



ANNUAL STUDENT SURVEY REPORT
2021 - 2022





TABLE OF CONTENTS



03 DEMOGRAPHICS

06 EDUCATIONAL AND ACADEMIC EXPERIENCE

11 OVERALL STUDENT EXPERIENCE

16 ACADEMIC ADVISING EXPERIENCE

19 CAREER AND PROFESSIONAL EXPERIENCE

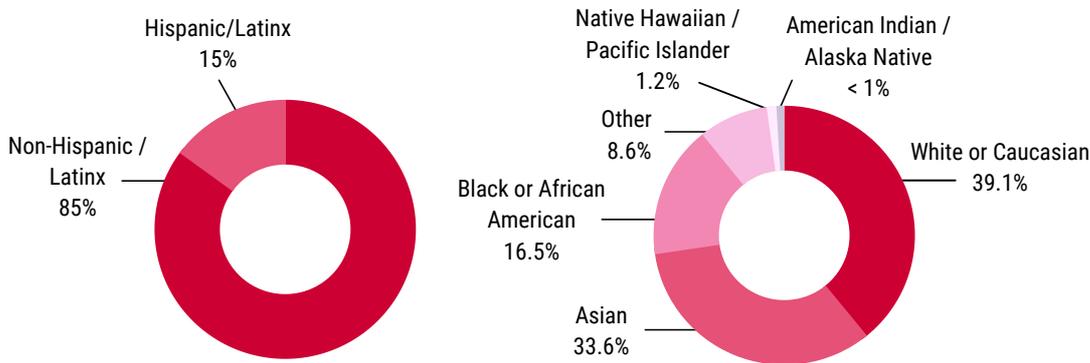
22 LOOKING AHEAD

2021 - 2022

RESPONDENT DEMOGRAPHICS

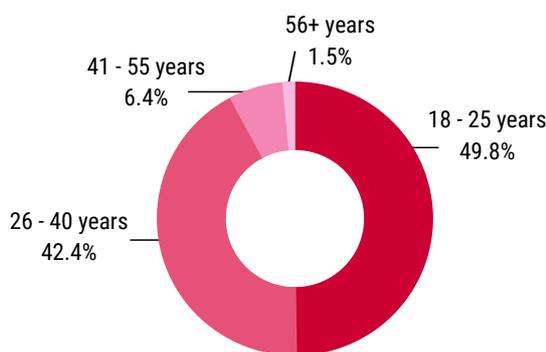
The Annual Student Survey begins with demographic questions to help describe the respondent group. These demographics are summarized below.

RACE AND ETHNICITY



According to student records, over 50% of our student population identifies as White. However, this data reflects a more ethnically and racially diverse population of respondents and demonstrates adequate representation in the results shared in this report.

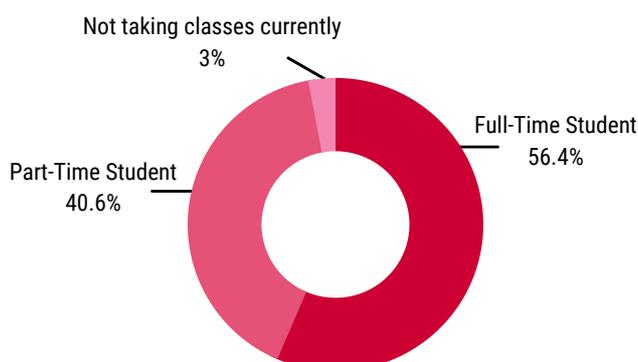
AGE



Approximately half of all students at the School of Public Health are 18-25 years old. These data reflect common educational and workforce trends, with many students choosing to enroll in graduate school within a few years of attaining their undergraduate degrees. The other half of students are within the 26-56+ age range, with the majority of those students being 40 or younger.

Over the past decade, the average age of School of Public Health students has trended younger. In 2014, just 20% of students were under the age of 25, compared to nearly 50% in 2022.

COURSE ENROLLMENT STATUS



The proportion of students enrolled full-time has increased in recent years, in correlation with students' age.

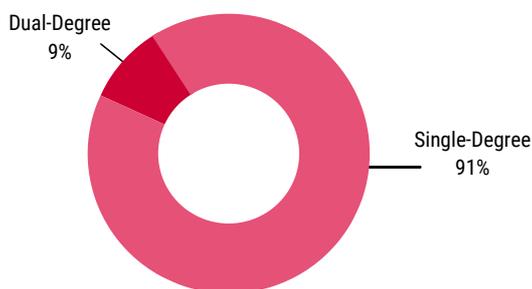
Among 18-25 year old students, 70% are full-time, accounting for 62.3% of all full-time students.

2021 - 2022

RESPONDENT DEMOGRAPHICS

The Annual Student Survey begins with demographic questions to help describe the respondent group. These demographics are summarized below.

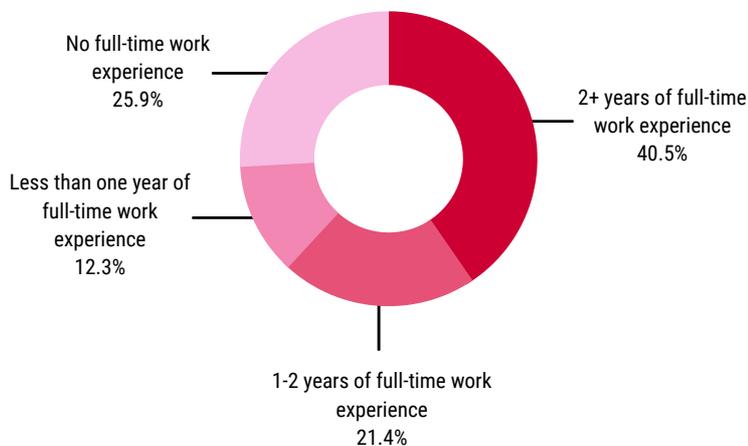
DEGREE ENROLLMENT STATUS



The majority of students are enrolled in single-degree programs.

Dual-degree programs with active student enrollment as of Spring 2022 include, but are not limited to, the MD/MPH, MPH/MBS, MPH/MBA, PharmD/MPH, PharmD/MS-HOPE, MPH/PSYD, MSW/MPH, MPH/JD, and MPH/MPP programs.

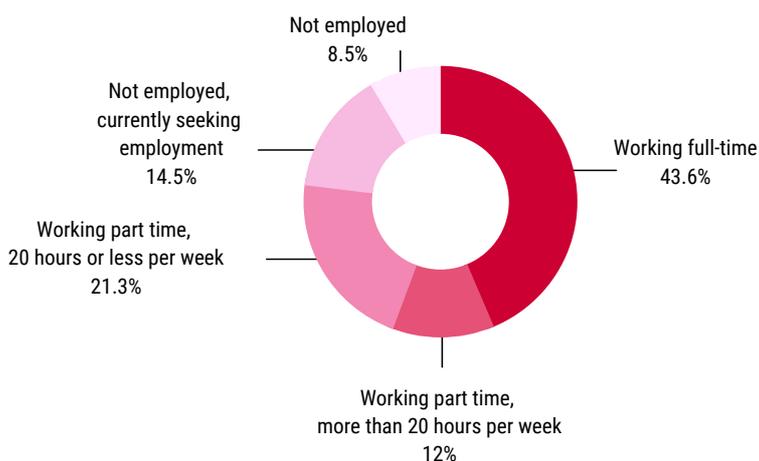
PRIOR WORK EXPERIENCE



Overall, nearly three-fourths of students have had some full-time work experience prior to enrollment at the School of Public Health.

As with age, prior work experience data also reflect common educational and workforce trends, with many students choosing to enroll in graduate school within a few years of attaining their undergraduate degrees.

CURRENT EMPLOYMENT STATUS

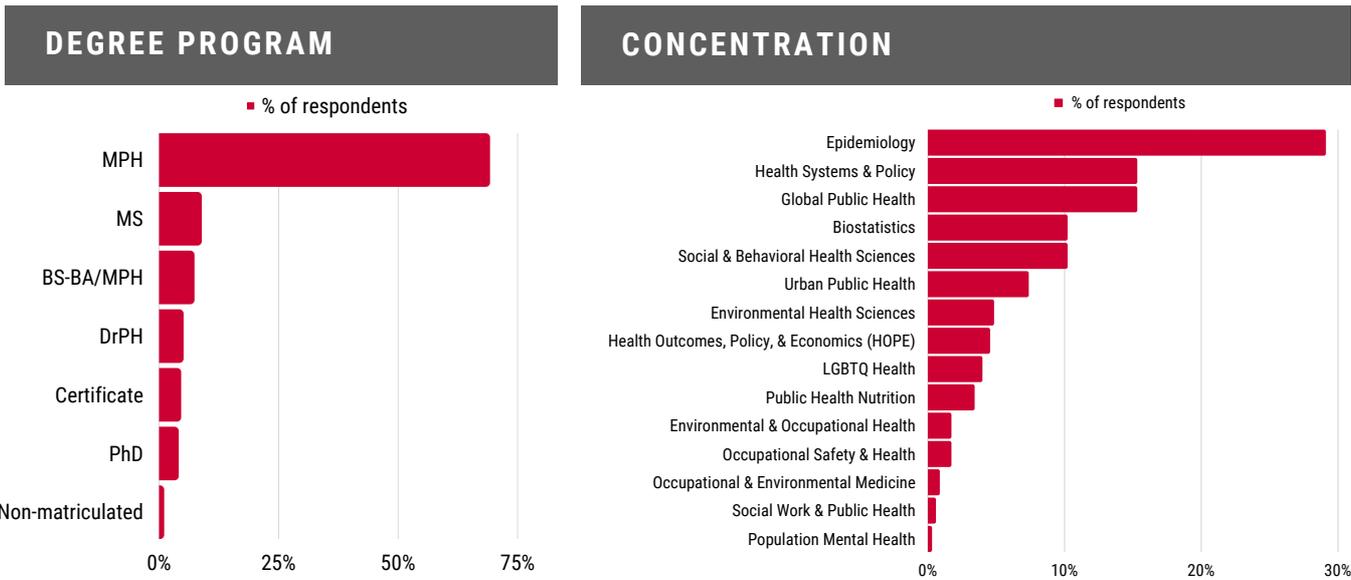


Overall, nearly 80% of students are working either part- or full-time while taking courses, with an additional 14.5% seeking employment. More than one-quarter (26.99%) of students are working full-time while enrolled in a full-time course schedule.

2021 - 2022

RESPONDENT DEMOGRAPHICS

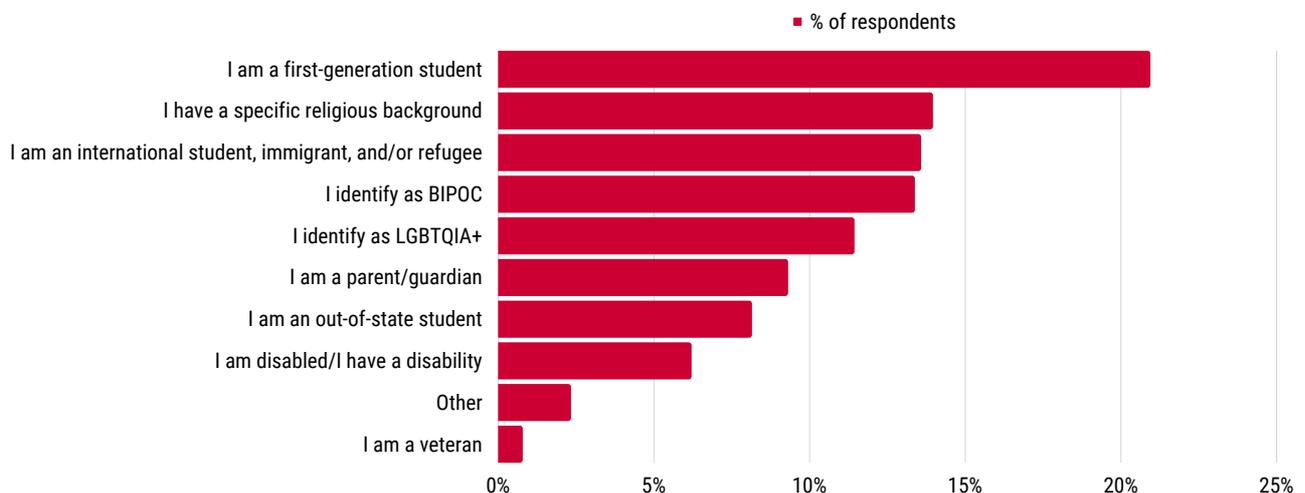
The Annual Student Survey begins with demographic questions to help describe the respondent group. These demographics are summarized below.



The breakdown of respondents' degree program enrollment aligns closely with Fall 2022 continuing student enrollment rates. Approximate calculations indicate that among currently enrolled students continuing in Fall 2022, 76% are MPH, followed by MS (10%), Certificate (6.7%), DrPH (4.2%), and PhD (2.4%).

The breakdown of respondents' concentrations also aligns closely with Fall 2022 continuing student enrollment rates. Approximate calculations indicate that among currently enrolled students continuing in Fall 2022, approximately 25% are enrolled in Epidemiology programs, followed by Health Systems and Policy (11.6%), Global Public Health (11.3%), Biostatistics (6.9%), and Social and Behavioral Health Sciences (6.5%).

COMMUNITIES AND CHARACTERISTICS



Questions regarding respondents' communities and identities were included in this year's survey to help guide planning and decision-making related to student services, resources, and programming. Respondents had the option to select as many relevant communities/characteristics as appropriate.

2021 - 2022

EDUCATIONAL AND ACADEMIC EXPERIENCE

The Annual Student Survey Educational Experience module asks about students' satisfaction with the educational/academic experience and resources at the School and provides students the opportunity to comment on areas of strength and improvement.

SATISFACTION WITH ACADEMIC AND RESEARCH RESOURCES

Respondents were asked to rate their satisfaction with academic and research resources provided by the School and University. Respondents were encouraged to rate only those resources they had used, but were not restricted in rating any services by survey flow logic.

Resource	% Satisfied + % Very Satisfied (n)
Learning Management System (e.g., Canvas)	86.23% (307)
Library resources, including electronic resources	84.27% (284)
Classroom facilities	82.86% (266)
Quality of courses	82.76% (297)
Teaching by the faculty	82.73% (297)
Availability of course instructors	81.52% (291)
Computer facilities (e.g., virtual computer lab)	76.08% (229)
Online course registration	75.29% (268)
Research facilities	68.20% (163)
Availability of tutoring/extra help	57.80% (161)
Opportunities to do research	56.10% (170)

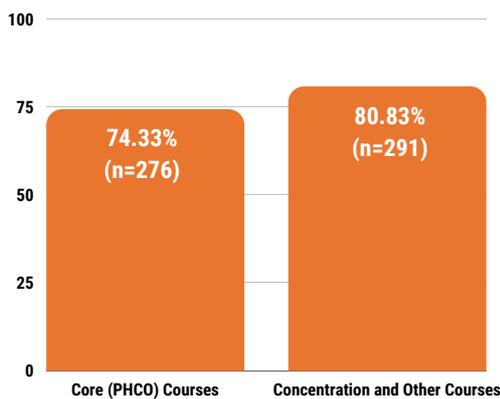
2021 - 2022

EDUCATIONAL AND ACADEMIC EXPERIENCE

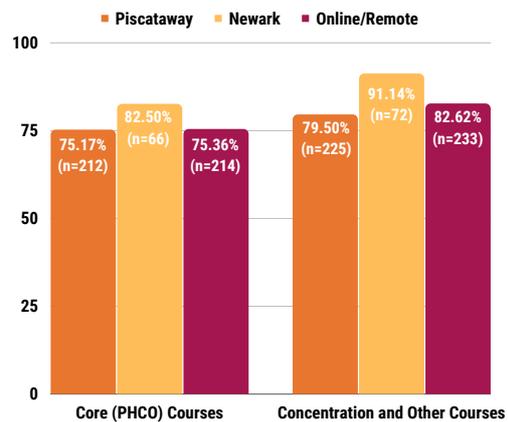
CLASS SIZES AND LOCATIONS

Respondents were asked to rate their level of agreement (1-Strongly Disagree to 5-Strongly Agree) and satisfaction (1-Very Dissatisfied to 5-Very Satisfied) with statements on class size. They were also asked to indicate on which campus(es) and in which format(s) they have taken courses.

**Course size conducive to learning
% Somewhat Agree + % Strongly Agree**

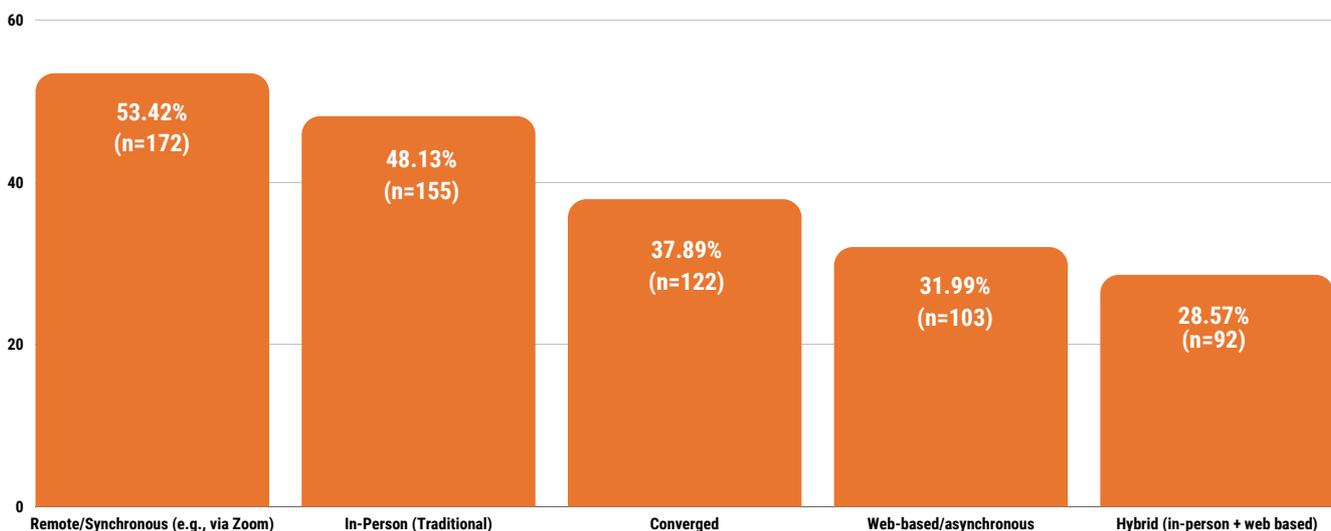


**Satisfaction with Course Enrollment
% Satisfied + % Very Satisfied**



PREFERRED COURSE MODALITY

Respondents were asked to rank their preferred modality of course offerings, from 1-Most Preferred to 5-Least Preferred. The overall percent of students ranking each modality option as 1 or 2 (Most Preferred) is presented below.



2021 - 2022

EDUCATIONAL AND ACADEMIC EXPERIENCE

BARRIERS AND OBSTACLES TO ACADEMIC PROGRESS

Respondents were asked to rate the extent to which common barriers and obstacles are a factor in their academic progress. Results below indicate the percent of students who identified each barrier as a major obstacle to their academic progress, on a scale from 1-Not an Obstacle to 3-A Major Obstacle.

Obstacle	% reporting as major obstacle (n)
Financial commitments	34.82% (125)
Work commitments	30.17% (108)
Family commitments	16.99% (61)
Course scheduling	14.93% (53)
Other	11.49% (10)
Program structure or requirements	10.06% (36)
Immigration laws or regulations	4.49% (16)
Availability of faculty	3.06% (11)
IRB Requirements	1.69% (6)

2021 - 2022

EDUCATIONAL AND ACADEMIC EXPERIENCE

Open-ended responses from this survey section's open-ended questions are organized below. Responses that featured course topics not already offered and responses that noted additional courses offerings were included.

COURSE TOPICS REQUESTED BY STUDENTS



Biostatistics and Epidemiology

New courses:

- Health disparities in epidemiology
- Mental health epidemiology
- Genomic epidemiology
- Public policy and epidemiology
- Stats certification courses
- Machine learning

Increased course offerings in the following areas:

- Pharmacoepidemiology
- Infectious disease
- Cancer epidemiology
- Data analysis (i.e., clustered data, Python)



Urban-Global Public Health

New courses:

- Health disparities within Asian populations
- Interview skills for research studies
- Refugee and migrant health
- Community organization

Increased course offerings in the following areas:

- Maternal and child health
- Qualitative research



Health Behavior, Society and Policy

New courses:

- Healthcare management
- Non-profit business models
- Health literacy
- Addiction

Increased course offerings in the following areas:

- Mental health policy
- Grantwriting
- Health economics (as online)



Environmental and Occupational Health and Justice

New courses:

- Preparedness (pandemic response)

Increased course offerings in the following areas:

- Workplace safety



Cross-Departmental Topics

- Sexual health / reproductive health
- Disability
- Dental public health
- Women's health (with focus on religious minorities)
- Special topics / advanced contemporary issue course that focus on current events
- Networking - how to

2021 - 2022

EDUCATIONAL AND ACADEMIC EXPERIENCE

A summary of the key takeaways from this survey section's open-ended question are organized below. All responses have been considered and are represented below.

POSITIVE FEEDBACK AND PRAISE

Students acknowledged that the multiple degree and concentration offerings as well as course modality options were advantageous to studying at the Rutgers School of Public Health. Specifically, they highlighted the following aspects:

- *The School adapted well during COVID-19 to continue to offer courses and programs*
- *The cadre of teaching faculty*
- *The staff are both professional and appropriate while also being approachable and welcoming*
- *The Schools allows for some flexibility so students can choose their courses (selective and electives) to tailor their experience*



Great learning, diversified and open-minded university community, professional and available faculty members. I am glad I've gained an experience of online learning during COVID (even it was unplanned, it was quickly adopted).

AREAS OF IMPROVEMENT

To continue helping students have a positive experience with educational and academic resources, services, and curricula at the School, respondents recommended improvements related to experience in and out of the classroom. Specifically, they highlighted the following aspects:

- *Provide more opportunities for off-campus learning (whether online or remote courses or more job training or research experiences)*
- *Enhance our communication around degree and certificate options, academic policies, and dual degrees*
- *Continue to work with faculty and adjunct faculty to advance teaching and pedagogical skills*
- *Review courses to decrease unnecessary duplication/repetition across concentration courses and ensure relevancy for tomorrow's public health challenges appropriate for the graduate training level (master's vs. doctoral)*
- *Pursue STEM-designated degrees/concentrations*
- *Reduce confusion around APE/Practicum Capstone for MPH students*
- *Provide additional academic resources, study groups, tutorials and/or tutors to better support students in their graduate studies*

2021 - 2022

OVERALL STUDENT EXPERIENCE

The Annual Student Survey Overall Experience and Student Experience modules ask about students' satisfaction and engagement with student services, resources, programs, and events at the School and provides students the opportunity to comment on areas of strength and improvement.



90.86%

*would recommend the Rutgers
School of Public Health to a
friend*

SATISFACTION WITH OVERALL EXPERIENCE

Respondents were asked to rate their satisfaction (on a scale from 1-Very Dissatisfied to 5-Very Satisfied) with specific aspects of their overall student experience at the School.

Experience	% Satisfied + % Very Satisfied (n)
Overall academic experience at the School	81.36% (381)
The availability of faculty	80.31% (381)
Overall academic experience in your concentration / program	79.47% (380)
The diversity of the student body	75.20% (379)
The diversity of the faculty	67.28% (379)
The diversity of the staff	66.05% (380)
Non-academic student life at the School	24.27% (379)

2021 - 2022

OVERALL STUDENT EXPERIENCE

SATISFACTION WITH PROGRAMS/SERVICES PROVIDED BY SPECIFIC OFFICES

Respondents were asked to rate their satisfaction (on a scale from 1-Very Dissatisfied to 5-Very Satisfied) with the programs and/or services provided by specific offices at the School and University. Respondents were encouraged to rate only those services they had used, but were not restricted in rating any services by survey flow logic.

Office	% Satisfied + % Very Satisfied (n)
Admissions	83.10% (355)
Your academic department/concentration overall	78.33% (360)
Your program's curriculum	77.69% (363)
Student Support Services	73.17% (328)
Registrar	73.09% (353)
Your research or practice experience	60.60% (302)
Student Accounting & Billing	60.29% (350)
Office of Computing & Technology (OCT)	60.15% (266)
Violence Prevention & Victim Assistance (VPVA)	54.73% (201)
Financial Aid Services	51.16% (303)
Office of Disability Services (ODS)	49.74% (195)
Counseling Services	48.50% (233)
Office of Title IX	42.55% (188)

2021 - 2022

OVERALL STUDENT EXPERIENCE

SCHOOL POLICIES, PROCEDURES, AND VALUE

Respondents were asked to rate their level of agreement (on a scale from 1-Strongly Disagree to 5-Strongly Agree) with specific indicators focused on school policies, procedures, and value.

Indicator	% Agree + % Strongly Agree (n)
School policies and procedures are reasonable and clearly communicated.	80.27% (365)
The experiences I am gaining at the School of Public Health are preparing me for my future career goals.	78.30% (364)
The resources and services available to help students succeed at the School are sufficient.	69.70% (363)
There are adequate opportunities to seek out the experiences I was looking for when coming to the School.	65.19% (362)

2021 - 2022

OVERALL STUDENT EXPERIENCE

3.59 / 5

Overall Student Programs Satisfaction Score
(1-Very Unsatisfied to 5-Very Satisfied)

SATISFACTION WITH SCHOOL EVENTS AND PROGRAMMING

Respondents were asked to rate their satisfaction (on a scale from 1-Very Dissatisfied to 5-Very Satisfied) with specific programs and events offered by various departments and units at the School of Public Health. Respondents were encouraged to rate only those services they had used, but were not restricted in rating any services by survey flow logic.

Event/Program	% Satisfied + % Very Satisfied (n)
Office of Career Services Workshops and Events (e.g., Resume and Cover Letters 101, Job Search 101, Employer and Alumni Panels)	66.06% (274)
Student Support Services Workshops (e.g. Success > Stress, Maximizing Your Academic Potential, Time and Stress Management Workshops)	58.23% (249)
Student Organization Meetings and Events (e.g., Events hosted by SGA, VOICES, SAH, BPHSA, MSO, and HMSA)	50.44% (228)
Non-SPH Rutgers Community Events (e.g., events hosted by VPVA, Rutgers Libraries, other schools and departments across Rutgers and RBHS)	48.49% (198)
Department/Concentration Socials and Community Building Events	45.85% (229)
21Phirst Century Seminars	41.46% (164)
Perry's Power Hour	40.24% (164)

2021 - 2022

OVERALL STUDENT EXPERIENCE

A summary of the key takeaways from this survey section's open-ended question are organized below. All responses have been considered and are represented below.

POSITIVE FEEDBACK AND PRAISE

Students acknowledged that there are significant resources and opportunities to support students at the Rutgers School of Public Health. Specifically, they highlighted the following aspects:

- *School environment and culture feels welcoming, supportive, and representative of diverse backgrounds, interests, and experiences*
- *Weekly emails and announcements about events and opportunities, which help them remain up-to-date amidst other email communications they receive*
- *Career Services identified as the most utilized and valued resource offered at the School*
- *RBHS support services, such as VPVA and ODS, were able to provide increased support beyond just what the School offers*



AREAS OF IMPROVEMENT

To continue helping students have a positive experience at the School, respondents recommended improvements to the communication methods, events and resources available for specific student populations, and opportunities to build community. Specifically, they highlighted the following aspects:

- *Improve student Canvas pages as they feel overcrowded with information, can be difficult to navigate, and become overwhelming for students*
- *Offer events at varied times to account for student availability, specifically outside of traditional work hours*
- *Increase financial assistance and support, specifically for international students and doctoral programs*
- *Hire more diverse faculty and staff for mentorship opportunities and increased culturally aligned support*
- *Gain access to the same resources as Rutgers-New Brunswick or other programs at the university, such as Handshake, Career Fairs, and CAPS*
- *Enhance accessibility to and services offered from Newark location to help it be more student-friendly*
- *Resume in-person extracurricular events and initiatives for those who want, but to remain flexible by providing comparable virtual options and make recordings available when possible*
- *More opportunities to connect by department and/or program to build a stronger community amongst students taking similar courses and with similar career interests*

2021 - 2022

ACADEMIC ADVISING EXPERIENCE

The Annual Student Advising Experience module asks about students' satisfaction with and use of academic advising-related services and programs at the school and provides students the opportunity to comment on areas of strength and improvement.

66.2%

Overall Academic Advising Satisfaction Rate
(% Satisfied + Very Satisfied)

3.78 / 5

Overall Academic Advising Satisfaction Score
(1-Very Unsatisfied to 5-Very Satisfied)

STUDENT SATISFACTION WITH ASSIGNED ACADEMIC ADVISOR

Respondents were asked to rate their satisfaction (on a scale from 1-Very Dissatisfied to 5-Very Satisfied) with specific elements of the academic advising experience, specifically related to their assigned academic advisor. Ratings are presented below according to degree program.

% Satisfied + % Very Satisfied (n)

Statement		MPH	PhD	All other programs
School academic policies		71.89% (217)	66.67% (15)	73.21% (280)
Degree program requirements		77.35% (234)	73.33% (15)	76.97% (304)
Course planning and sequencing		70.94% (234)	73.33% (15)	73.68% (304)
Course content, expectations and prerequisites		74.35% (230)	73.33% (15)	75.75% (301)
Customizing your degree (e.g., certs, electives)		56.65% (203)	80.00% (15)	62.50% (272)
Academic success skills (e.g., study skills)		54.92% (193)	78.57% (14)	62.84% (261)
Student support resources		60.10% (193)	84.62% (13)	58.78% (245)
All programs except PhD	Professional development opportunities	56.37% (204)		58.05% (267)
	Financial aid and scholarships	44.12% (170)		44.74% (228)
MPH Only	APE/Practicum Capstone requirements	54.79% (219)		
	APE Placement	55.96% (193)		
	Practicum Capstone research development	52.63% (190)		
PhD Only	Developing your research topic for dissertation		86.67% (15)	
	Preparing for your qualifying exam		73.33% (15)	
	Seeking research experiences		85.71% (14)	
	Seeking additional funding sources		73.33% (15)	
	Professional mentorship		100% (13)	

2021 - 2022

ACADEMIC ADVISING EXPERIENCE

STUDENT OUTREACH FOR ACADEMIC ADVISING

Respondents (total n=309) were asked to rank, from most likely to least likely, who they reach out to for academic advisement. The top five sources indicated are noted below.

Source	% ranking source first (n)
Academic Advisor	60.19% (186)
Students/Peers	13.27% (41)
Your Instructors	11.65% (36)
Student Canvas Pages	6.47% (20)
Individual(s) Outside of School	3.88% (12)

ACCURACY, ACCESSIBILITY, AND AVAILABILITY OF ACADEMIC ADVISING

All respondents were asked to indicate level of agreement (on a scale from 1-Strongly Disagree to 5-Strongly Agree) with specific indicators of academic advising accuracy, accessibility, and availability.

Statement	% Agree + % Strongly Agree (n)
I have received accurate information about courses, programs, and requirements for my degree through academic advising.	74.22% (322)
Sufficient time has been available during advising sessions.	73.29% (322)
Academic advising has been available when I needed it.	70.50% (322)
I feel comfortable reaching out to my academic advisor if I'm experiencing challenges or have questions.	68.94% (322)
Sufficient notice has been provided about deadlines related to policies and procedures through academic advising.	65.01% (323)

2021 - 2022

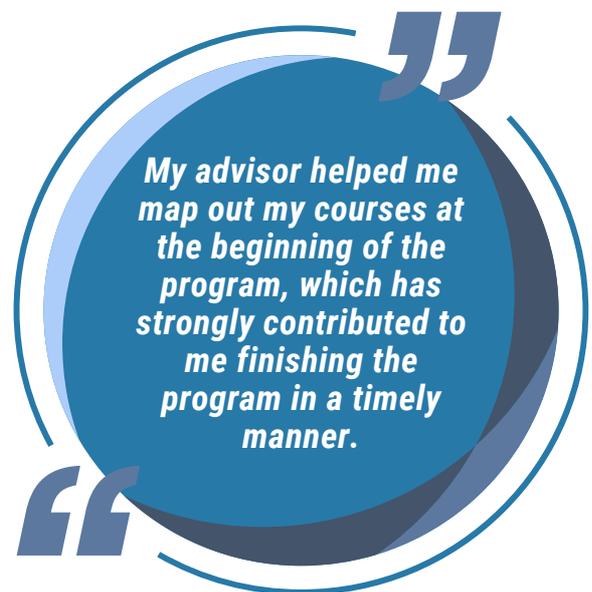
ACADEMIC ADVISING EXPERIENCE

A summary of the key takeaways from this survey section's open-ended question are organized below. All responses have been considered and are represented below.

POSITIVE FEEDBACK AND PRAISE

Students acknowledged that consistent, clear, and intentional Academic Advising at the Rutgers School of Public Health steer student success in their course navigation and curricular explorations. Specifically, they highlighted the following aspects:

- Ability of academic advisors to help them navigate school/university policies, course requirements/pre-requisites, course planning and resource management
- Advisors develop collaborative partnerships to help them develop autonomy in their academic progression
- Flexibility in how to complete degree and communication of their academic options



AREAS OF IMPROVEMENT

To continue helping students have a positive experience with Academic Advising at the School, respondents recommended improvements related to advisor availability, knowledge/communications provided by advisors, and Academic Advisor consistency. Specifically, they highlighted the following aspects:

- Concerns regarding how APE/Practicum Capstone fits into MPH curricular requirements and seeking an understanding of the curricular sequence earlier on in their MPH program.
- Inconsistent personnel serving as academic advisors diminished student morale and their ability to establish meaningful connections with trustworthy sources
- Receiving inconsistent and conflicting information from SPH faculty/staff when their assigned advisor referred them to a particular office or resource
- Lack of response from their assigned academic advisor, particularly faculty acting as academic advisors, which led to them feeling uncomfortable to contact their assigned academic advisor due to being passed off to other personnel for assistance
- Confusion on the particular role of an Academic Advisor vs. Faculty Advisor and unsure who to go to for what

2021 - 2022

CAREER AND PROFESSIONAL EXPERIENCE

The Annual Student Survey Career/Professional Experience module asks about students' satisfaction with and use of career advising-related services and programs at the school and provides students the opportunity to comment on areas of strength and improvement. Students' experiences with career and professional development at the School of Public Health stand out as a notable highlight across all dimensions of the student experience.

70.8%

Overall Career Advising Satisfaction Rate
(% Satisfied + Very Satisfied)

3.96 / 5

Overall Career Advising Satisfaction Score
(1-Very Unsatisfied to 5-Very Satisfied)

STUDENT OUTREACH TO CAREER ADVISORS

Respondents were asked to rank, from most likely to least likely, who they reach out to for career advisement. The top five sources indicated are below.

Source	% ranking source first (n)
Academic Advisor	33.96% (90)
Career Services	24.15% (64)
Individual(s) Outside School	13.96% (37)
Instructors	12.45% (33)
Students/Peers	6.42% (17)

REASONS FOR NOT SEEKING OUT CAREER ADVISEMENT AT THE SCHOOL

Respondents were asked to indicate relevant reason(s) why they had not sought career advising at the School. The top five reasons indicated are below.

Reason	% indicating reason (n)
I have not needed Career Services	34.18% (81)
I plan to use Career Services, but have not needed it yet	32.49% (77)
I have not had time to seek out Career Services resources	17.30% (41)
Other reason	7.17% (17)
I did not know that Career Services was available to me	4.64% (11)

2021 - 2022

CAREER AND PROFESSIONAL EXPERIENCE

SATISFACTION WITH INDIVIDUAL CAREER SERVICES PROGRAMS AND RESOURCES

In addition to the overall satisfaction rating with career advising at the School (from all sources), students were asked to rate individually their satisfaction (1-Very Dissatisfied to 5-Very Satisfied) with the core scope of resources and programs provided directly by the Office of Career Services. Respondents were encouraged to rate only those services they had used, but were not restricted in rating any services by survey flow logic. Ratings are summarized below.

*Score refers to the average satisfaction score (1 to 5) for the service.

Service	% Satisfied + % Very Satisfied (Score*)	n
Weekly Updates/Announcements	82.9% (4.21)	240
Career Services Connect Canvas Page	79.5% (4.16)	225
Resume, CV, and Cover Letter Electronic Reviews	75.4% (4.18)	175
Job and Internship Postings	77.2% (4.10)	224
SPH-Hosted Career Events	72.3% (4.06)	188
Career Services Resource Guides	72.0% (4.06)	193
Finding Your Path in Public Health Resources	70.0% (3.97)	177
External Career Events (e.g., ASPPH job fair)	69.6% (3.98)	161
Applied Practice Experience (APE) Postings	69.3% (3.93)	199
External Public Health Job Boards (e.g., ASPPH)	68.9% (3.92)	190
Fellowship and Scholarship Postings	67.0% (3.84)	203
1:1 Career Advising	66.5% (3.95)	164
Overall Average Satisfaction with Career Services	4.03 / 5	

2021 - 2022

CAREER AND PROFESSIONAL EXPERIENCE

A summary of the key takeaways from this survey section's open-ended question are organized below. All responses have been considered and are represented below.

POSITIVE FEEDBACK AND PRAISE

Students overwhelmingly report positive experiences with career and professional development services provided at the Rutgers School of Public Health. Specifically, they highlighted the following aspects:

- *Career Services' coordinator, Claire Brown, is accessible, resourceful, helpful, and knowledgeable and committed to providing high-quality services*
- *The scope and volume of resources, services, and opportunities provided to students is extensive*
- *Canvas page weekly updates and announcements are helpful in alerting students to relevant opportunities and upcoming events*
- *Workshops, alumni panels, and events are informative and enjoyable*
- *Professional peer connections and networking with diverse groups of people are valuable for career development*
- *Career exploration provides exposure to the variety of career pathways and options within the public health field*



AREAS OF IMPROVEMENT

To continue helping students have a positive experience with career and professional development services and programs at the School, respondents shared concerns and recommended improvements related to navigation of resources, availability of jobs, population- and field-specific resources, APE/Capstone, and general skill building resources. Specifically, they highlighted the following aspects:

- *Improved communications, outreach, and navigation regarding students' use of Career Services to address students' feelings of overwhelm and uncertainty with how and when to use services*
- *Challenges related to job availability and response rates - e.g., applying to jobs without receiving a response from recruiters or hiring managers - especially for international students*
- *Access to a searchable, accessible job board or search platform (e.g., Handshake) for a higher volume of both on-campus and post-graduate job opportunities*
- *More concentration-, field-, and degree-specific resources, specifically for doctoral-level students and working professionals*
- *Increased accessibility and availability of career/job fairs and potential APE/Capstone opportunities*
- *Increased programming and services in areas such as mock interviewing and networking*

2021 - 2022

LOOKING AHEAD...

Given the data collected through this student survey, the below units will aim to make the following improvements to enhance the student experience and address the needs highlighted in this report.

STUDENT AFFAIRS

- Streamline communication and resources available for students to remain informed about the support services and social events available
- Vary the formats (i.e. in-person, remote, hybrid, off-campus) and schedule of events and services available to students to continue promoting flexibility, accessibility, and effective engagement
- Provide additional academic resources, study groups, tutorials and/or tutors to better support students in their graduate studies
- Secure administrative and budgetary support for access to broader university resources to align the School of Public Health with the university culture and support the academic and career advising efforts for students

ACADEMIC AFFAIRS

- Update curricular resources (course catalogs, availability of course syllabi) on school website as well as in Canvas pages to enhance visibility of current academic policies/resources for students
- Enhance our communication around degree and certificate options, academic policies, and dual degrees
- Pursue STEM-designated degrees/concentrations to increase post-graduate opportunities and job search timelines for international students
- Reduce confusion around APE/Practicum Capstone for MPH students and share resources with appropriate units to support curricular planning

2021 - 2022

LOOKING AHEAD...

ACADEMIC ADVISORS

- Better advise students on financial planning and potential funding sources to support their degree completion
- Partner with Career Services to integrate topics of career-academic alignment and planning into semesterly academic advisement
- Continue to provide intentional types of advising services (skills-based workshops, professional development sessions) in addition to individual, departmental, and drop-in advising sessions
- Partner with Department & Concentrations to clarify roles between academic advisors and faculty advisors, and better integrate faculty and staff into advising programs

CAREER SERVICES

- Hold focus groups/interviews with public health employers to review alignment of competencies with on-the-job skill needs
- Provide skills-based workshops on professional topics of interest and value to public health students, and for specific student populations
- Connect with faculty and local employers to provide and promote student job/internship opportunities
- Work alongside ASCs to develop mentor/mentee program with recent SPH alum and current students in same concentration to improve networking opportunities and community connectivity

2021 - 2022

LOOKING AHEAD...

DEPARTMENTS AND CONCENTRATIONS

- Aim to recruit and hire more diverse faculty to teach, mentor, and support students
- Partner with Academic Affairs to continue advancing teaching and pedagogical skills with faculty and adjunct faculty
- Provide more opportunities for off-campus learning (whether online/remote courses or more job training or research experiences)
- Review courses to decrease unnecessary duplication/repetition across concentration courses and ensure relevancy for tomorrow's public health challenges appropriate for the graduate training level (master's vs. doctoral)
- Host social opportunities for students to connect and build a stronger community within their academic departments
- Share local employer connections with Career Services and partner to develop more effective department- and concentration-specific career programming and resources
- Increase opportunities to partner with Student Services & Alumni Affairs staff through departmental meetings to share essential information, promote consistency in communication, and build rapport between units

CONTACT

OFFICE OF STUDENT SERVICES AND ALUMNI AFFAIRS
studentaffairs@sph.rutgers.edu

OFFICE OF CAREER SERVICES
sphcareers@sph.rutgers.edu

OFFICE OF ACADEMIC AFFAIRS
hemminlb@sph.rutgers.edu

