

**Council on Education for Public Health
Adopted on December 15, 2023**

REVIEW FOR ACCREDITATION
OF THE
MPH PROGRAM
AT
WEST CHESTER UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

April 17-18, 2023

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CRITERIA:

Accreditation Criteria for Schools of Public Health & Public
Health Programs, amended August 2021

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INTRODUCTION

Founded in 1871, West Chester University (WCU) is a public, comprehensive institution located in West Chester, Pennsylvania. WCU is home to nine colleges and schools in the areas of arts and humanities; health sciences; business and public management; sciences and mathematics; education and social work; music; the Graduate School; University College; and Honors College. Its roots are in West Chester Academy, a private, state-aided school that operated from 1812 to 1869. The academy transitioned into West Chester Normal School with an increasing state responsibility for public teacher education. Today, WCU is the largest university of the Pennsylvania State System of Higher Education. The university offers 64 undergraduate degree programs, 45 graduate degree programs, and 56 certificate programs.

As of fall 2020, there were 1,869 total university employees, including 975 instructional faculty, with 450 (46%) tenured, 150 (15%) tenure-track, and 375 (38%) adjunct faculty. As of fall 2020, WCU served 17,614 students, with 14,471 undergraduate (82%) and 3,143 (18%) graduate students.

WCU is accredited by the Middle States Commission on Higher Education (MSCHE). MSCHE granted its first accreditation in 1946 and re-affirmed accreditation in 2021 with the next self-study evaluation in 2028-29. The program also maintains specialized accreditation from 19 additional accrediting bodies, such as the American Psychological Association Commission for Accreditation and the Forensic Science Education Program Accreditation Commission.

The Department of Health within the College of Health Sciences houses the MPH Program along with communications sciences and disorders, health, kinesiology, nursing, nutrition, and sports medicine. The Department of Health created the MPH degree in 1990 to address the needs of local, regional, national, and global communities, and WCU approved a significantly revised graduate MPH curriculum in 1999.

As of April 2023, there were 81 students currently pursuing an MPH degree at the university. The MPH program offers three concentrations in environmental health, community health, and healthcare management with four, 43, and 34 students enrolled respectively.

The Council on Education for Public Health (CEPH) first accredited the MPH program in 2006. CEPH reaccredited the program in 2016 for a seven-year term extending to July 2023. The program submitted interim reports in 2017 and 2020 addressing foundational competencies, post-graduation outcomes, and workforce development opportunities, which the Council accepted as evidence of compliance.

| Instructional Matrix - Degrees and Concentrations | | | | |
|--|-----------------|---------------------|--------------------|-----------------------|
| Master's Degrees | Academic | Professional | Place based | Distance based |
| Community Health | | MPH | X | |
| Environmental Health | | MPH | X | |
| Health Care Management | | MPH | | X |

A1. ORGANIZATION & ADMINISTRATIVE PROCESSES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|--|------------------|
| | Met | | | |
| Designates appropriate committees or individuals for decision making, and implementation | | The program has committee structures and governance processes that allow faculty and other program stakeholders to have input in a wide spectrum of program operations. | The program agrees with the compliance finding and evidence. | |
| Faculty have opportunities for input in all of the following: <ul style="list-style-type: none"> • degree requirements • curriculum design • student assessment policies & processes • admissions policies & decisions • faculty recruitment & promotion • research & service activities | | West Chester University's public health faculty functions in an organizational structure with clear reporting lines to the College of Health Sciences dean, Department of Health chairperson, and the MPH program director. The program maintains 14 standing committees to oversee student and faculty activities and respond to community and workforce needs. In addition, the MPH program director expressed the intention to establish a diversity, equity, and inclusion taskforce. At the time of the site visit, faculty were in the process of completing an assessment to begin facilitating this taskforce. All committee assignments are at the discretion of the MPH program director and department chairperson. | | |
| Ensures all faculty regularly interact with colleagues & are engaged in ways that benefit the instructional program | | The MPH Program Faculty Committee consists of the program director, department chairperson, all MPH faculty members, adjunct faculty with teaching responsibilities and an MPH student representative. They meet three times each semester and at the annual retreat to discuss program topics. Most other standing | | |

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| | | <p>committees meet once per semester. All committee chairs report on activities at the annual program retreat.</p> <p>Reviewers learned during the site visit that the program follows a collaborative, consensus-based approach to decision-making, in which program faculty have influence over a range of operating and organizing principles. The MPH program director acknowledged that although functional, the administrative structure can be complex. She described her role as one who makes initial determination regarding the scope of issues raised by various committees or individuals, with a responsibility to refer matters to other stakeholders. Track coordinators, for their part, concurred that they have influence on decision-making but rely on consultation with several others, as required.</p> <p>Faculty who met with site visitors suggested that the program may benefit from constituting an operating or oversight committee that can monitor activities of all committees and resolve any disputes that may arise. As the program continues to evolve in greater complexity of offerings, personnel, and instructional formats, it may be reasonable to further clarify the rights and responsibilities of the program director, consistent with college and university standards. Doing so may facilitate decision-making, enhance communication, and assure greater accountability for program outcomes.</p> <p>Degree requirements are guided by CEPH accreditation criteria and the WCU Graduate School. The program's Executive Committee annually reviews degree requirements to assure that they meet established standards and public health workforce needs. The</p> | | |
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| | | <p>committee consists of the MPH program director, track chairs, assessment coordinator and department chairperson. Proposed changes to degree requirements are raised by the Executive Committee and forwarded to the MPH Program Faculty Committee for discussion and possible action. Recommended changes are then reviewed by the department chairperson, college dean and University Curriculum and Academic Policy Council.</p> <p>Curriculum design and decision-making is distributed across the program's Core Course Committee, Track and ALE Committees (ALE is the program's name for the Applied Practice Experience). Each monitors student performance and feedback from various sources (e.g., Community Advisory Board, professional associations, etc.).</p> <p>Any recommended changes to curriculum must be approved by majority vote of the committee and program faculty, department chairperson and school dean. The Core Course Committee is responsible for reviewing and revising syllabi of foundational courses (i.e., assignments, activities). Track Course Committees are responsible for reviewing and revising the syllabi of track courses. The Applied Practice Experience Committee is responsible for reviewing syllabi of courses associated with the ALE (HEA 649: Applied Learning Experience I and HEA 650: Applied Learning Experience II) and reviewing the Major ALE Project report. Any recommended changes to curriculum must be approved by majority vote of the committee and</p> | | |
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| | | <p>program faculty, department chairperson and school dean.</p> <p>The Student Assessment Committee is responsible for gathering institutional data and other feedback. Committee membership includes the program's assessment coordinator, program director, track coordinators, and a student representative.</p> <p>The program's Executive Committee sets admissions policies and procedures. The MPH program director is mainly responsible for reviewing applicants for admission. Faculty recruitment policies are set forth in the Collective Bargaining Agreement between the university and faculty. Typically, the department chairperson requests faculty lines from the college dean. With approval, the chairperson appoints one MPH faculty member to serve as search committee chairperson. The university's office of DEI provides training on search procedures.</p> <p>At the site visit, program faculty described how adjunct and part-time faculty are engaged in program leadership and decision making. They are invited to all program and college activities and meetings. The community stakeholder meeting presented several examples of adjunct faculty who maintain active relationships with the program faculty.</p> | | |
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A2. MULTI-PARTNER SCHOOLS & PROGRAMS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

A3. STUDENT ENGAGEMENT

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|---|------------------|
| | Met | | | |
| Students have formal methods to participate in policy making & decision making | | <p>The program places a high value on student participation in governance, most of which occurs through the Student Advisory Board (SAB). Through the SAB, students can identify areas for program improvement, recommend student representatives to program committees, and contribute to student life. Of the 14 committees in the program, nine have student representation. Students are voting members and are actively engaged in all committees.</p> <p>All MPH students are eligible to join the SAB, and the eight board positions are elected annually. The SAB is responsible for creating student feedback surveys and</p> | <p>The program agrees with the compliance finding and evidence.</p> | |
| Students engaged as members on decision-making bodies, where appropriate | | | | |

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| | | <p>focus group scripts to be used by the program's Assessment Committee.</p> <p>The program collaborates with the Student Advisory Board to conduct and review student feedback surveys and focus groups.</p> <p>The current SAB vice president told site visitors about how the program is consistently discussing ways to involve MPH students to improve all aspects of the program. One example is through the strong collaboration with the program to create relevant student feedback surveys and focus group questions. Students also provide feedback on faculty candidate teaching presentations that help to inform departmental decision-making.</p> | | |
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A4. AUTONOMY FOR SCHOOLS OF PUBLIC HEALTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

A5. DEGREE OFFERINGS IN SCHOOLS OF PUBLIC HEALTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Met | | | |

B1. GUIDING STATEMENTS

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|--|------------------|
| | Met | | | |
| Defines a vision, mission statement, goals, statement of values | | The program cites its vision as “Achieving a just society where health is a human right.” | The program agrees with the compliance finding and evidence. | |
| Taken as a whole, guiding statements address instruction, scholarship, service | | The program’s mission is “to leverage the power of partnerships and engagement in research, education and service to prepare diverse public health professionals that advocate and promote health, well-being and human rights for all people.” | | |
| Taken as a whole, guiding statements define plans to 1) advance the field of public health & 2) promote student success | | In support of its vision and mission, the program has three goals for education: to prepare diverse graduates with the knowledge and skills to pursue successful careers in the field of public health; to model and engage graduate students in research and scholarly activity reflecting the theory and practice of public health; and to model and engage students in activities which promote and support service to the university, public health profession and the community. | | |
| Guiding statements reflect aspirations & respond to needs of intended service area(s) | | Accompanying program goals, five values are cited in the self-study: community engagement, diversity and inclusion, human rights, and justice, interprofessional collaboration and lifelong learning. | | |
| Guiding statements sufficiently specific to rationally allocate resources & guide evaluation of outcomes | | The program’s guiding statements reflect aspirations for teaching, research, and service, appear sufficiently specific to rationally allocate resources, respond to needs of intended service areas, and guide evaluation of outcomes. | | |

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| | | During the site visit, the MPH program director expressed interest in reviewing and possibly modifying the program's goal statements to better assess diversity, equity, and inclusion and to better commit to human rights and social justice. This change is a response to the increase of students from diverse backgrounds in the program. The program director commented on the importance of supporting students from minority backgrounds who may need extra encouragement to continue further education. | | |
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B2. EVALUATION AND QUALITY IMPROVEMENT

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|---------------------|--|---|---|
| | Met with Commentary | | | |
| Collects & reviews all measures in Appendix 1 | | <p>The program implements a comprehensive evaluation plan that measures student success and progress in advancing the field of public health. All CEPH-required measures are addressed in the self-study.</p> <p>The program has identified measures unique to its own goals to address areas in student GPA; percent of accepted students who matriculate; and percent of students from minority groups including racial or ethnic, gender identity, and international students. The self-study indicates the methods and frequency with which measures are collected (e.g., annual exit interviews of students, annual REDCap surveys).</p> <p>The self-study provides two examples of data-driven quality improvements. The first example was based on findings from student satisfaction with career advising;</p> | <p>The program agrees with the compliance finding and evidence. Commentary indicated the lack of explicit thresholds in Table B2-1 for satisfactory performance for some measures. The program inserted all measure thresholds under the Data Source & Method of Analysis column, as these thresholds were previously agreed upon but not made explicit. Refer to revised Table B2-1 in Attachment A.</p> | <p>The Council appreciates the program's response. Based on the information in the program's response, the Council concluded that the program has addressed the commentary identified in the team's report. Therefore, the Council acted to change the team's finding of met with commentary to a finding of met.</p> |
| Measures mission & goals & addresses unit's unique context | | | | |
| Reviews & discusses data | | | | |
| Makes data-driven quality improvements | | | | |
| Consistently implements evaluation plan(s) over time | | | | |

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| | | <p>faculty developed a professional development series and expanded LinkedIn outreach.</p> <p>A second improvement pertained to alumni self-assessments of their preparation for post-graduation destinations. The exit survey data indicated that students did not feel prepared for practical experiences. From the survey, students commented on the ALE, saying it was confusing, poorly oriented, and the expectations were poorly communicated. The resulting actions included modification of ALE process and course requirements, in addition to offering a group advising session at the beginning of every spring and fall semester.</p> <p>The commentary relates to instances for which the program (as characterized by the self-study) has not identified thresholds for determining satisfactory versus unsatisfactory performance. For example, measurement of student perceptions of faculty availability, as gathered through exit surveys, is not accompanied by any yardstick for judging how well the program or individuals perform in this regard. Similarly, measurement of faculty participation in professional meetings is collected by the program's assessment committee without a criterion as to how gathered information is to be interpreted. This criterion does not require thresholds, but thresholds may assist the program in making data-driven quality improvements.</p> <p>The program director acknowledged that there are several measures for which satisfactory thresholds are not explicit, along with her intention to revisit the list of measures.</p> | | |
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B3. GRADUATION RATES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|--|------------------|
| | Met | | | |
| Collects, analyzes & accurately presents graduation rate data for each public health degree offered | | The program reports MPH graduation rates that fulfill the threshold for each cohort. | The program agrees with the compliance finding and evidence. | |
| Achieves graduation rates of at least 70% for bachelor's & master's degrees, 60% for doctoral degrees | | <p>The data in the self-study was presented incorrectly, but the program provided updated data prior to the site visit that accurately present graduation rates for each cohort.</p> <p>The self-study presents data for its 2016-17, 2017-18, 2019-20, 2020-21 and 2021-22 entering classes. The graduation rates are 70%, 80%, 75%, 62%, and 17%. The maximum time to graduate is six years, so only the first of these cohorts has reached that threshold.</p> | | |

B4. POST-GRADUATION OUTCOMES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|--|------------------|
| | Met | | | |
| Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation for each public health degree offered | | The program reports positive post-graduation outcomes for its MPH graduates in the last four years. The positive outcomes are 85%, 88%, 96%, and 98%; these graduating classes included 53, 51, 63, and 46 individuals. | The program agrees with the compliance finding and evidence. | |
| Chooses methods explicitly designed to minimize number of students with unknown outcomes | | The program elicits post-graduation outcomes through a variety of methods including the one-year follow-up alumni survey, email, and LinkedIn. | | |

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| Achieves rates of at least 80% employment or enrollment in further education for each public health degree | | To increase positive outcomes, the program plans to continue working with the career development center to contact previous students and learn more about their post-graduation outcomes. | | |
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B5. ALUMNI PERCEPTIONS OF CURRICULAR EFFECTIVENESS

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|--|------------------|
| | Met | | | |
| Defines qualitative &/or quantitative methods designed to provide meaningful, useful information on alumni perceptions | | In September 2021, the program sent an exit survey to 310 graduates from 2016 to 2020. Data were collected on 145 alumni who answered at least some of the survey questions, and 119 alumni (82% response rate) who responded to the entire survey. The survey allowed the program to collect meaningful data. Approximately 37% of respondents graduated before 2019 and completed an older curriculum. However, among respondents, 18 graduated in 2019, 26 graduated in 2020, and 31 graduated in 2021. To allow for more timely data reviews, alumni surveys are now set to be collected each year. So far, the revised alumni survey yields more reliable responses compared to the survey iterations prior to September 2021. | The program agrees with the compliance finding and evidence. | |
| Documents & regularly examines its methodology & outcomes to ensure useful data | | | | |
| Data elicit information on skills most useful in post-graduation placements, areas in which alumni feel well prepared & areas in which alumni would have benefitted from additional preparation | | | | |

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| | | <p>career advising. In response to this feedback, the program incorporated student advising across the curriculum.</p> <p>Alumni who spoke with site visitors said that they felt very well prepared to enter the workforce after graduation. One of the employers who participated in the site visit said that all West Chester graduates they interviewed were qualified for their positions. Alumni said they believed WCU did a great job at engaging alumni post-graduation and felt supported in establishing connections, fostering relationships, and learning about mentorship opportunities. The alumni indicated they would like more representation on the community advisory board, but otherwise did not have feedback for improvement.</p> <p>Internship supervisors who spoke with site visitors said that they had provided feedback to the program that they would like incoming interns to be more prepared to manage real-world problems in the workplace. As a result of voicing this concern, the program made changes to the curriculum and internship supervisors said they can see the results of these changes.</p> | | |
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C1. FISCAL RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|--|---|------------------|
| | Met | | | |
| Financial resources currently adequate to fulfill stated mission & goals & sustain degree offerings | | <p>The program has adequate financial resources to fulfill its mission and sustain degree offerings. The department chair works closely with the public health program director to identify both program and departmental needs.</p> | <p>The program agrees with the compliance finding and evidence.</p> | |
| Financial support appears sufficiently stable at time of site visit | | <p>During the site visit, the MPH program and departmental leadership confirmed that funding was adequate and stable to fulfill the unit's mission, goals, and activities.</p> <p>During the site visit, the dean of the College of Health Sciences clarified the discrepancies in the budget table in the self-study. The labels and numbers in the table are a product of the university accounting procedures and do not represent the full financial resources of the MPH program. The university's central budgeting allocation process accounts for the apparent gap. The central allocation process is helpful as it tends to smooth any annual variations and helps to assure constant and consistent funding. The MPH program leadership reiterated that the program is fully supported. After speaking with the college dean, site visitors felt confident that the financial resources of the unit were adequate and stable.</p> <p>The College of Health Sciences pays faculty salaries. The dean sets the initial salary for a position with salary increases occurring in accordance with the faculty collective bargaining agreement. The MPH program</p> | | |

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| | | <p>director and the department chair identify faculty needs for new positions considering the MPH course requirements and the breadth of faculty expertise. The department chair submits new requests for tenure track faculty positions to the college dean with subsequent review and approval by the provost. Faculty collective bargaining agreements limit temporary faculty appointments to less than 25% of the total full-time equivalent workload.</p> <p>Operational costs include telephones, paper, and other office supplies in addition to environmental health lab maintenance, instructional support, student professional development support, MPH student advisory board support, PA Public Health Association (PPHA) membership, and Constant Contact annual contract costs. The department chair manages the budgets for operational costs and other special projects.</p> <p>Colleges and departments receive a base operating budget to cover faculty, historical costs, and laboratory support. The Office of the Provost also provides additional funds through the Office of the Dean from student fees to support educational materials and equipment. Other funds arrive from the dean, provost, or university president for special projects, one-time capital costs or accreditation fees, among others. The self-study notes that the process for requesting additional funds from the dean's office is clear, transparent, and fair.</p> <p>During the site visit, the team heard that requests for additional funds are not common. Requests must fall within the applicable institutional vision, mission, and strategic plans. Requests are considered within a</p> | | |
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| | | <p>collaborative environment with possible MPH program/departmental, college, or university funds, or some combination of funds.</p> <p>The department scholarship committee reviews requests for scholarships/student support and makes recommendations to the department chair. The department chair may make additional requests for funds to the dean. The department may also use uncommitted funds to support student activities. Supported activities include fellowship application costs and conference travel expenses, among others.</p> <p>New tenure-track faculty receive \$6,000 for professional development for use in the first two years. Other tenure-track faculty have \$1,200-\$1,500 professional development funds each fiscal year. In addition, during the site visit, the team learned that the MPH program encourages and supports faculty to apply for funding through a departmental request for proposals process and to seek university intramural research funding.</p> <p>The budget is not directly linked to student tuition and is determined largely by program needs. When additional or unexpected needs arise, the faculty hiring process or critical needs applications to the university offer pathways for more funding.</p> <p>A proportion of grant indirect costs return to the department. The grant principal investigator receives 15% of indirect costs and the department receives 10%. The principal investigator and department chair, respectively, manage the expenditure of these funds.</p> | | |
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C2. FACULTY RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---------------------------|---|--|-------------------------|
| | Met | | | |
| School employs at least 21 PIF; or program employs at least 3 PIF | | <p>The program has adequate faculty resources to support students and the degree offerings. The program currently has nine PIF and seven non-PIF. Three full-time tenured MPH faculty are designated as fully dedicated (1.0 FTE) to the MPH program. Other full-time tenure-track or tenured faculty range between 0.25 and 0.50 FTE with instructional and other MPH responsibilities. Full-time faculty are defined as having 0.25-0.50 FTE with one-quarter or one-half of their 4-4 course load in the MPH program.</p> <p>Non-PIF are all temporary faculty (adjunct faculty) with practice and/or academic expertise in the MPH track course they teach.</p> <p>Two faculty advisors serve students for both the community health and health care management concentrations, and one faculty advisor serves the environmental health concentration.</p> <p>Throughout 2021-22, seven faculty advisors served as MPH integrative learning experience advisors. The average number of students per academic advisor was six, with a minimum of one and a maximum of nine.</p> <p>For the 2021-22 academic years, faculty provided general advising and career counseling to each MPH</p> | The program agrees with the compliance finding and evidence. | |
| 3 faculty members per concentration area for all concentrations; at least 2 are PIF; double-counting of PIF is appropriate, if applicable | | | | |
| Additional PIF for each additional degree level in concentration; double-counting of PIF is appropriate, if applicable | N/A | | | |
| Ratios for general advising & career counseling are appropriate for degree level & type | | | | |
| Ratios for MPH ILE are appropriate for degree level & nature of assignment | | | | |
| Ratios for bachelor's cumulative or experiential activity are appropriate, if applicable | N/A | | | |
| Ratios for mentoring on doctoral students' integrative project are appropriate, if applicable | N/A | | | |
| Students' perceptions of class size & its relation to quality of learning are positive (note: evidence may be | | | | |

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| collected intentionally or received as a byproduct of other activities) | | concentration. For the community health concentration, advisors saw an average of 40 students, a minimum of 38 and a maximum of 41. For the environmental health concentration, advisors saw 16 students on average, with a minimum of 13 and a maximum of 18. For the healthcare management concentration, advisors saw an average of 27 students, with a minimum of 17 and a maximum of 34. | | |
| Students are satisfied with faculty availability (note: evidence may be collected intentionally or received as a byproduct of other activities) | | <p>Current students responded via an anonymous survey in fall 2022 rating their satisfaction with class size on a five-point Likert scale. All participating students responded positively that class sizes were adequate and conducive to learning. In the same survey, 100% (n=36) of students graduating from the fall 2021, spring 2022, and summer 2022 cohorts expressed strong agreement with the item “program faculty were available.” This percentage is up from the percent calculated from the compiled exit survey results from the 110 graduating students who completed the survey from fall 2019 to spring 2022 (92%).</p> <p>The program uses faculty experiences to provide varied courses. One faculty member came to the program with years of experience as a climate change scientist and now teaches environmental sustainability. This faculty member was able to participate in broadening the program’s environmental health courses. The program plans to offer more courses in global health and is working on an undergraduate certificate, which will expand into a graduate certificate.</p> <p>Students who spoke with site visitors were very appreciative of the opportunities and resources shared by faculty and advisors. One student said that as an undergraduate, her professor sent out job postings</p> | | |

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| | | monthly and broke down the qualifications required for each posting. | | |
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C3. STAFF AND OTHER PERSONNEL RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|--|------------------|
| | Met | | | |
| Staff & other personnel are currently adequate to fulfill the stated mission & goals | | The program has appropriate staff and personnel resources to fulfill the stated mission and goals. The program has one half-time administrative assistant who reports to the department chair. This individual provides administrative support for the MPH program activities as well as for faculty and students. | The program agrees with the compliance finding and evidence. | |
| Staff & other personnel resources appear sufficiently stable | | <p>The Office of the Dean of the College of Health Sciences provides budget management, liaises with community partners, advocates on behalf of the department with the university, and materially contributes to department activities through participation in faculty and student organizations and committees. The self-study particularly recognizes contributions to the diversity, equity, and inclusivity atmosphere and training. The dean and several faculty members serve on a college-level Interprofessional Practice Committee to support the annual interprofessional simulation event and encourage interprofessional teaching across the college of health sciences.</p> <p>The college associate dean serves many roles such as overseeing and managing college committees and working with the departmental chair and the MPH program director to resolve student complaints. The college</p> | | |

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| | | <p>associate dean also supports faculty with resources for teaching, advising, research, and applications for college-based research funds.</p> <p>The college budget manager provides budget management for the department and program and serves as the liaison with the graduate school, human resources, and the office of research and sponsored programs, among others.</p> <p>The college assistant director of graduate enrollment collaborates on marketing, recruitment, and candidate evaluation activities.</p> <p>The College of Health Sciences recently hired a digital media marketing manager who coordinates and manages all marketing efforts for the college, including event planning and continuing education.</p> <p>The self-study notes that the College of Health Sciences has demonstrated consistent support for the MPH program with ongoing administrative backing.</p> <p>Participants in the on-site discussions confirmed that the half-time staff position works very well. Overall, the MPH program follows a coordinated and collaborative process with the department for administrative and staff support, as well as support staff from the university level.</p> | | |
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C4. PHYSICAL RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|--|------------------|
| | Met | | | |
| Physical resources adequate to fulfill mission & goals & support degree programs | | The unit has sufficient physical resources to fulfill its mission and goals and to support its degree offerings. The program relocated to its new facility within the Sciences & Engineering Center and the Commons (SECC building) at the start of the 2021-22 academic year. This building is the university's largest, at 176,000 sq. ft. The program shares this building with the departments of health, nursing, and nutrition. All MPH faculty have their own individual offices on the second floor, and college offices are on the third floor. The environmental lab and most classrooms are in the SECC building. | The program agrees with the compliance finding and evidence. | |
| Physical resources appear sufficiently stable | | <p>The design of the new SECC building considered federal data regarding the projected growth biomedical and public health-related jobs and the steady enrollment increases within the College of Health Sciences.</p> <p>The part-time administrative staff member has a designated office in proximity to the department chair and MPH program director. Support staff from the College of Health Sciences are on the third floor.</p> <p>Instructional space includes classrooms in the same building with adequate instructional technology. Computer classrooms are in Anderson Hall for courses that require computer terminals for students.</p> | | |

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| | | <p>The Duey Immersive Learning Center is a clinical medical skills facility with patient beds, patient rooms, recording equipment, debriefing rooms, and instructional mannikins. It also has a home health suite available for immersive experiences in a home setting. During the site visit, faculty shared their vision for use of the Duey Center for activities such as motivational interviewing training and Naloxone administration training.</p> <p>Various shared student spaces exist across the campus. Graduate student lounges are in the Sykes Student Union and the library. Computer labs are available to students in the student union, the library, and Anderson Hall (located near the IT/HD2 Helpdesk). The Merion Hall computer lab serves as a space for the College of Health Sciences faculty and students to pursue collaborative research projects. Spaces are also available for students within the SECC building to encourage collaboration, conduct conferences and meetings, or attend events in-person or virtually.</p> <p>The environmental health laboratory in the SECC building offers students experiences in the use of equipment, measurement devices, and analytical techniques. The lab space offers a student lab, a research lab, and a preparatory space with an attached classroom.</p> <p>During the site visit, students praised the laboratory facility and the opportunities to become familiar with many different types of equipment. One student made a comment that the lab sometimes felt crowded.</p> <p>Beyond the specific academic space considerations above, the SECC building has a café/dining hall, a ballroom, an</p> | | |
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| | | auditorium, and meeting rooms suitable for hosting meetings, conferences, and community events. | | |
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C5. INFORMATION AND TECHNOLOGY RESOURCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|--|------------------|
| | Met | | | |
| Adequate library resources, including personnel, for students & faculty | | <p>The library, access to reference materials, and support personnel are sufficient for students and faculty. The library has a subject specialist librarian who works closely with the MPH program to assure that the library is meeting faculty and student needs. The specialist librarian offers didactic sessions for MPH students on effective methods to access relevant material. He is available to students to assist on specific topics (such as research papers) and has developed a library website for MPH student use. Librarians are available to consult with faculty and students through chat, phone, text, email, Zoom, or in-person. The library is one of the campus sites of shared student space for group study.</p> <p>The library offers faculty a variety of services, including course reserves, linking to, and embedding library content, EndNote, and Digital Commons, among others.</p> <p>The library offers services beyond access to its collections and resources. Students can use printers in Francis Harvey Green Library and the Presser Music Library. Free interlibrary loan is available to all students, faculty, and staff. The library offers poster printing, laminating, and comb binding services. During the site visit, students commented that library support was always available.</p> | The program agrees with the compliance finding and evidence. | |
| Adequate IT resources, including tech assistance for students & faculty | | | | |
| Library & IT resources appear sufficiently stable | | | | |

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| | | <p>Distance-based students may contact the library online or by phone. Students can access library resources electronically. For resources not directly accessible in a digital form, the library can supply the materials digitally as email attachments, via fax, or as hard copy mailed to the student depending upon the student's preference.</p> <p>Students may borrow laptop computers through a long-term loan program of up to two semesters at a time as part of the university equity program. Desktop computers are available for students to use in multiple locations, including the computer labs.</p> <p>Students can download MS Office 365 or use it online through the university intranet, RamCloud, which gives students, faculty, and staff access to university licensed software applications from any device. RamCloud affords access to functions and programs such as email, Zoom, SPSS, SAS, Stata, ArcGIS, REDCap, and Dedoose for qualitative research, among others.</p> <p>During the site visit, members of the faculty and administration emphasized that the addition of REDCap to the IT environment was particularly helpful for teaching the platform to students, for research activities, and for the MPH program's own surveys and record collection and analysis.</p> <p>The university provides all tenure-track and tenured faculty with a desktop or laptop computer and access to all RamCloud resources, including OneDrive for file storage and sharing.</p> | | |
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| | | <p>The Division of Information Services administers RamCloud and offers telephone support, including an after-hours hotline.</p> <p>Recent student exit surveys indicate very high levels of satisfaction with library resources and information technology. The students confirmed the adequacy of the library resources and IT resources during the site visit. Some students noted that the RamCloud, including its software programs, may be less dependably available when accessing it from off-campus sites.</p> | | |
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D1. MPH & DRPH FOUNDATIONAL PUBLIC HEALTH KNOWLEDGE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|---------------------------|---|--|-------------------------|
| | Met | | | |
| Ensures grounding in foundational public health knowledge through appropriate methods (see worksheet for detail) | | <p>The program ensures grounding in all foundational public health knowledge areas, as noted in the D1 worksheet. Students take HEA 503 Foundations of Public Health, which covers the 12 foundational public health learning objectives.</p> <p>The curriculum provides grounding through a combination of lectures, group projects, readings, and reports. The D1 worksheet presents site visitors' findings.</p> | The program agrees with the compliance finding and evidence. | |

D1 Worksheet

| Foundational Knowledge | Yes/CNV |
|--|----------------|
| 1. Explain public health history, philosophy & values | Yes |
| 2. Identify the core functions of public health & the 10 Essential Services | Yes |
| 3. Explain the role of quantitative & qualitative methods & sciences in describing & assessing a population's health | Yes |
| 4. List major causes & trends of morbidity & mortality in the US or other community relevant to the school or program | Yes |
| 5. Discuss the science of primary, secondary & tertiary prevention in population health, including health promotion, screening, etc. | Yes |
| 6. Explain the critical importance of evidence in advancing public health knowledge | Yes |
| 7. Explain effects of environmental factors on a population's health | Yes |
| 8. Explain biological & genetic factors that affect a population's health | Yes |
| 9. Explain behavioral & psychological factors that affect a population's health | Yes |
| 10. Explain the social, political & economic determinants of health & how they contribute to population health & health inequities | Yes |
| 11. Explain how globalization affects global burdens of disease | Yes |
| 12. Explain an ecological perspective on the connections among human health, animal health & ecosystem health (e.g., One Health) | Yes |

D2. MPH FOUNDATIONAL COMPETENCIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---------------------------|---|--|-------------------------|
| | Met | | | |
| Assesses all MPH students, at least once, on their abilities to demonstrate each foundational competency (see worksheet for detail) | | The program ensures didactic preparation and assessment of the 22 foundational competencies in 12 courses, which include HEA 503: Foundations in Public Health, HEA 520: Public Health Epidemiology, HEA 526: Biostatistics for Public Health, HEA 530 General Environmental Health, HEA 516: Health Care Management, HEA 605: Utilizing Systems Thinking in Public Health, HEA 615: Policy in Public Health, HEA 632: Social and Behavioral Aspects of Health, HEA 647: Interprofessional Practice in Public Health, HEA 648: Research Methods in Public Health, HEA 649: Applied Learning Experience I (preparatory for ALE II). opportunities for all MPH students in all the foundational | The program agrees with the compliance finding and evidence. | |

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| | | <p>competencies, HEA 650: Applied Learning Experience II 200-hour practicum), as shown in the D2 worksheet.</p> <p>Students are assessed on their ability to demonstrate competencies through data analyses, case studies, course projects, assignments, exams, papers, and presentations. For example, students are assessed in competency five through an in-class exercise which requires them to deliver a PowerPoint presentation on medical tourism and a comparison of four to five OECD countries and their organization, structure and function of health care, public health, and regulatory systems.</p> <p>During the site visit, reviewers asked for clarification on competencies 8 and 18. Site visitors asked the program to provide further information on the Cultural Awareness Module assignment to understand how students were assessed on their ability to design, implement, or critique a policy or problem.</p> <p>Site visitors were able to validate didactic preparation and assessment for most of the competencies through review of the syllabi, supporting assignment materials, course exercises, and discussions with faculty. Faculty were able to provide clarification that allowed reviewers to validate assessment of all these competencies.</p> | | |
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D2 Worksheet

| MPH Foundational Competencies | Yes/CNV |
|--|----------------|
| 1. Apply epidemiological methods to settings & situations in public health practice | Yes |
| 2. Select quantitative & qualitative data collection methods appropriate for a given public health context | Yes |
| 3. Analyze quantitative & qualitative data using biostatistics, informatics, computer-based programming & software, as appropriate | Yes |
| 4. Interpret results of data analysis for public health research, policy, or practice | Yes |
| 5. Compare the organization, structure & function of health care, public health & regulatory systems across national & international settings | Yes |
| 6. Discuss the means by which structural bias, social inequities & racism undermine health & create challenges to achieving health equity at organizational, community & systemic levels | Yes |
| 7. Assess population needs, assets & capacities that affect communities' health | Yes |
| 8. Apply awareness of cultural values & practices to the design, implementation, or critique of public health policies or programs | Yes |
| 9. Design a population-based policy, program, project or intervention | Yes |
| 10. Explain basic principles & tools of budget & resource management | Yes |
| 11. Select methods to evaluate public health programs | Yes |
| 12. Discuss the policy-making process, including the roles of ethics & evidence | Yes |
| 13. Propose strategies to identify stakeholders & build coalitions & partnerships for influencing public health outcomes | Yes |
| 14. Advocate for political, social or economic policies & programs that will improve health in diverse populations | Yes |
| 15. Evaluate policies for their impact on public health & health equity | Yes |
| 16. Apply leadership and/or management principles to address a relevant issue | Yes |
| 17. Apply negotiation & mediation skills to address organizational or community challenges | Yes |
| 18. Select communication strategies for different audiences & sectors | Yes |
| 19. Communicate audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing & through oral presentation | Yes |
| 20. Describe the importance of cultural competence in communicating public health content | Yes |
| 21. Integrate perspectives from other sectors and/or professions to promote & advance population health | Yes |
| 22. Apply a systems thinking tool to visually represent a public health issue in a format other than standard narrative | Yes |

D3. DRPH FOUNDATIONAL COMPETENCIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---------------------------|---------------------------|---|--------------------------------|-------------------------|
| | Not Applicable | | | |

D4. MPH & DRPH CONCENTRATION COMPETENCIES

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|---|---|---|
| | Met | | | |
| Defines at least five distinct competencies for each concentration or generalist degree in MPH & DrPH. Competencies articulate an appropriate depth or enhancement beyond foundational competencies | | <p>The program defines five or more concentration competencies for each of its three MPH tracks in community health, environmental health, and health care management. Students in each concentration take six track courses for their specific concentration.</p> | <p>The program agrees with the site visitor team feedback and took immediate action to review/revise the assessment descriptions for the two concentration competencies. The first concern relates to competency 3 of the MPH-Environmental Health concentration. The program revised the linked assessment to better address data evaluation and to be a fully individual assignment. Refer to Attachment B (revised Table D4-1 with amended assessment description) and Attachment C (revised ENV 551 Environmental Toxicology syllabus with amended instructions for the Individual Article Critique on p. 15-18). The second concern relates to competency 3 of the MPH-Health Care Management concentration. The program revised the linked assessment to clarify how the discussion board postings assessment allowed students to demonstrate widespread applicability of management theory to diverse types of health services</p> | <p>The Council appreciates the program’s response. Based on the information in the program’s response, the Council concluded that the program has addressed the concerns identified in the team’s report. Therefore, the Council acted to change the team’s finding of partially met to a finding of met.</p> |
| Assesses all students at least once on their ability to demonstrate each concentration competency | | <p>The track competencies are assessed through various assignments. For example, students in the community health concentration are assessed in competency 1 through a report that requires them to assess and map community health needs from a community of their choosing. In the report, students are required to summarize the health care resources and other assets in the community, and to propose a plan to communicate assessment results to diverse stakeholders.</p> | | |
| If applicable, covers & assesses defined competencies for a specific credential (e.g., CHES, MCHES) | N/A | <p>While speaking with faculty, site visitors asked for clarification on how competency three in the healthcare management concentration was assessed. Faculty explained that students assess a set of managed care organizational models and compare them in a discussion board. Faculty informed reviewers that the original professor for this course retired, and the course is being re-constructed as a result.</p> <p>The first concern relates to competency 3 of the environmental health concentration. In the assignment mapped to this competency, students evaluate toxicology</p> | | |

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| | | <p>literature, but the assignment does not cover data evaluation. Additionally, this assignment is a group exercise, and it is unclear how students are individually assessed on attainment of the competency. Faculty who spoke with site visitors said they would be working to revise this assignment to better reflect the requirements and improve individual assessment.</p> <p>The second concern relates to competency 3 in the healthcare administration concentration. Site visitors wanted to understand how the discussion board postings allowed students to demonstrate widespread applicability of management theory to diverse types of health services organizations and health systems. Faculty who spoke to site visitors said the professor for this course recently left, and they will be making many revisions to the assignments. The healthcare administration faculty director said the assignment is intended to ensure students understand the paradigm of managed care and compare it to other paradigms through a discussion board.</p> <p>Each competency set and reviewers' findings are presented in the D4 worksheet.</p> | <p>organizations and health systems. Refer to Attachment B (revised Table D4-1 with amended assessment description) and Attachment D (revised HEA 514 Approaches to Health Care Delivery syllabus with amended description of the Discussion Board Postings for Weeks 1-8 Assessment [see p. 11-24 for Discussion Board scenarios/cases and question prompts for Weeks 1-8]).</p> | |
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D4 Worksheet

| MPH in Community Health Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|--|
| 1. Generate a report on community health vulnerabilities and assets using spatial and non-spatial data. | Yes | Yes |
| 2. Develop a grant proposal to fund an equity-focused health promotion initiative. | Yes | Yes |
| 3. Design a participatory evaluation of a community-based health initiative. | Yes | Yes |
| 4. Analyze the implementation of a social media campaign to promote health equity. | Yes | Yes |
| 5. Apply a global perspective to design a community health initiative. | Yes | Yes |
| 6. Utilize technologies to develop strategies for the implementation and management of community health programs. | Yes | Yes |

| MPH Environmental Health Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|---|---|--|
| 1. Identify illness and injury causing agents in workplaces, residences, health care facilities and other institutions, and the outdoor environment. | Yes | Yes |
| 2. Measure biological, chemical and physical disease agents in any environment and assess compliance with environmental regulations and professional standards. | Yes | Yes |
| 3. Analyze, interpret, and evaluate toxicological, epidemiological and environmental exposure data. | Yes | Yes |
| 4. Quantitatively assess risk using mathematical models and communicate risk information to populations served. | Yes | Yes |
| 5. Integrate the legacy of environmental (in)justice and other historical social inequities into sustainable policy decisions for future generations. | Yes | Yes |
| 6. Determine how climate-change and sustainability policies have disproportionately affected vulnerable groups. | Yes | Yes |

| MPH in Healthcare Administration Concentration Competencies | Comp statement acceptable as written? Yes/No | Comp taught and assessed? Yes/CNV |
|--|---|--|
| 1. Engage in activities that enhance skills to identify and respond to current trends and issues of health care management and policy. | Yes | Yes |
| 2. Identify external and internal pressures affecting administrators' functions and their role in organizational politics, resource allocation decisions, and other critical issues. | Yes | Yes |
| 3. Demonstrate the widespread applicability of management theory to diverse types of health services organizations and health systems. | Yes | Yes |
| 4. Apply health care management terminology and concepts to enhance professional development and lifelong learning. | Yes | Yes |
| 5. Analyze health care regulations and legal requirements for health care operations and financial sustainability of health care organizations. | Yes | Yes |

D5. MPH APPLIED PRACTICE EXPERIENCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|---------------------------|--|--|-------------------------|
| | Met | | | |
| All MPH students produce at least two work products that are meaningful to an organization in appropriate applied practice settings | | The program structures the APE and ILE together as an integrated experience that it terms the Applied Learning Experiences (ALE). Evaluation for the ALE and ILE are separate processes. | The program agrees with the compliance finding and evidence. | |

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| <p>Qualified individuals assess each work product & determine whether it demonstrates attainment of competencies</p> | | <p>All MPH students must complete HEA 649: Applied Learning Experience I, which includes the submission of a placement application before beginning the ALE. Students then complete the practice experience during HEA 650: Applied Learning Experience II.</p> | | |
| <p>All students demonstrate at least five competencies, at least three of which are foundational</p> | | <p>The ALE is a 15 week, 200-hour practice activity that takes place during the last two semesters of the MPH course of study. The purpose of the ALE is to allow students an opportunity to gain real-world public health experience and be introduced to an agency where students can apply competencies they have learned in the classroom. Students consult with their faculty ALE advisor and site supervisor to select five competencies they would like to focus on within a public health setting. The chosen five competencies must include three foundational and two concentration competencies. ALE site preceptors must submit a CV and document at least five years of prior practice experience.</p> <p>Five assignments across the ALE demonstrate the student's chosen competencies, with some assignments aligning with this criterion's requirements and others relating to Criterion D7: 1) a major project; 2) two work products produced for a practice partner; 3) professional practice activities; 4) a poster; and 5) the ALE professional binder.</p> <p>Before beginning the placement, students complete a proposal that demonstrates familiarity with the potential ALE site by describing the agency's services, policies, and target population. The proposal also presents a brief literature review of a topic to be addressed during the ALE and articulates at least two deliverable products that</p> | | |

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| | | <p>relate to a student’s chosen foundational and track competencies. Students include a statement about how the proposed topic and deliverable products benefit population health.</p> <p>During the site visit, faculty explained that evaluation for the practice experience portion of the ALE includes site supervisor and faculty preceptor REDCap assessments, one-on-one feedback sessions to students, and faculty evaluations of the work products. Several accountability measures are built into the ALE, including weekly sessions in which students may share their ALE experiences and challenges. The faculty preceptor assigns final grades.</p> <p>Students who spoke with site visitors discussed their ALE projects, and the impact these projects had on their academic experiences. One student started a mental health initiative for nurses and has continued to run the program post-graduation.</p> <p>The intent is that a faculty preceptor has responsibility for no more than nine students. Periodic progress and accountability checks are part of the APE process, including weekly sharing sessions among students.</p> <p>Some examples of 2021 and 2022 student ALE sites include the Food and Wellness Agency Network; Mission Kids Child Advocacy Center of Montgomery County; Chester County Hospital; YMCA of Greater Brandywine and the American Academy of Pediatrics, among others.</p> <p>Examples of work products include the following:</p> <ul style="list-style-type: none"> • Community asset mapping for colorectal cancer screening | | |
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| | | <ul style="list-style-type: none"> • Advocacy presentation on autism detection for use in WIC programs • Food service industry-specific sexual harassment prevention toolkit and accompanying evaluation tool • Policies, guidelines, and operating systems for a walkie talkie communication system • “Perceptions of the Bus System in Pottsdam” to enhance health and improve social services providers’ understanding of the local public transportation system and its users • Creation of 35 pieces of content for Black Women’s Health Alliance including social media, flyers, newsletters, videos, and t-shirts. <p>Comments in the self-study from site supervisors indicate that students contributed to the work at practicum sites and that the products were useful. Participants in on-site meetings with the CEPH team confirmed that the students’ work and work products were useful and meaningful to the ALE sites. Participants agreed that the students were well prepared for the practicum experience.</p> <p>One of the stakeholders who spoke with site visitors said that he was impressed with student interns from the program. He was pleased that students were able to learn critical project management skills.</p> <p>In addition to program faculty, the college’s director of internship and practicum experiences assists in a quality improvement role to strengthen the overall student experience.</p> | | |
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D6. DRPH APPLIED PRACTICE EXPERIENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D7. MPH INTEGRATIVE LEARNING EXPERIENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|--|---|------------------|
| | Met | | | |
| Students complete project explicitly designed to demonstrate synthesis of foundational & concentration competencies | | <p>All MPH students complete an Integrative Learning Experience (ILE) project report that enables students to reflect on their 200-hour site experience as part of HEA 650: Applied Learning Experience II.</p> <p>The project report includes the following sections: introduction to the problem or issue, literature review, project justification, methods, data, project recommendations, contribution to an agency's mission, professional development plan, activities report, and reflections, as well as references and appendices.</p> <p>At its completion, the ALE faculty advisor reviews and evaluates student assignments and assesses their ability to</p> | <p>The program agrees with the compliance finding and evidence.</p> | |
| Project occurs at or near end of program of study | | | | |
| Students produce a high-quality written product | | | | |
| Faculty reviews student project & validates demonstration & synthesis of specific competencies | | | | |

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| | | <p>report on their practicum experiences in the Major Project Report.</p> <p>To assure reliability of faculty advisors in their role, a grading rubric for all student products is provided.</p> <p>The ERF provides several examples of ILE products completed by students. Upon review, these examples demonstrate the quality and appropriateness of the ILE requirement. Overall, the samples of student work demonstrate student ability to conduct high quality written projects and to synthesize competencies gained through the program. Examples of final papers include the following: a paper entitled “Review of Sustainable Cleaning Initiatives at West Chester University of Pennsylvania,” which included an assessment of the increased need for personal hygiene and cleaning of public facilities in the era of COVID-19; and another paper entitled “Improving the Overall Health of Bucks County,” which addressed the health disparities caused by income, education, race and ethnicity, and location.</p> | | |
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D8. DRPH INTEGRATIVE LEARNING EXPERIENCE

| Criterion Elements | Compliance Finding | Team’s Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D9. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL DOMAINS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D10. PUBLIC HEALTH BACHELOR'S DEGREE FOUNDATIONAL COMPETENCIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D11. PUBLIC HEALTH BACHELOR'S DEGREE CUMULATIVE AND EXPERIENTIAL ACTIVITIES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D12. PUBLIC HEALTH BACHELOR'S DEGREE CROSS-CUTTING CONCEPTS AND EXPERIENCES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D13. MPH PROGRAM LENGTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|--|--|------------------|
| | Met | | | |
| MPH requires at least 42 semester credits or equivalent | | All MPH students must successfully complete 46 semester-credits of public health coursework to graduate. The university defines one credit hour as 50 minutes of instructional total time for 15 weeks. | The program agrees with the compliance finding and evidence. | |

D14. DRPH PROGRAM LENGTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D15. BACHELOR'S DEGREE PROGRAM LENGTH

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D16. ACADEMIC AND HIGHLY SPECIALIZED PUBLIC HEALTH MASTER'S DEGREES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D17. ACADEMIC PUBLIC HEALTH DOCTORAL DEGREES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D18. ALL REMAINING DEGREES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--------------------|--------------------|--|-------------------------|------------------|
| | Not Applicable | | | |

D19. DISTANCE EDUCATION

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|---|--------------------|--|--|------------------|
| | Met | | | |
| Instructional methods support regular & substantive interaction between & among students & the instructor | | The program offers its MPH in health care management concentration as a fully distance-based program. All online courses have been approved to be offered 100% online. Offering the MPH in health care management 100% online allows the program to meet the demands of underrepresented and underserved students and provides an alternative for those who may have otherwise not been able to attend in-person courses. In addition, virtual delivery provides a competitive advantage to student | The program agrees with the compliance finding and evidence. | |
| Curriculum is guided by clearly articulated learning outcomes that are rigorously evaluated | | | | |
| Curriculum is subject to the same quality control processes as other degree programs in the university | | | | |
| Curriculum includes planned & evaluated learning experiences that | | | | |

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| are responsive to the needs of online learners | | retention and attracting new students and allows for limited disruptions to students' professional careers. | | |
| Provides necessary administrative, information technology & student/faculty support services | | <p>Students and faculty interact directly using technology tools such as: VoiceThread, a platform for group project collaboration and presentation; and Gather.Town, an online platform used to build virtual spaces for people to live and interact more effectively online. Students also interact with one another through discussion boards and group projects. WCU also uses a variety of online learning tools to facilitate the delivery of distance education coursework.</p> <p>The program monitors academic rigor through practitioner feedback, healthcare management stakeholder feedback, and continuous stakeholder review through Community Advisory Board meetings held twice per academic year. Feedback from practitioners and alumni is incorporated into current coursework to enable students to obtain and practice critical skills. The program recognizes the importance of ensuring high-quality online coursework and accomplishes this using Quality Matters.</p> <p>The program continuously monitors and assesses educational outcomes through course competency evaluation. Alumni and practitioner feedback is gathered twice annually, and alumni complete an exit survey and focus groups to provide qualitative feedback on skills acquired through the program.</p> <p>The program provides administrative, information technology and student/faculty support services to appropriately deliver distance-based education. Students can access administrative assistance through</p> | | |
| Ongoing effort to evaluate academic effectiveness & make program improvements | | | | |
| Processes in place to confirm student identity & to notify students of privacy rights and of any projected charges associated with identity verification | | | | |

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| | | <p>administrators within the graduate school, the Twardowski Career Development Center, the Greg and Sandra Weisenstein Veterans Center, and the Graduate Student Association. Graduate Health Care Management students are assigned a tenure-track faculty advisor who helps with course selection and career counseling. Group advising sessions are conducted twice every academic year, and advisors follow up with students throughout the semester to provide guidance and mentoring.</p> <p>The Information Services and Technology (IS&T) Help Desk & Support is available 24/7 to distance-based students and offers both short and long-term laptop loaner programs for students in need and provides discounts to students interested in purchasing their own computers. MPH students have access to a wide range of information technology products and services, including communications networks, collaboration tools, multimedia/audio-visual, video production and event services, services for face-to-face, hybrid and online courses, and support for multiple on-campus student Windows and Mac computing labs, including tablets and iPads.</p> <p>The program uses DUO two-factor authentication to verify student identity and to ensure that only the assigned user can access each account. Student identity is also verified at the application process through the required submission of a verified transcript and proof of graduation from an accredited undergraduate institution.</p> | | |
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E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education & experience | | The program's curriculum is delivered by nine primary and seven non-primary instructors. Primary faculty include three holding the rank of professor, four associate professors, and two assistant professors; seven have tenure; and two are on the tenure track. Five hold an MPH, one holds both DrPH and MD degrees, one holds a PhD and JD, and the remainder have a PhD in a health-related discipline. All primary faculty hold doctoral degrees and public health academic credentials. Foundational areas of public health are adequately covered by the training and experience of the primary faculty listed. | The program agrees with the compliance finding and evidence. | |
| Faculty education & experience is appropriate for the degree level (e.g., bachelor's, master's) & nature of program (e.g., research, practice) | | <p>Non-primary faculty include one holding rank of professor, two associate professors and four temporary instructors. All non-primary faculty hold advanced degrees in public health related disciplines. Two of the faculty members hold DrPH degrees and three have a PhD; the other faculty member holds an MPH as their terminal degree.</p> <p>A review of faculty CVs indicated that the designated persons are appropriate instructors for master's-level education emphasizing both research and practice aspects of the field.</p> <p>Each of the three program's concentrations have adequate representation of faculty to deliver curriculum and mentor research and service by students.</p> | | |

E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Employs faculty who have professional experience in settings outside of academia & have demonstrated competence in public health practice | | A number of faculty members have spent the majority of their careers working outside of academia, which provides for a rich environment for students to benefit from faculty expertise in applied aspects of public health. | The program agrees with the compliance finding and evidence. | |
| Encourages faculty to maintain ongoing practice links with public health agencies, especially at state & local levels | | Current PIF hold prior work experience in a variety of capacities such as data programmer/analyst at the Children's Hospital of Philadelphia; research scientist and industrial hygienist in the Health Effects Laboratories at CDC/NIOSH; project coordinator and manager for the Lawton & Rhea Chiles Center for Healthy Mothers; and senior health care consultant for Cap Gemini Ernst & Young. This diverse range of experiences allows faculty to provide unique perspectives on their coursework and gives students opportunities to gain experience outside of the classroom. | | |
| Regularly involves practitioners in instruction through variety of methods & types of affiliation | | Adjunct faculty are active in community practice with the Division of Population Sciences, Dana Farber Cancer Institute, Boston; managing grants at Universal Health Systems; and with Chester County Hospital as Director of Strategic and Business Development. During the site visit, the team heard that recent enrollment declines have meant that the program has not been able to hire the number of practitioner adjunct faculty that it would like to have. | | |

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| | | <p>Practitioners are regularly involved in instruction through a variety of methods and affiliation types. The self-study lists more than 50 community practitioners who contributed as guest lecturers and panelists since the fall of 2020. Additional individuals serve as service-learning mentors.</p> <p>Faculty work to maintain links with community organizations and to develop new relationships. The Public Health Workforce Professional Development Committee reviews and recommends further guest speakers and panelists for courses and events.</p> | | |
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E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Systems in place to document that all faculty are current in areas of instructional responsibility | | <p>The program supports faculty development that allows faculty to stay current and enhance their teaching skills. WCU supports committees and offices that aim to enhance faculty instructional effectiveness. One example is the Committee for Excellence in Learning and Teaching, which offers an ongoing series of training programs and sponsors a recognition award. New faculty orientation and mentoring provides incoming personnel with information on available services, expectations, and training to enhance instructional effectiveness. The Office of Digital Learning and Innovation explicitly focuses on improving performance in online faculty instruction.</p> <p>The self-study included examples of program faculty who used and benefited from services to enhance instructional</p> | <p>The program agrees with the compliance finding and evidence.</p> | |
| Systems in place to document that all faculty are current in pedagogical methods | | | | |
| Establishes & consistently applies procedures for evaluating faculty competence & performance in instruction | | | | |
| Supports professional development & advancement in instructional effectiveness for all faculty | | | | |

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| | | <p>effectiveness. The self-study identified seven program faculty who maintain relevant professional credentials/certifications. For example, one faculty member participated in a workshop hosted by the Office of Digital Learning to enhance online curriculum delivery, while another participated in a mini course by WCU librarians to help find and critically identify online information sources.</p> <p>Instructional effectiveness, based on aggregated results from student evaluations and peer assessments, reflects WCU standards embodied in its collective bargaining agreement and promotion and tenure policies. Tenure-track and temporary faculty are evaluated annually; tenured faculty are evaluated every five years or during evaluations for promotion. Faculty are evaluated on effective teaching and advising, along with performance of administrative duties related to education (e.g., planning, communication). A standardized university electronic tool is used to assess instructional effectiveness.</p> <p>Program faculty are expected to teach four courses per semester with opportunities to reduce their teaching load. Faculty at the site visit complimented the department chair's effort to link teaching responsibilities with individual interests and related work demands. The effect is general agreement that the teaching load in the program is manageable given related responsibilities that faculty face for retention and promotion.</p> <p>The self-study provides data indicating outcomes for the program's instructional effectiveness targets that indicate all measures have been met in the most recent year. The</p> | | |
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| | | <p>measures included delivery of clear communication, promotion and facilitation of learning, design evaluation, quality of faculty member skills, management of teaching and timely distribution of feedback to the student.</p> <p>The program has three indicators to track its success related to faculty instructional technique. These indicators were measured through a six-item quiz on the Likert scale in the exit survey. Eighty percent or more graduate students strongly agreed or agreed with the following items throughout most recent three years (2019 through 2022) in the self-study:</p> <ul style="list-style-type: none"> • Program provided the setting to learn about diversity and difference • Program faculty and staff modeled diversity and respect for difference • Program faculty modeled the values and behaviors expected of public health professionals • Program faculty were qualified to teach their assigned courses • Program faculty were engaging in their instruction • Program integrated technology into the learning process in a way that worked well | | |
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E4. FACULTY SCHOLARSHIP

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Policies & practices in place to support faculty involvement in scholarly activities | | <p>The program's definition of faculty scholarship is consistent with WCU's standards embodied in its collective bargaining agreement as well as promotion and tenure policies. All faculty members are expected to pursue scholarly research. In practice, one third of tenure-track faculty workload is focused on research-related activities.</p> <p>The WCU Office of Research and Sponsored Programs assists faculty and students with a range of activities associated with research and scholarship (e.g., locating funding, proposal development, research compliance and post-award services). The office also coordinates several training events (e.g., research and creative activity day). An ongoing faculty forum series offers an avenue to share research results and discuss needs for institutional support.</p> <p>The self-study provides examples of faculty research involving student collaborators. One faculty member and students have been collecting longitudinal data on experiences of stress among African immigrant students. Another faculty member has been working with students</p> | <p>The program agrees with the compliance finding and evidence.</p> | |
| Faculty are involved in research & scholarly activity, whether funded or unfunded | | | | |
| Type & extent of faculty research aligns with mission & types of degrees offered | | | | |
| Faculty integrate their own experiences with scholarly activities into instructional activities | | | | |
| Students have opportunities for involvement in faculty research & scholarly activities | | | | |

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| | | <p>on laboratory simulation research on worker exposure to crystalline silica through manufacturing.</p> <p>The self-study also describes examples of how faculty research is incorporated into their teaching and mentoring of students. One faculty member uses data from a research project on Medicaid reimbursement for dual services in her policy in public health course. Another faculty member integrates examples of evaluation research across courses that she teaches (e.g., HEA 526: Biostatistics for Public Health, HEA 539: Promotion Program Planning, and HEA 649: Applied Learning Experience).</p> <p>The program uses the following outcome measures for tenure-track faculty research and scholarly activities:</p> <ul style="list-style-type: none"> • Percent of faculty participating in research activities (target of 80%; year three outcome = 100%) • Presentations at professional meetings (target of 80%; year three outcome = 91%) • Number of community-based research projects (target of 60%; year three outcome = 91%) • MPH faculty will participate in collaborative research/evaluation projects with graduate students yearly (target of 60%; year three outcome = 91%) | | |
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E5. FACULTY EXTRAMURAL SERVICE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| <p>Defines expectations for faculty extramural service</p> <p>Faculty are actively engaged with the community through communication, consultation, provision of technical assistance & other means</p> | | <p>Expectations for faculty community service align across the MPH program, the faculty collective bargaining agreement, and the university's tenure and promotion policies. The MPH faculty have strong and broad involvement in extramural service as academic consultants to the community and as active supporters of professional societies and organizations. The program has selected 80% of faculty engaged in extramural professional and/or community service as a meaningful target.</p> <p>The MPH program defines service as voluntary activities that contribute to the profession, the university, and/or the community.</p> <p>Support for extramural service activities comes from various sources. The Center of Civil Engagement & Social Impact supports faculty through service learning and community engagement workshops and through network building. The Center for Community Solutions promotes faculty expertise to external clients. The office of External Relations develops strategic relationships with key partners for community and economic development.</p> <p>Faculty members may apply their \$1,200-\$1,500 annual professional development funds toward service activities. Small grants are also available from the college and university to support community service activities.</p> | <p>The program agrees with the compliance finding and evidence.</p> | |

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| | | <p>Faculty service activities contribute to classroom instruction. For example, one faculty member used her experience drafting fact sheets for volunteer advocates at the Community Policy Institute of Delaware. She used this experience to help students learn about the role of fact sheets in policy advocacy and to help students create a short supportive video on a topic of their choice.</p> <p>Faculty service also facilitates opportunities for student involvement. For example, a faculty member serving in the Healthcare Leadership Network of the Delaware Valley involves students in the annual graduate case study competition. Students can attend in-person and virtual educational events for free or for a discounted fee.</p> <p>Another faculty member used their previous experience with program evaluation with the Alliance for Health Equity, Coatesville, PA, to HEA 538: Evaluation of Health Programs. Students in this course develop performance indicators for a process evaluation activity.</p> <p>During the site visit, reviewers learned of additional examples of how faculty bring real-world challenges and projects into the classroom from their community service and contracts. Students confirmed that these examples enhance the educational experience and offer community service opportunities. Alumni said that they maintain contact with the program and offer links for faculty and student involvement.</p> <p>The program has four indicators to track its success related to extramural service and presents data for the most recent three years in the self-study:</p> | | |
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| | | <ul style="list-style-type: none"> • Percent of faculty participating in service to the public health profession and/ or community at the local, regional, state, national and/or international level (target of 80%; year 3 outcome = 100%) • Percent of faculty participating in community-based service projects (target of 30%; year 3 outcome = 73%) • Percent of faculty who participate in cross-sector partnerships (target of 30%; year 3 outcome = 73%) • Percent of faculty who join/maintain their membership in at least one public health professional organization (target of 100%; year 3 outcome = 100%) | | |
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F1. COMMUNITY INVOLVEMENT IN SCHOOL/PROGRAM EVALUATION & ASSESSMENT

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Engages with community stakeholders, alumni, employers & other relevant community partners. Does not exclusively use data from supervisors of student practice experiences | | The program uses its Community Advisory Board as a formal structure for constituent input. This board comprises key leaders and representatives from health organizations and educational institutions in Chester County, PA, and the greater Delaware region. | The program agrees with the compliance finding and evidence. | |
| Ensures that constituents provide regular feedback on all of these: <ul style="list-style-type: none"> • student outcomes • curriculum • overall planning processes • self-study process | The program regularly engages the Community Advisory Board in the assessment of content and currency of public health curricula and their relevance to current practice and future decisions. For example, Community Advisory Board members review competencies and curriculum throughout the academic year and generate ideas for feedback surveys and professional development events. | | | |
| Defines methods designed to provide useful information & regularly examines methods | | The Community Advisory Board has been making these contributions since fall 2020. | | |

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| <p>Regularly reviews findings from constituent feedback</p> | | <p>In addition to this feedback, the program engages external constituents in a bi-annual WCU MPH stakeholder survey of employers, potential employers, alumni, members of the CAB, ALE site supervisors, and other engaged community members. The survey is short and intended to directly ascertain feedback on students' ability to perform daily professional practices as program graduates.</p> <p>The first stakeholder survey was implemented in July 2022; the program identified 135 stakeholders, but only 29 responded and only 21 completed it entirely. The program has since revised the survey and clarified its definition of a stakeholder versus an alumni based on the CEPH website. The content of the survey highlighted stakeholder perceptions on the agency, respondents' education level, relationship with WCU, position type, supervisory experience, and service on public health boards. Results from this survey indicated that stakeholders would like to see alumni continue their education, and that the program could do better at teaching them how to analyze the determinants of health using theoretical frameworks. The program plans to distribute the survey bi-annually to avoid survey fatigue.</p> <p>The program also engages the Community Advisory Board and other stakeholders in the review and revision of guiding statements and evaluation plan in the self-study document. There were several methods for data collection, including surveys, in-person, and individual meetings. Due to COVID-19, board meetings were moved to a virtual format, which became a more efficient way to garner attendance. The program provided an example of</p> | | |
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| | | <p>implementing feedback on instructional effectiveness via email, in which the board member contributed content and grammatical revisions.</p> <p>The program aims to increase diversity on the Community Advisory Board and in the employer database. The program is actively trying to recruit more Latinx representation to be more representative of the community the program serves. They plan to achieve this by reaching out to alumni on LinkedIn and inviting them to event panels. Faculty who spoke with site visitors said they brought on two individuals, one who is black and one who is Latinx. Faculty who spoke with site visitors said their priority is to ensure they are investing resources in the right areas to ensure students address communities in need.</p> <p>Alumni and stakeholders who spoke with site visitors said felt their input was highly valued by the program. One individual provided feedback regarding the need for more data management experience throughout the program, and this has now been emphasized in the curriculum.</p> | | |
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F2. STUDENT INVOLVEMENT IN COMMUNITY & PROFESSIONAL SERVICE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Makes community & professional service opportunities available to all students | | Community engagement is a core value of the MPH program. The program shares various community and professional service opportunities via social media, student announcement emails, within courses, and via Student Advisory Board (SAB) meetings. | The program agrees with the compliance finding and evidence. | |
| Opportunities expose students to contexts in which public health work is performed outside of an academic setting &/or the importance of learning & contributing to professional advancement of the field | | <p>The SAB plays a significant role in the coordination, promotion, and participation of students in community and professional service opportunities. Students involved in the SAB can meet individually with faculty to address their professional goals. The SAB vice president met with site visitors and discussed how SAB contributes to student awareness of involvement opportunities, particularly through one-on-one meetings with faculty.</p> <p>The university also shares volunteer opportunities through the Center for Civic Engagement and Social Impact, which promotes community-based learning experiences that address issues of public concern through networking and partnerships such as with Ramcorps: a civic leadership program for students committed to the ideals of public service to promote change.</p> <p>Faculty who spoke with site visitors discussed how they promote opportunities and initiatives in class and encourage students to learn about their skills individually to encourage their success. As a result of faculty integrating their own backgrounds in the courses they</p> | | |

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| | | <p>teach, students know exactly which faculty member to approach when considering a specific field.</p> <p>MPH students also have the opportunity for involvement through the Delta Omega Society, where faculty reach out individually to students. Faculty and alumni who had previously been involved in the Delta Omega Society will post about upcoming opportunities for student involvement on their website.</p> <p>Examples of student involvement include one student who volunteered as a COVID-19 contract tracer with the Chester County Health Department and another student who served as a prevention coordinator at the Office of Drug and Alcohol in Montgomery County of Health and Human Services.</p> <p>Site visit discussions highlighted the fact that COVID-19 precautions significantly curtailed community service opportunities in recent years, especially for students. The program plans to increase the community partner database for faculty and student involvement moving forward.</p> | | |
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F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|--|------------------|
| | Met | | | |
| Provides activities that address professional development needs of the current public health workforce | | The program offers workforce development and training opportunities in response to feedback provided by the Public Health Workforce Development Committee. The committee is co-chaired by the program director and a | The program agrees with the compliance finding and evidence. | |

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| | | <p>community chair. The committee plans the agenda and facilitates Community Advisory Board meetings.</p> <p>The program currently offers workforce development opportunities, although the MPH program director told site visitors that this was an area the program would like to continue improving upon by offering more opportunities more frequently.</p> <p>The self-study provides examples of events offered by the MPH program in response to community-identified needs. In one example, from September 2022, the program offered a two-hour film and discussion event to provide practical strategies for public health professionals and community advocates to better promote recommended immunizations. The event was created in collaboration with the MPH Student Advisory Board president, faculty, and several community members.</p> <p>In a second example, a 60-minute virtual event was offered in March 2021, which addressed the need for post-master's level training to reduce ageism in healthcare and promote health and wellness in older adults across Pennsylvania.</p> | | |
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G1. DIVERSITY & CULTURAL COMPETENCE

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|-------------------------|------------------|
| | Met | | | |
| Defines appropriate priority population(s) | | The program's mission statement reflects its commitment to diversity and cultural competence. The self-study | | |

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| Identifies goals to advance diversity & cultural competence, as well as strategies to achieve goals | | <p>defines 15 attributes of individuals as elements for program attention, highlighting BIPOC individuals and undocumented migrant workers as groups warranting particular attention. This is consistent with comments received from the provost during the meeting with site visitors.</p> <p>The program maintains an ongoing process to evaluate progress toward its diversity goals. The ERF contains information regarding deliberations by faculty, staff, and students. A few examples of steps taken in support of diversity goals include the following:</p> <ul style="list-style-type: none"> • Revising the program’s mission, values, and goal statements to reflect a stronger focus on the topic. • Faculty commitments to participate in DEI-related workshops. • Strengthening efforts toward diversity recruitment of students, faculty, and staff. • Implementation of a pipeline BS to MPH program focusing on BIPOC and first-generation students. • Review of the Department’s graduate assistant selection process. • Targeting Latinx enrollment and recruitment visits to HBCU institutions. <p>The self-study describes educational objectives related to diversity specific to each of its tracks:</p> <ul style="list-style-type: none"> • Students in the community health track developed a grant proposal to fund an equity-focused health promotion initiative. • Students in the environmental health track evaluate policymaking from a perspective of environmental injustice. | The program agrees with the compliance finding and evidence. | |
| Learning environment prepares students with broad competencies regarding diversity & cultural competence | | | | |
| Identifies strategies and actions that create and maintain a culturally competent environment | | | | |
| Practices support recruitment, retention, promotion of faculty (and staff, if applicable), with attention to priority population(s) | | | | |
| Practices support recruitment, retention, graduation of diverse students, with attention to priority population(s) | | | | |
| Regularly collects & reviews quantitative & qualitative data & uses data to inform & adjust strategies | | | | |
| Perceptions of climate regarding diversity & cultural competence are positive | | | | |

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| | | <ul style="list-style-type: none"> • Students in the health care management track address the applicability of management theory to diverse health services and systems. <p>Students completing the ALE are placed in diverse settings, which expose them to populations with various health care and social service needs. In their discussion with site visitors, students expressed ‘gratitude and appreciation’ for the program faculty’s receptiveness for their individual differences.</p> <p>The self-study documents the program’s methods for addressing diversity with evidence that five out of six diversity goals have been met for the most recent three years (2019 through 2022) in the self-study:</p> <ul style="list-style-type: none"> • At least 35% of enrolled MPH students will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial) (year 3 outcome = 43.5%) • At least 60% of enrolled MPH students will represent diverse gender identity groups (including CISgender female/woman, genderqueer, gender non-binary, gender fluid, transgender female/woman, transgender male/man, or another gender not listed) (year 3 outcome = 75%) • At least 10% of students enrolled in the MPH Program will represent international population groups (year 3 outcome = 8.9% not met) • At least 60% of MPH faculty will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial) (year 3 outcome = 73%) | | |
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| | | <ul style="list-style-type: none"> • At least 20% of MPH faculty will represent diverse gender identity groups (including CISgender female/woman, genderqueer, gender non-binary, gender fluid, transgender female/woman, transgender male/man, or another gender not listed) (year 3 outcome = 45%) • Retention of MPH faculty from underrepresented groups with 80% achieving tenure. (Underrepresented groups include: (1) gender identity: CISgender female/woman, genderqueer, gender non-binary, gender fluid, transgender female/woman, transgender male/man, or another gender not listed, and (2) race/ethnicity: African American, Latino, Native American, Asian/Pacific Islander or Multiracial) (year three outcome = 100%) <p>The program maintains an ongoing series of invited guest speakers in courses and professional development/workforce development events to address topics related to diversity. One example was a health and human rights professional who spoke on refugees and immigrants.</p> <p>The program also makes it a priority to ensure that core course syllabi have a lens of diversity, equity, and inclusion (DEI), cultural competence, human rights, and social-economic-environmental justice.</p> <p>The program is actively working with its Community Advisory Board to support greater attention to and investment in diversity.</p> <p>The program has a clear intention to support diversity and cultural competency in its teaching, research, and service. As noted in Criterion A1, the program plans to establish a</p> | | |
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| | | <p>DEI committee. These goals are complementary to university goals, as characterized by the provost.</p> <p>Student perceptions on diversity, equity, inclusion, and difference were assessed in the exit survey. In 2021-22, 100% of graduating students agreed with the following:</p> <ul style="list-style-type: none"> • The program was committed to diversity, equity, and inclusion • The program provided the setting to learn about diversity and difference • The program provided an environment in which students felt valued and respected • The program faculty and staff modeled diversity and respected difference • The program faculty modeled the values and behaviors of public health professionals <p>Students who spoke with site visitors felt that there was a strong sense of diversity among their student body and across faculty members. One student commented on how she appreciated representation of her Muslim heritage in one faculty member who wears a hijab while teaching.</p> | | |
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H1. ACADEMIC ADVISING

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Students have ready access to advisors from the time of enrollment | | Academic advising is highly valued by the university and the MPH program. Academic advising is a key part of the university's strategic plan for student success. As part of | The program agrees with the compliance finding and evidence. | |

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| <p>Advisors are actively engaged & knowledgeable about the curricula & about specific courses & programs of study</p> | | <p>the university's commitment to academic advising, the university's Committee on Advising Excellence developed the Faculty Advising Professional Development Program, which supports faculty in improving academic advising. A faculty member from the MPH program sits on the Committee on Advising Excellence and provides two-way communication between the committee and the unit. The university and the faculty union are considering how to evaluate faculty advising.</p> | | |
| <p>Qualified individuals monitor student progress & identify and support those who may experience difficulty</p> | | <p>the university's commitment to academic advising, the university's Committee on Advising Excellence developed the Faculty Advising Professional Development Program, which supports faculty in improving academic advising. A faculty member from the MPH program sits on the Committee on Advising Excellence and provides two-way communication between the committee and the unit. The university and the faculty union are considering how to evaluate faculty advising.</p> | | |
| <p>Orientation, including written guidance, is provided to all entering students</p> | | <p>Academic advising is a job responsibility and expectation for all tenure-track and tenured faculty. Incoming MPH students receive a customized welcome email from the program director with the name and contact information of the assigned academic advisor, the track coordinator, the administrative assistant, and the assistant director of graduate enrollment. The program tailors the emails to individual students and their circumstances (i.e., international students, students admitted with advance credit, etc.). Academic advisors have set hours dedicated to meeting with advisees; the program encourages students to meet with academic advisors by highlighting this during orientation and in the Student Handbook section on advising.</p> <p>Orientation and welcome events occur at the beginning of each fall and spring semester. The Graduate School New Student Orientation emphasizes university policies and resources. The final hour has students meeting with their graduate coordinators. New MPH students are encouraged to attend a virtual orientation and welcome program that is recorded and posted on the MPH website. The Student Advisory Board and the MPH program director hosted a welcome event to build community</p> | | |

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| | | <p>among MPH students and faculty and to share support services.</p> <p>Academic advising occurs in one-to-one sessions as well as virtual group sessions in the fall and spring semesters. Student feedback guided the structure of the current virtual group sessions. The virtual sessions help students to recognize the program director when they need to seek additional assistance. The group sessions also facilitate consistent messaging regarding policies, procedures, courses, and other opportunities to all students and promote networking among students from all three tracks. Academic advising materials are available to students online and in recorded formats for review at any time.</p> <p>The MPH program director gives input to the department chair, who assigns academic advisors considering faculty teaching workload.</p> <p>A 30-item “MPH Advising FAQ” document orients and supports academic advisors. Track-specific advising sheets are available for faculty use. Students have access to academic information from various sources including the MPH student handbook and course-specific descriptions and orientations, among other materials. The MPH program director is available for any further questions or situations.</p> <p>In January 2022, an accelerated BS Public Health to MPH program began. A special academic advising scheme for these students includes the assignment of a faculty member with public health undergraduate and graduate teaching responsibilities to provide continuity for</p> | | |
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| | | <p>students. This faculty advisor monitors student progress, provides advice and support, maintains regular contact with students, and is a liaison with the undergraduate and graduate program directors. These students may also avail themselves of track-specific advisors and the group advising activities. As this is a new initiative, student and faculty feedback will provide the basis for improving this academic advising scheme. During the site visit, students reported that the transition from the BS to the MPH program was smooth. However, students reported some concern about how the graduate credit hours would display on the undergraduate transcripts.</p> <p>Exit surveys show high levels of student satisfaction with academic advising. During the site visit, students confirmed their satisfaction with academic advising. International students shared that their special needs were being successfully addressed.</p> <p>The university is introducing the student success platform: <i>Navigate</i>, that can serve as a central location for faculty, staff, and students to connect with each other, services, and resources across campus. <i>Navigate</i> will be used to streamline student advising, course planning, class registration, monitoring degree progress, alerts, and student engagement. The university hopes that <i>Navigate</i> will help close the student success equity gap. The MPH program will soon be incorporating the platform into its academic advising plan.</p> | | |
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H2. CAREER ADVISING

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
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| | Met | | | |
| Students have access to qualified advisors who are actively engaged & knowledgeable about the workforce & provide career placement advice | | <p>Career advising occurs at the university level and program level. The advising plan has multiple elements incorporating professional career development personnel, knowledgeable faculty, alumni, and community stakeholders. Career advising methods range from personal consultation to group advising sessions and coursework, with multiple opportunities for student participation.</p> <p>The university's Twardowski Career Development Center offers direct services to students and partners with faculty and staff to integrate career development into course work. The center employs professional career development specialists. Direct student services include scheduled, drop-in, and virtual one-on-one career counseling; résumé and letter review; mock employment interviews; career fairs; and connection to career and networking platforms. The career development center liaison to the MPH unit joins in on many programmatic career advising events and courses with elements of career counseling. The center offers advising for specific groups, for example advice to international students who plan to work in the US after graduation. The career advising services encourage and assist students with</p> | <p>The program agrees with the compliance finding and evidence.</p> | |
| Variety of resources & services are available to current students | | | | |
| Variety of resources & services are available to alumni | | | | |

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| | | <p>practical matters such as résumé preparation and professional Linked-In profiles, among others.</p> <p>Students generally consult the MPH faculty who have expertise and experience in the students' areas of interest to obtain career advice and practical guidance.</p> <p>The program also incorporates career advising into courses. For example, HEA 531: Community as a Basis for Health and HEA 613: Patient Advocacy and Quality Improvement of Healthcare Services are two required courses which include an introduction to professional associations, relevant continuing education, and provide an assignment specifically asking students to develop a short-term professional development plan.</p> <p>The MPH program also initiated a professional development series in fall 2020 in response to stakeholder feedback requesting more professional networking opportunities. The unit hosts four or more events a year with students, alumni, faculty, and community participation.</p> <p>The group advising session each semester includes a segment on career development opportunities. Break-out sessions occur at the end of the group session when students can learn about opportunities for professional</p> | | |
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| | | <p>and career development in fields and areas relevant to their chosen track.</p> <p>Accelerated MPH program students have their own faculty member for career advising.</p> <p>Examples of faculty career advising include instances of mentoring students for employment opportunities and assistance with securing a funded position for doctoral studies. Faculty relationships extend beyond graduation with examples in the self-study of faculty proactively following up with past students and continuing to function as mentors and advisors.</p> <p>The MPH website contains pages dedicated to post-graduation fellowship and career opportunities. Alumni participate in career development networking events—an advantage for students, but also for alumni who are looking to make the next career step. While career development opportunities and guidance are open to alumni, the MPH program recognizes that more intentional career development opportunities for different points in the alumni careers could be helpful and is working with the Career Development Center staff to create additional relevant content and activities for alumni.</p> <p>Exit surveys show high levels of student satisfaction with career planning and faculty availability. On exit surveys, large majorities of students indicated that they know who</p> | | |
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| | | <p>to ask when they had questions and that they felt comfortable approaching faculty with questions.</p> <p>During the site visit, both faculty and students recounted anecdotes involving the faculty members mentoring and coaching students by affirming their abilities and skills to succeed in opportunities or job possibilities. Anecdotes included supporting students to overcome their self-doubts that may be prevalent in some minority students.</p> <p>Alumni reported maintaining connections with the MPH Program after graduation. They call for advice or counselling. Alumni feel connected and appreciate notices about job opportunities that faculty members send out to alumni in general or to specific individuals. Alumni stated that the program was good at engaging them and at publicizing available career development opportunities.</p> | | |
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H3. STUDENT COMPLAINT PROCEDURES

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|---|--|------------------|
| | Met | | | |
| Defined set of policies & procedures govern informal complaint resolution & formal student complaints & grievances | | Policies and procedures are in place to govern formal complaints and grievances. These policies are communicated through orientation, email, handbooks, the program's website, and at various student advising sessions, programming events, and webinars. In addition, the university has a trained ombudsperson to educate students about policies, procedures, and protocols to empower them to address issues, concerns, and conflicts. | The program agrees with the compliance finding and evidence. | |
| Procedures are clearly articulated & communicated to students | | | | |
| Depending on the nature & level of each complaint, students are encouraged to voice concerns to | | | | |

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| unit officials or other appropriate personnel | | <p>Students have multiple avenues to pursue a complaint, depending on its nature. For example, for complaints within courses, the first recommended step is to try to resolve the issue between the student and the faculty member. The program director is available to offer the student support and guidance at this stage. If the student and faculty member cannot satisfactorily resolve the issue, then the student and faculty member meet with the MPH program director. If the issue remains unresolved, the department chair is added to the discussion.</p> <p>There are separate processes for MPH program completion issues (such as exceeding the six-year time limit to complete MPH studies), for academic probation or dismissal, for repetition of courses, for appealing grades, for suspected infractions of the academic integrity standards, and for violations of the standards of professional ethics.</p> <p>Campus organizations, such as the MPH program Student Advisory Board and MPH program committees with student representation, can also support students in the complaint and grievance processes as well as monitor emerging issues.</p> <p>The university has defined policies and processes for resolving complaints or grievances that are not resolved at the departmental level. Students may also appeal beyond the university to the university's approval and licensing entities or to the accrediting body the Middle States Commission on Higher Education.</p> <p>Since July 2020, the MPH program has had a single repository to track formal complaints and grievances that allows monitoring of trends and proactive measures if</p> | | |
| Designated administrators are charged with reviewing & resolving formal complaints | | | | |
| All complaints are processed & documented | | | | |

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| | | <p>issues are discovered. In the past three years the MPH program has had one grade appeal (resolved in favor of the student) and no formal complaints. The grade appeal related to the automatic change of an NG grade (No Grade) to an F after the time limit for that grade designation expired.</p> <p>At the site visit, students stated that they knew how to make complaints or grievances. They felt heard and that they could get answers to their concerns. The Student Advisory Board is quite active. It brings student concerns to the monthly faculty meetings and helps to craft and execute solutions for recognized problems.</p> | | |
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H4. STUDENT RECRUITMENT & ADMISSIONS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|---------------------------|---|--|-------------------------|
| | Met | | | |
| Implements recruitment policies designed to locate qualified individuals capable of taking advantage of program of study & developing competence for public health careers | | <p>The MPH program focuses on recruiting a diverse student body to meet the needs of the public health workforce of the region. The effort involves a variety of strategies.</p> <p>Recruitment strategies include events (34 during 2022-23) at various universities and career fairs; online presence, including the MPH program website, social media, and optimization of online presence for search engines; and monthly lunchtime MPH Coffee Chats with prospective students and recently accepted students to ask questions, get information, speak with faculty, and receive support for the admission process.</p> | The program agrees with the compliance finding and evidence. | |
| Implements admissions policies designed to select & enroll qualified individuals capable of taking advantage of program of study & developing competence for public health careers | | | | |

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| | | <p>Recruitment of accelerated MPH students involves specific marketing and guidance for their circumstances to smooth the transition from undergraduate to graduate studies.</p> <p>The MPH program seeks to admit a diverse student body and reaches out to students at two historically Black colleges and universities in Pennsylvania.</p> <p>Outreach for Hispanic and Latino students occurs through the Latin American Student Organization and the Spanish Club. Other educational institutions with higher proportions of students identifying as Latinx are also targets of recruitment efforts.</p> <p>Admission requirements are the same across the MPH tracks with completion of a baccalaureate degree and a minimum 2.80 undergraduate GPA. Accelerated MPH applicants must have completed at least 60 credits with a minimum 3.0 GPA. International applicants have requirements such as sufficient English language proficiency and ability to satisfy student visa requirements, among others.</p> <p>A rolling admissions process applies, though international applicants have set application deadlines for the fall and spring semesters.</p> <p>The Graduate School collates all application materials and sends completed applications to the program director for review. For applications with GPAs below 2.80, the program director requests a secondary review by the relevant track coordinator or designee. Acceptance recommendations are based on multiple criteria including college transcripts, letters of recommendation, applicants</p> | | |
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| | | <p>goal statement, and CV, among others. The program director submits admission decisions to the Office of the Graduate Dean for review and subsequent processing.</p> <p>The accelerated program advisor, department chair, program director, and the graduate dean (or designee) review applications for the accelerated MPH pathway and make admission decisions.</p> <p>The self-study offers data on one metric related to recruitment and admissions. The target is to have at least 35% of underrepresented applicants accept offers of admission, which aligns with the unit's goal to admit a diverse student body appropriate for the local public health workforce. The unit has exceeded this target level in the past three years.</p> <p>The MPH program is working with a consultant to improve its virtual recruitment strategy. As a new initiative, the accelerated program will be generating student feedback that can be applied to improve the process for these students. With each strategy, the unit collects names and contact information from interested individuals, which allows additional targeted engagement and responses to questions.</p> <p>During the site visit, the faculty said that they would like to recruit more Latinx students and encourage more students of color to enter research activities.</p> | | |
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H5. PUBLICATION OF EDUCATIONAL OFFERINGS

| Criterion Elements | Compliance Finding | Team's Evidence for Compliance Finding | School/Program Response | Council Comments |
|--|--------------------|--|--|------------------|
| | Met | | | |
| Catalogs & bulletins used to describe educational offerings are publicly available | | The College of Health Sciences' website offers public access to the course catalogs, academic calendar, admissions policies, grading policies, academic integrity standards, and degree completion requirements for the MPH program. All documents are accurate and current. | The program agrees with the compliance finding and evidence. | |
| Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements | | Advertising, promotional, and recruitment materials are accurate and current. | | |
| Advertising, promotional & recruitment materials contain accurate information | | Discrimination and sexual misconduct policies are also available online. Explanations and instructions for students to initiate complaints and grievances are publicly available. | | |

AGENDA

Monday, April 17, 2023

8:30 am **Program Evaluation**

| Participants | Topics on which participants are prepared to answer team questions |
|---|---|
| <ol style="list-style-type: none"> 1. Dr. Zeinab Baba, Assistant Professor, Assessment Coordinator 2. Dr. Jim Brenner, Professor, Department of Health Chair 3. Dr. Harry Holt, Associate Professor, Health Care Management Track Coordinator 4. Dr. Cheryl Gunter, Associate Dean, College of Health Sciences 5. Dr. Stacie Metz, Professor, MPH Program Director & Graduate Coordinator 6. Dr. Ramona Stone, Professor, Community Health Track Coordinator, Applied Learning Experience Coordinator, REDCap Administrator 7. Dr. Melanie Vile, Assistant Professor, Environmental Health Track Coordinator | <p><i>Guiding statements – process of development and review? (Criterion B1)</i></p> <p><i>Evaluation processes – how does program collect and use input/data? (Criterion B2)</i></p> <p><i>Resources (personnel, physical, IT) – who determines sufficiency? Acts when additional resources are needed? (Criteria C2-C5)</i></p> <p><i>Budget – who develops and makes decisions? (Criterion C1)</i></p> |

9:30 am **Break**

9:45 am **Curriculum 1**

| Participants | Topics on which participants are prepared to answer team questions |
|---|--|
| <ol style="list-style-type: none"> 1. Dr. Zeinab Baba, Assistant Professor, Assessment Coordinator, Core Faculty 2. Dr. Lorenzo Cena, Associate Professor, Environmental Health Lab Coordinator, Core and EH Track Faculty 3. Dr. Sharon DeJoy, Associate Professor, Core and CH Track Faculty 4. Dr. Harry Holt, Associate Professor, Health Care Management Track Coordinator, Core and HCM Track Faculty 5. Dr. Erin Knight, Assistant Professor, Core and HCM Track Faculty 6. Dr. Stacie Metz, Professor, MPH Program Director & Graduate Coordinator, CH Track Faculty 7. Dr. Nene Okunna, Associate Professor, HCM Track Faculty 8. Dr. Gopal Sankaran, Professor, Core Faculty 9. Dr. Ramona Stone, Professor, Community Health Track Coordinator, Applied Learning Experience Coordinator, REDCap Administrator, Core and CH Track Faculty 10. Dr. Chiwoneso Tinago, Associate Professor, Core and CH Track Faculty 11. Dr. Melanie Vile, Assistant Professor, Environmental Health Track Coordinator, EH Track Faculty | <p><i>Foundational knowledge (Criterion D1)</i></p> <p><i>Foundational competencies – didactic coverage and assessment (Criteria D2 & D3)</i></p> <p><i>Concentration competencies – development, didactic coverage, and assessment (Criterion D4)</i></p> |

11:00 am **Break**

11:15 am **Curriculum 2**

| Participants | Topics on which participants are prepared to answer team questions |
|--|---|
| <ol style="list-style-type: none"> 1. Dr. Zeinab Baba, Assistant Professor, Assessment Coordinator 2. Dr. Sharon DeJoy, Associate Professor 3. Dr. Harry Holt, Associate Professor, Health Care Management Track Coordinator 4. Stephanie Kienle, Director of Clinical Experiences and Practica, College of Health Sciences 5. Dr. Stacie Metz, Professor, MPH Program Director & Graduate Coordinator 6. Dr. Ramona Stone, Professor, Community Health Track Coordinator, Applied Learning Experience Coordinator, REDCap Administrator 7. Dr. Chiwoneso Tinago, Associate Professor | <p><i>Applied practice experiences (Criteria D5 & D6)</i> <i>Integrative learning experiences (Criteria D7 & D8)</i> <i>Public health bachelor's degrees (Criteria D9-D12)</i> <i>Academic public health degrees (Criteria D16 & D17)</i> <i>Distance education (Criterion D19)</i></p> |

12:15 pm **Break & Lunch in Executive Session**

1:00 pm **Instructional Effectiveness**

| Participants | Topics on which participants are prepared to answer team questions |
|---|--|
| <ol style="list-style-type: none"> 1. Dr. Zeinab Baba, Assistant Professor, Assessment Coordinator, Core Faculty 2. Dr. James Brenner, Chair, Department of Health 3. Dr. Lorenzo Cena, Associate Professor, Environmental Health Lab Coordinator, Core and EH Track Faculty 4. Dr. Harry Holt, Associate Professor, Health Care Management Track Coordinator, Core and HCM Track Faculty 5. Dr. Erin Knight, Assistant Professor, Core and HCM Track Faculty 6. Dr. Stacie Metz, Professor, MPH Program Director & Graduate Coordinator, CH Track Faculty 7. Dr. Nene Okunna, Associate Professor, HCM Track Faculty 8. Dr. Gopal Sankaran, Professor, Core and HCM Track Faculty 9. Dr. Ramona Stone, Professor, Community Health Track Coordinator, Applied Learning Experience Coordinator, REDCap Administrator, Core and CH Track Faculty 10. Dr. Chiwoneso Tinago, Associate Professor, Core and CH Track Faculty 11. Dr. Melanie Vile, Assistant Professor, Environmental Health Track Coordinator, EH Track Faculty | <p><i>Currency in areas of instruction & pedagogical methods (Criteria E1 & E3)</i> <i>Scholarship and integration in instruction (Criteria E4)</i> <i>Extramural service and integration in instruction (Criterion E5)</i> <i>Integration of practice perspectives (Criterion E2)</i> <i>Professional development of community (Criteria F1-F3)</i></p> |

2:00 pm **Break**

3:00 pm **Students - Zoom Meeting**

| Participants | Topics on which participants are prepared to answer team questions |
|---|---|
| <ol style="list-style-type: none"> 1. Sara Hassan (2nd year HCM student, President of the Student Advisory Board [SAB]) 2. Muhammad Umair Ilyas, MBBS (2nd year EH student, international student) 3. Parisa Karimzadeh (1st year CH student, international student, SAB member) 4. Casey Kelly BSN, RN, CCM (2nd year HCM student) 5. Balee Lesser (2nd year HCM student) 6. Maitiya Meadows (2nd year Accelerated BS Public Health to MPH-CH student) 7. Ragha Mohan (2nd year CH student, international student, SAB member) 8. Karlene Shaw (4th year HCM student) 9. Alec Sporn (2nd year HCM student) 10. Katie Sullivan (3rd year CH student, career changer) 11. Julinette Vazquez Tanon (2nd year CH student, Veteran, SAB member) 12. Erik Wilson (3rd year EH student) | <p><i>Student engagement in program operations (Criterion A3)</i></p> <p><i>Curriculum (Criterion D)</i></p> <p><i>Resources (physical, faculty/staff, IT) (Criteria C2-C5)</i></p> <p><i>Involvement in scholarship and service (Criteria E4, E5, F2)</i></p> <p><i>Academic and career advising (Criteria H1 & H2)</i></p> <p><i>Diversity and cultural competence (Criterion G1)</i></p> <p><i>Complaint procedures (Criterion H3)</i></p> |

4:00 pm **Break**

4:15 pm **Stakeholder/ Alumni Feedback & Input - Zoom Meeting**

| Participants | Topics on which participants are prepared to answer team questions |
|--|--|
| <ol style="list-style-type: none"> 1. Amrit Baral, MBBS, MPH, PhD Epidemiology student and Research Assistant & Data Lead, University of Miami (MPH-CH alumni '20) 2. Calvin (Mike) Baysinger, MPH, Director, Bureau of Personal Health Services, Chester County Health Department (MPH-CH alumni '06, CAB member, site supervisor, employer) 3. Ashley Cifarelli, MPH, CAPM®, CSSYB®, Project Manager, Penn Medicine, University of Pennsylvania Health System (alumni, CAB member) 4. Chrissie Dziembowski, MPH, BS Public Health Adjunct Faculty, WCU, Former Prevention Coordinator at Holcomb Behavioral Health Systems (co-chair of CAB, alumni, former site supervisor) 5. Casey Fenoglio, MPH, CHES, Director of Community Engagement, Pottstown Hospital – Tower Health (MPH-CH, alumni '18, CAB member, site supervisor, employer) 6. Juan Castro, MPH, MS, Director of Practice Transformation, Consensus Health, Adjunct Faculty Instructor, Philadelphia College of Osteopathic Medicine (MPH-HCM alumni '16, incoming CAB member) 7. Katie Kucz, MPH, Prevention Coordinator, Montgomery County Office of Drug and Alcohol (alumni, CAB member, employer) 8. Rashad Freeman, MPH, CHES, PhD Health Behavior student, Indiana University Bloomington (MPH-CH alumni '22) 9. Judy Suska, DPA, MPH, MBA, FACHE, FHFMA, CHFP, CSBI, Director of Strategy and Business Development, Chester County Hospital, Penn Medicine; Associate Fellow, University of Pennsylvania-Center for Public Health Initiatives (alumni, incoming CAB member, site supervisor, new adjunct faculty member for MPH-HCM) 10. Mike Werner, JD, MS, Senior Management Consultant, TerranearPMC (CAB member) 11. Krystal Harbaugh, MPH, Data Scientist, Senior, Booz Allen Hamilton, Reston, Virginia; U.S. Air Force All-Source Analyst (MPH-CH alumni '22) 12. Kelly Littleton, MPH, Clinical Specialist, Indivior (MPH-HCM alumni '15, incoming CAB member) | <p><i>Involvement in program evaluation & assessment (Criterion F1)</i> <i>Perceptions of current students & school graduates (Criteria D5, D6, F1)</i> <i>Alumni perceptions of curricular effectiveness (Criterion B5)</i> <i>Applied practice experiences (Criteria D5 & D6)</i> <i>Integration of practice perspectives (Criterion E2)</i> <i>Program delivery of professional development opportunities (Criterion F3)</i></p> |

5:15 pm **Site Visit Team Executive Session**

6:00 pm **Adjourn**

Tuesday, April 18, 2023

9:15 am **University Leaders - Zoom Meeting**

| Participant(s) | Topics on which participants are prepared to answer team questions |
|--|--|
| 1. Dr. Jeffery Osgood, Acting Executive Vice President and Provost | <i>Program's position within larger institution (Criterion A1)</i> |
| 2. Dr. Scott Heinerichs, Dean, College of Health Sciences | <i>Provision of program-level resources (Criterion C)</i> |
| | <i>Institutional priorities</i> |

9:00 am **Break**

9:15 am **Site Visit Team Executive Session**

12:00 pm **Site Visit Team Working Lunch**

1:00 pm **Exit Briefing**