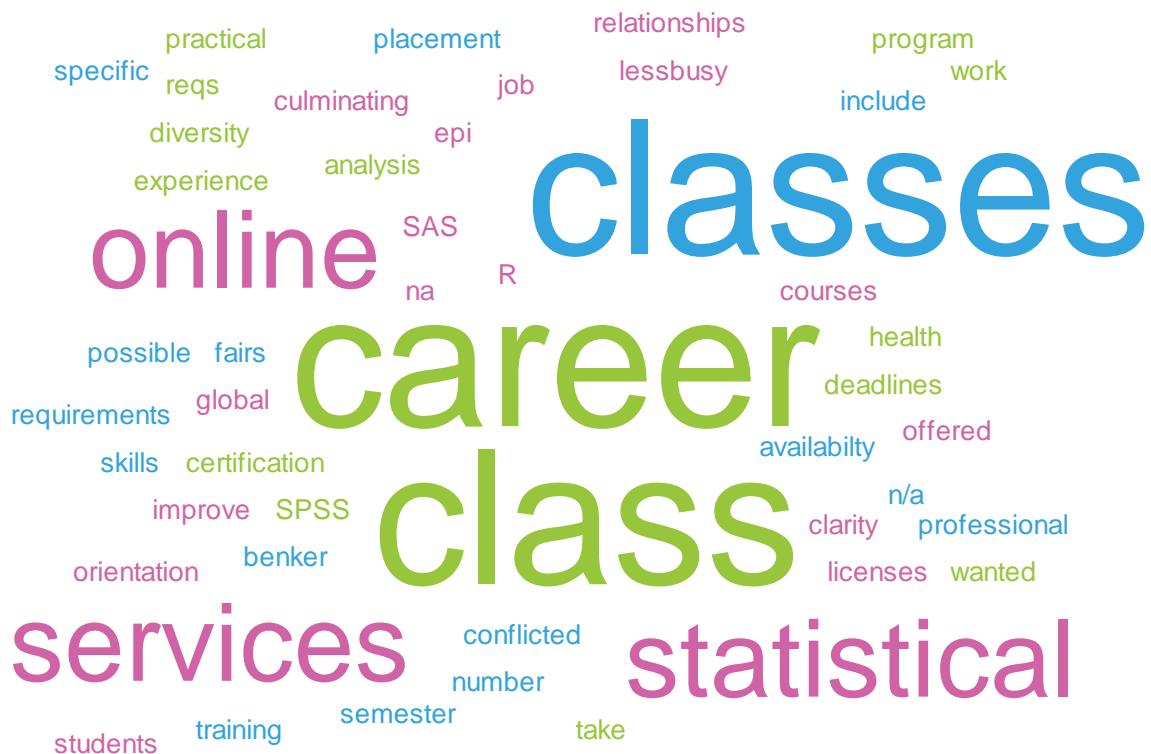|	
Bangladesh (3)	27%
China (2)	18%
India (2)	18%
Japan (1)	9%
Myanmar (1)	9%
Nepal (1)	9%
South Korea (1)	9%
Bhutan (-)	
Brunei (-)	
Cambodia (-)	
Indonesia (-)	
Laos (-)	
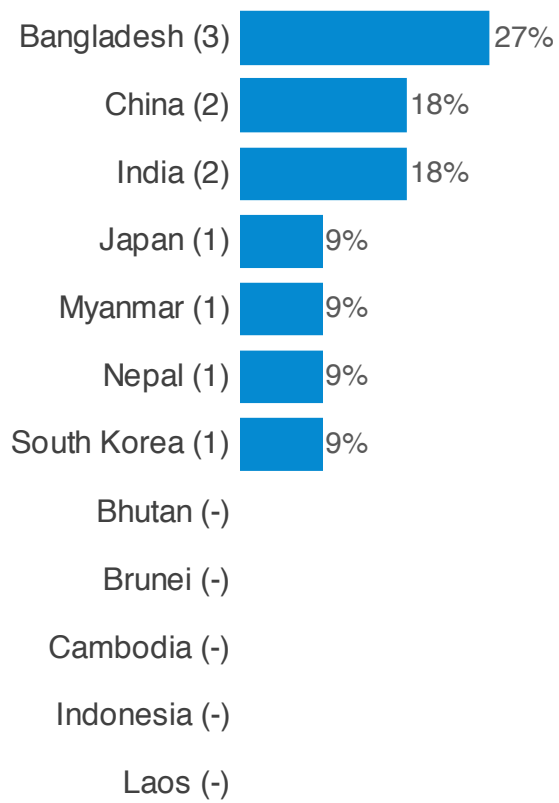
Improve 1) for Which college will you be graduating from?=School of
Public Health

Improve 2) for Which college will you be graduating from?=School of Public Health

Why did you choose to attend SUNY Downstate? for Which college will you be graduating from?=School of Public Health