



**College of Health Sciences
Department of Health
Master of Public Health Program**

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

September 22, 2015

WEST CHESTER UNIVERSITY
COLLEGE OF HEALTH SCIENCES
DEPARTMENT OF HEALTH
MASTER OF PUBLIC HEALTH PROGRAM
CEPH ACCREDITATION SELF-STUDY REPORT
 September 22, 2015

Table of Contents

	<u>Page</u>	<u>Tab</u>
Introduction and Program Overview	1	
 <u>Criteria for Accreditation of the Master of Public Health Program</u> 		
1.0 <u>The Public Health Program</u>		
1.1 Mission	7	1.1
1.2 Evaluation.....	15	1.2
1.3 Institutional Environment.....	39	1.3
1.4 Organization and Administration.....	53	1.4
1.5 Governance.....	59	1.5
1.6 Fiscal Resources.....	83	1.6
1.7 Faculty and Other Resources.....	89	1.7
1.8 Diversity.....	105	1.8
 2.0 <u>Instructional Programs</u>		
Overview of Instructional Programs.....	129	
2.1 Degree Offerings.....	133	2.1
2.2 Program Length.....	135	2.2
2.3 Public Health Core Knowledge.....	137	2.3
2.4 Practical Skills.....	141	2.4
2.5 Culminating Experience.....	151	2.5
2.6 Required Competencies.....	159	2.6
2.7 Assessment Procedures.....	177	2.7
2.8 Bachelor's Degrees in Public Health.....	199	2.8
2.9 Academic Degrees.....	199	2.9
2.10 Doctoral Degrees.....	199	2.10
2.11 Joint Degrees.....	199	2.11
2.12 Distance Education or Executive Degree Programs.....	199	2.12
 3.0 <u>Creation, Application and Advancement of Knowledge</u>		
3.1 Research.....	201	3.1
3.2 Service.....	217	3.2
3.3 Workforce Development.....	235	3.3
 4.0 <u>Faculty, Staff and Students</u>		
4.1 Faculty Qualifications.....	245	4.1
4.2 Faculty Policies and Procedures.....	253	4.2
4.3 Student Recruitment and Admissions.....	263	4.3
4.4 Advising and Career Counseling.....	273	4.4

Table of Contents

		<u>Page</u>
<u>Templates for Data Presentations</u>		
Template 1.6.1	Sources of Funds and Expenditures by Major Category	84
Template 1.7.1	Primary Faculty by Core Knowledge Area (schools) or Specialty/Concentration Area (programs) for the last three years (Headcount).....	89
Template 1.7.2	Faculty, Students and Student/Faculty Ratios by Department (schools) or Specialty/Concentration Area (programs).....	91
Template 2.1.1	Instructional Matrix.....	133
Template 2.3.1	Core Public Health Knowledge.....	137
Template 2.6.1	Courses and Activities through Which Competencies Are Met	162
Template 2.7.1	Degree Completion Rates.....	186
Template 2.7.2	Destination of Graduates by Employment Type.....	187
Template 3.1.1	Research Activity of Faculty for the Last 3 Years	206
Template 3.2.1	Service Activity of Faculty for the Last 3 Years	220
Template 3.2.2	Funded Service Activity (Optional) – Not Included in this Self-Study	
Template 3.3.1	Funded Training/Continuing Education Activity – Not Included in the Self-Study	
Template 4.1.1	Primary Faculty who Support Degree Offerings of the School or Program	245
Template 4.1.2	Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.)	248
Template 4.3.1	Admissions Process Data: Information on Applicants, Acceptances, and New Enrollments, by Specialty Area for the last 3 years.....	269
Template 4.3.2	Total Enrollment Data: Students Enrolled in each Area of Specialization Identified in Instructional Matrix for each of the last 3 years	270
<u>Outcome Measures Templates (OMT)</u>		
Table 1.2.D	Outcome Measures for the Last Three Years – Education	27
Table 1.2.E	Outcome Measures for the Last Three Years - Research	30
Table 1.2.F	Outcome Measures for the Last Three Years - Service	30
Table 1.6.D	Outcome Measures for the Last Three Years – Fiscal Resources	32/86
Table 1.7.1	Outcome Measures for the Last Three Years – Faculty and Other Resources	33/100
Table 1.8.G	Diversity Outcome Measures - Summary Data for Faculty, Students and/or Staff	127
Table 3.1.D	Outcome Measures for the Last Three Years – Research.....	208
Table 3.2.3	Outcome Measures for Faculty Service and Student Service	224
Table 4.1.D	Outcome Measures for the Last Three Years –Faculty Qualifications.....	252
Table 4.3.F	Outcome Measures for the Last Three Years –Student Recruitment and Admissions	271

Table of Contents

	<u>Page</u>
<u>Additional Tables</u>	
Table 1.2.A	MPH Program Goals and Objectives – Evaluation Management 16
Table 1.2.B	MPH Constituents -Mechanism for Feedback..... 26
Table 1.5.A	Department of Health Standing Committees Relating to the MPH Program, Academic Years 2012 - 2015 59
Table 1.5.A.1	MPH Community Advisory Board Members 63
Table 1.5.A.2	The MPH Student Advisory Board Members..... 66
Table 1.5.A.3	Faculty Memberships in University Committees 74
Table 1.7.3	MPH Primary Faculty Based on Synder Data 92
Table 1.8.A	Demographic Profile of Active MPH Students, Academic Years 2012-2014 Reported by Elective Tracks 106
Table 1.8.B	Demographic Profile of Active MPH Students Total Enrollments (Gender and Race) Academic Years 2012 -2015..... 122
Table 1.8.C	Total Minority Enrollment for Active MPH Students Academic Years 2012 -2014..... 122
Table 1.8.D	Total Gender Enrollment for Active MPH Students Academic Years 2012 - 2014..... 122
Table 1.8.E.	International Student (Non-Resident Enrollment Years 2012 - 2014 122
Table 1.8.F	Faculty Demographic Profile by Race and Gender in the MPH Program/Fall Semester 2014..... 124
Table 2.0	Overview of the MPH Program Curriculum – 45 Credits 131
Table 2.C.1	Community Health Track Competencies Addressed in Community Health Track Courses..... 164
Table 2.C.2	Environmental Health Track Competencies Addressed in Environmental Track Courses 164
Table 2.C.3	Health Care Management Competencies Addressed in Health Care Management Courses 165
Table 2.C.4	Nutrition Track Competencies Addressed in Nutrition Track Courses 165
Table 2.7.4	Graduating MPH Students Employment Characteristics (2010 - 2013)..... 188
Table 2.7.5	Graduating MPH Students Employment Characteristics (2013-2014) 190
Table 3.1 F	Primary Faculty Publications for the Academic Years 2012 - 2015..... 209
Table 3.1.E	Primary Faculty Presentations for Academic Years 2012-2015 211
Table 3.1.G	Student Faculty Research Projects Through MPH Core Course-HEA648 Research Methods 213
Table 3.2.E	Faculty Professional Memberships 222
Table 3.2.F	Student Professional Memberships 223
Table 3.2. G	MPH Student Community Service (Course Related) 229
Table 3.2.H	MPH Student Community Service (Student Advisory Board) 230
Table 3.2.I	MPH Student Community Service (Not Course Related) 231

Table of Contents

Resource File 1 for Criteria 1

- Appendix A – Student Grade Data Base Grade Data and Reports**
 - Appendix A1** - MPH Core Courses
 - Appendix A2** - Community Health Track Courses
 - Appendix A3** - Health Care Management Track Courses
 - Appendix A4** - Environmental Health Track Courses
 - Appendix A5** - Nutrition Track Courses
 - Appendix A6** - MPH Core and Track Coordinators' Feedback on Program/Course Revisions and Improvements
- Appendix B** – Nutrition/Health Department Agreement for Faculty/Addendum Agreement
- Appendix C** - Student Advisory Board Agendas and Meeting Minutes
- Appendix D – Student Course Survey Data**
 - Appendix D1** - MPH Core Student Course Survey Data
 - Appendix D2** - MPH Community Health Track Student Course Survey Data
 - Appendix D3** - MPH Environmental Health Track Student Course Survey Data
 - Appendix D4** - MPH Health Care Management Track Student Course Survey Data
 - Appendix D5** - MPH Nutrition Track Student Course Survey Data
- Appendix E** - Community Advisory Meetings Agendas
- Appendix F** - MPH Program Meeting Agendas and Minutes
- Appendix G** - MPH Employer Surveys and Report
- Appendix H** - Alumni Surveys and Reports
- Appendix I** - MPH Student Exit Surveys and Reports
- Appendix J** - Campus Climate Survey - Executive Summary

Resource File 2 for Criteria 2

- Appendix A** – MPH Core and Track Course Syllabi
- Appendix B** – ALE Sites for the Last Three Years
- Appendix C** – MPH Student Handbook
- Appendix D** – ALE I and II Guidelines/Appendices
- Appendix E** – ALE I and II Major Project Examples (Additional Print Copies Available on Site)
- Appendix F** - ALE Site Supervisor Approval Form, Site Evaluation Form and Site Contact Form

Resource File 3 For Criteria 3

- Appendix A** – Faculty CVs
- Appendix B** – Classroom Observation Form
- Appendix C** – MPH Track Advising Sheets
- Appendix D** – Courses Offered with Instructor Assignment
- Appendix E** - Department of Health Welcome Letter and MPH Advisor Welcome Letter
- Appendix F** - Department of Health - Teacher Scholar Model
- Appendix G** - Petition for Exception
- Appendix H** - Research Agreement

INTRODUCTION AND MPH PROGRAM OVERVIEW

Now in its third decade, the West Chester University (WCU) Master of Public Health (MPH) Program continues to build on a strong foundation of providing quality graduate education in public health. In recent years, the health professions have experienced tremendous changes and challenges. The Faculty in the Department of Health have recognized these challenges and transformed the Master of Science (M.S.) in Health into a MPH Program in order to effectively address the changing health needs of our local, regional, and national communities. In 1999, the University approved the revised graduate public health curriculum and the MPH Program began admitting students in 2000. In 2006, the MPH Program received accreditation from the Council on Education for Public Health (CEPH). The initial MPH Program included tracks (specializations) in community health, health care administration, environmental health, and integrative health. In 2009, the MPH program grew to five (5) tracks by adding a nutrition track. In the spring semester of 2014, the integrative health track was closed, due to low enrollment, bringing the MPH Program back to four (4) tracks.

The MPH Program is housed in the Department of Health in the College of Health Sciences at WCU. In addition to the MPH Program, the Department of Health has a M.Ed. Program in School Health, four undergraduate degrees (B.S. in Public Health/Health Promotion, B.S. in Environmental Health, B.S. in Health Sciences and a B.S. in Respiratory Care), three Minors (Contemplative Studies, Environmental Health, Health Sciences) and four Graduate Certificates (Emergency Preparedness in Public Health, Health Care Management, Integrative Health and Gerontology).

In 2010, the Department of Health developed a MPH Fast Track Program designed to accept qualified undergraduate students to begin their graduate studies in their senior year. Students complete 12 credits that meet the MPH Program requirements by the end of the senior year. The courses for the MPH Fast Track taken in senior year apply to the undergraduate degree and these courses also meet the requirements for the graduate degree. The WCU policy for undergraduate enrollment in graduate courses allows students to count the graduate courses for either undergraduate or graduate credit. The majority of students in the fast track program count the graduate courses as credit in their undergraduate program. In some cases, students have more than the 120 credits needed for their undergraduate degree, these students have the option to apply these graduate courses for graduate credit. The Fast-Track program is designed so that admitted students may complete their MPH Program approximately a year following completion of their undergraduate degree. This program was approved in this format by CEPH through a Substantive Change Report in July, 2010.

Administration of the MPH Program is under the oversight of a MPH Program Director, MPH Track Coordinators (for each specialty area), an MPH Core Course Coordinator, an Applied Learning Experience Coordinator, and an MPH Community Service Coordinator. In the past two years, new committees were put in place to provide direction and oversight for some of the CEPH criteria (i.e., the service, research, practice, culminating activity and service criteria). These new committees include: the MPH Community Service Committee, the Applied Learning Experience Committee, the Public Health Workforce Development Committee and the MPH Research Committee. In addition to their administrative responsibilities, the MPH Program Director and Coordinators have teaching assignments for courses within the MPH Program. Faculty may also have teaching assignments in the undergraduate programs.

The MPH Program is a 45-credit hour degree program that emphasizes the development and application of knowledge from multiple disciplines for the promotion and protection of health in human populations, with due consideration to cultural perspectives. The MPH curriculum provides students with a strong foundation in the recognized core areas of public health - epidemiology, biostatistics, environmental health, health care management, and social and behavioral science. Research Methods was added to the

core course requirements (18 credits) to prepare students for their culminating activity during their practicum. Within each track, students complete 21 additional credits of courses that prepare them for public health careers in community health, environmental health, health management, or nutrition. The culminating activity and practice experience is a practicum experience where students complete a 300-hr Applied Learning Experience (6-credits over one or two semesters) under the direction of a faculty member and a site preceptor. The purpose of this experience is to allow students to employ their newly acquired skills and knowledge to a current public health problem in a public health setting.

Important MPH Program Milestones

- 1999** Received approval from Curriculum and Academic Policies Committee (CAPC) to convert the M.S. in Health to the Master of Public Health Program with four tracks (Community Health, Health Care Administration, Environmental Health and Integrative Health).
- West Chester University President’s Academic Initiative Grant – “A Multidisciplinary Partnership to Enhance and Prepare for CEPH Accreditation for the Graduate Public Health Program.”** Applied for and received **\$25,000** to revise the Master of Science in Public Health program to meet the guidelines of an accredited Master of Public Health Program (MPH). This award was used to apply for accreditation from CEPH (Council on Education in Public Health) and to expand the program to include non-traditional learning formats and distance learning. The Dean of the School of Health Sciences provided **\$15,000** to complete the project. Total funds = **\$40,000**.
- 2003** Received Preliminary Accreditation from the Council on Education for Public Health (CEPH).
- 2006** Received Full Accreditation from CEPH for 7 years.
- 2009/10** Applied for and received a **Highmark Foundation Academic Healthcare Program Grant**. “The Development of an Innovative Five Year BS/MPH Program to Address the Critical Need for Public Health Professionals in Pennsylvania” (\$15,000). This grant provided support for the development of the MPH Fast Track Program for WCU undergraduates to complete an undergraduate degree and an MPH degree in five years.
- 2009** The Nutrition Elective Track was added to the MPH Program with plans for online courses.
- 2010** The MPH Fast Track Program admits the first group of students.
- 2013** The Health Care Management and Nutrition Elective Tracks offer online courses.
- 2014** Integrative Health Track was discontinued as an option. Students currently enrolled in the program may continue and complete the specialization but no new students are accepted. The Integrative Health Graduate Certificate remains active in the department.

Strengths of the MPH program include the following:

The MPH degree meets state and nationwide demand for well trained public health practitioners.

In the Tri-State Area, agencies such as the Pennsylvania/Delaware/New Jersey State Departments of Health along with county and regional health departments are continually seeking well-trained public health practitioners. Additionally, voluntary and non-profit agencies such as the American Heart Association and the American Cancer Society are in need of trained public health practitioners. It is important to note that many areas of Pennsylvania (especially rural and inner city localities) are currently designated as medically underserved. The majority of our current graduate students remain employed in Pennsylvania and many return to rural and medically underserved areas of Lancaster, Chester, and Berks counties. Others return to employment opportunities in the inner cities of Philadelphia, Lancaster and Reading. With increasing emphasis being placed on public health, the employment trends are growing nation-wide. Increasingly we find that students having the greatest opportunity in the area of public health are those who have “hands-on” knowledge and are able to apply what they have learned to real-life situations. The MPH degree is structured with this underlying philosophy in mind.

The MPH degree is multidisciplinary in its approach to student learning. While all the students are exposed to core concepts in public health, the MPH program itself is structured to also allow students to focus in a public health specialty area. Students completing the MPH degree are well rounded by acquiring knowledge of the basic public health core concepts along with the skills to integrate them into one of four specialty areas: Community Health, Environmental Health, Health Care Management, and Nutrition. Graduates from this degree have a clear edge in finding employment upon graduation, and public health agencies, non-profit agencies and other worksites will acquire better-trained employees. Additionally, the students receive an education that is rigorous, stimulating, and intellectually sound.

The MPH degree builds upon a strong tradition of public health education at West Chester University. The MPH Program has a long tradition of training public health practitioners at the graduate level. During the past three decades, students and faculty have been actively involved in research and service in public health in the region. The tradition of providing service to community health agencies - such as the Chester County Hospital, the Main Line Health System, the Chester County Health Department, the Montgomery County Health Department and a wide variety of nonprofit health agencies - continues for our students and faculty. The MPH degree enhances departmental strengths in public health and allows students within the program the opportunity for active involvement in research and community service activities.

The MPH Program provides a legacy of commitment to public health, combined with accessible, affordable graduate educational opportunities supported with excellent resources and services. Students benefit from the vast wealth of educational experience provided by the public health faculty and from the ongoing interaction with the community. This Self-Study document represents the MPH Program’s continued commitment to the accreditation process and to providing quality graduate education at WCU.

Updates on the Status of the Integrative Health Track and Nutrition Track in the MPH Program

The Integrative Health Track: The Integrative Health Track was discontinued as of spring semester, 2014. There are five students currently enrolled in this track. These students are able to complete the requirements for the Integrative Health Track under the direction of Dr. Donald McCown. These students are completing required elective track courses through independent study. These students are also able to complete the MPH core courses. It is also important to note that that during the years addressed in this Self-Study (academic years 2012/13 and 2013/14) the Integrative Elective Track was a part of the MPH Program and this Self-Study includes data from those years of offering course work in the Integrative Health Track.

The Nutrition Track: The Department of Nutrition has proposed a 100% online Master of Science in Community Nutrition (MSCN) to better meet the demands of the nutrition profession, undergraduate student demand for a more nutrition focused graduate program, market demand and changes in health care. This proposed change allows the Nutrition Department to transition from providing a nutrition concentration within the Department of Health's MPH degree to an MSCN degree completely developed and managed within the Nutrition department.

As health care has changed so has the training programs for Registered Dietitians (RD). The following criteria are currently required to earn the RD credential:

- Complete a minimum of a bachelor's degree at a US regionally accredited university or college and course work accredited or approved by Accreditation Council for Education in Nutrition and Dietetics (ACEND).
- Complete an ACEND accredited supervised practice program.
- Pass the national examination administered by the Commission on Dietetic Registration
- Complete continuing education requirements to maintain registration

A new requirement was approved by the ACEND in 2013 "to change the entry-level registration eligibility education requirements for dietitians, beginning in 2024, from a baccalaureate degree to a minimum of a graduate degree". The MSCN will help to provide the graduate degree for many students and practicing RDS.

The following timeline is projected for the MSCN. A letter of intent was presented to the Provost and Graduate Dean in the fall of 2014. The Graduate Dean presented the letter to PASSHE in spring 2015. The full proposal will be completed by June 2015. New courses and program materials were sent to the WCU Curriculum and Academic Policies Council (CAPC) on April 1, 2015. The new program received approval from CAPC at that time. The program is scheduled for review by the WCU Board of Trustees, Academic Affairs Subcommittee on September 16, 2015. If the program receives approval from this committee, the final step is review by the PASSHE Board of Governors meeting on October 7, 8, 2015. Although not definite at this time, a start date of August 2016 for the MSCN is projected if the program is approved by the PASSHE Board of Governors. Once the new program is approved at all levels, a substantive change report to CEPH will be submitted. As the Nutrition Track is phased out of the MPH Program, current students in the Nutrition Track will be able to complete their full academic plan for the MPH degree. The Nutrition Department will continue to offer the nutrition courses. Academic advisors will continue to advise the students until they complete the MPH Program. **An addendum to the original Memorandum of Understanding outlining the roles and responsibilities of the Nutrition Department during the transition from the MPH degree to the MSCN is found in Resource File 1 Appendix B .**

Updates on Self-Study Tables: The following tables will be available during the Site Visit. These tables will be updated with data for fall semester, 2015.

Table 1.2.D	Outcome Measures for the Last Three Years – Education (Outcome Measures: 1.1,1.2,1.3)
Table 1.8.A	Demographic Profile of Active MPH Students, Academic Years 2012-Fall 2015
Table 1.8.B	Demographic Profile of Active MPH Students Total Enrollments (Gender and Race) Academic Years 2012 -Fall 2015
Table 1.8.C	Total Minority Enrollment for Active MPH Students Academic Years 2012 -Fall 2015

Table 1.8.D	Total Gender Enrollment for Active MPH Students Academic Years 2012 - Fall 2015
Table 1.8.E	International Student Non-Resident Enrollment Academic Years 2012 - Fall 2015
Table 1.7.3	MPH Primary Faculty Based on Synder Data for Fall Semester 2015
Template 1.7.2	Faculty, Students and Student/Faculty Ratios by Department (schools) or Specialty/Concentration Area (programs)
Template 4.1.1	Primary Faculty who Support Degree Offerings of the School or Program
Template 4.1.2	Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.) Academic Year 2014/15
Template 4.3.1	Admissions Process Data: Information on Applicants, Acceptances, and New Enrollments, by Specialty Area for the last 3 years and Fall Semester 2015
Template 4.3.2	Total Enrollment Data: Students Enrolled in each Area of Specialization Identified in Instructional Matrix for each of the last 3 years
Table 4.3.F	Outcome Measures for the Last Three Years –Student Recruitment and Admissions and Fall Semester 2015

Additional Items for Review During the Site Visit

- Applied Learning Experience Guidelines I and II with Appendices
- Examples of Student ALE I and II Project Binders
- Examples of Student ALE I and I Professional Practice Activities Report with Revised form for this assignment Professional Practice Activities and Competency Attainment Report
- The ALE Site Supervisor Orientation PowerPoint Presentation
- The MPH Annual Report
- Additional MPH Committee Meeting Agendas/Minutes
- Copies of Notifications for Third Party Comments to CEPH
- Copies of Emails to Alumni and Community Members for Preliminary Self-Study Review
- Student Advisory Committee Review of the Self Study (Comments)
- Updated ALE Site List
- Copies of all survey forms (Exit, Alumni Post Course and Employer Surveys)
- Copies of Student Post Course Survey Data and Reports

Criterion 1.0: The Public Health Program

- 1.1. **Mission.** The program shall have a clearly formulated and publicly stated mission with supporting goals, objectives and values.

Required Documentation: This self study document contains the following:

- A. **A clear and concise mission statement for the program as a whole.**

The MPH Mission Statement: The mission of the Master of Public Health Program in the Department of Health is to enable students to develop skills and apply knowledge from multiple disciplines for the promotion and protection of health in human populations and to serve as effective practitioners and leaders in the fields of community health, health care management, environmental health, and nutrition.

- B. **A statement of values that guides the program.**

The Core Values of MPH Program

The core values of the Master of Public Health (MPH) program are shaped by the following two interrelated convictions:

1. Health is central to human existence, as it impacts both the quality and quantity of life of all individuals.
2. Public health is vital for enhancing the health of individuals and their communities.

To promote the health of individuals and communities, all public health professionals (students, staff, faculty, and others affiliated with the program) are invited to adopt and further the following core values:

- Seeking and sharing knowledge and wisdom.
- Lifelong learning for self and others.
- Taking responsibility for one's actions.
- Ensuring the highest personal and professional integrity.
- Cultivating deep compassion for those suffering from ill health.
- Committing to and supporting diversity of individuals, views, programs, and institutions.
- Respecting, always, human dignity and human rights.
- Promoting social justice and justice for all.

We believe the cultivation and practice of these personal and professional values translates into the following for our MPH Program:

- An academic model that values the integration of the scholarship of teaching, research, and community service.
- A commitment to student-centered learning.
- Shared governance of every aspect of the program.
- A learning environment characterized by objective, evidence-based knowledge.
- Meaningful, active experiential learning and community service.

- Collaboration and mentoring not only among the faculty but also between the faculty and our students.
- A global public health view.
- An engaged, seriousness of purpose to improve the health of individuals and the communities in which they live.

C. One or more goal statements for each major function through which the program intends to attain its mission, including at a minimum, instruction, research and service.

Goal statements for the MPH Program are divided into the three key areas of education, research and service:

Education Goal Statement: To provide students with relevant marketable skills that prepare graduates for successful careers in the field of public health.

Research Goal Statement: MPH faculty and students will engage in research and scholarly activity reflecting the theory and practice of public health.

Service Goal Statement: To involve students and faculty in activities which promote and support service to the university, public health profession, and the community.

D. A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c. In some cases, qualitative indicators may be used as appropriate.

To reach the MPH Program Goal Statements listed above, the measurable objectives are divided into the three key areas of education, research and service. All of the objectives are measured with related outcomes.

MPH EDUCATION (GOAL, OBJECTIVES, OUTCOMES)
MPH Education Goal: To provide students with relevant marketable skills that prepare graduates for successful careers in the field of public health.
MPH Education Objective 1: To recruit and retain qualified graduate students.
Outcome Measures - MPH Education Objective 1
1.1. 90% of newly enrolled students will meet the minimum GPA requirement of 2.8 (this GPA is based on a 4.0 GPA grade system)
1.2. 60% of the students accepted into the MPH program will fully matriculate as MPH students.
1.3. 80% of the matriculated MPH students will successfully complete graduation requirements.
MPH Education Objective 2: Students will gain relevant public health knowledge and skills through MPH core/track courses and related practicum.
Outcome Measures - MPH Education Objective 2
2.1. Of all students taking the MPH core post-course surveys, 80% of these students will report 'good to excellent' confidence in being able to apply course objectives and core competencies in practice.
2.2. 90% of MPH students will complete the MPH core courses with a grade of B or better.
2.3. Of all students taking the MPH track post-course surveys, 80% of these students will report 'good to excellent' confidence in being able to apply course objectives and core/track competencies in practice.
2.4. 90% of MPH students will complete all track courses with a B or better.
2.5. From matriculation to the end of the Applied Learning Experience 80% of MPH students will report improvement in core and track competencies in the exit survey.

MPH Education Objective 3: Graduates of the MPH program will be valuable skilled professionals in the public health-related workforce.
Outcome Measures - MPH Education Objective 3
3.1. Of all MPH students responding to the required exit survey at the end of the Applied Learning Experience II (HEA 650), 80% will report an intention to work and/or seek further training in a public health-related field.
3.2. Of all MPH students responding to the alumni survey, 80% will indicate employment in a public health-related profession or will be seeking further graduate study or training in a public health-related area.
3.3. 80% of ALE II site-supervisors will report MPH students are meeting professional standards on the site supervisor final evaluation form.
3.4. 75% of the employers responding to the employer survey or reporting in the Community Advisory Board, will report MPH graduates as 'moderately to completely' prepared to apply core competencies in practice.

MPH RESEARCH (GOAL, OBJECTIVES, OUTCOMES)
MPH Research Goal: MPH faculty and students will engage in research and scholarly activity reflecting the theory and practice of public health.
MPH Research Objective 1: MPH faculty will participate in research and/or evaluation projects or other scholarly activities.
Outcome Measures - MPH Research Objective 1
1.1. 80% of MPH faculty will participate in research and/or evaluation projects or other scholarly activities on an annual basis as demonstrated by peer-reviewed publications, documented research in progress, peer-reviewed conference presentations/posters, internal/external grants or contracts.
1.2. 50% of faculty will participate in collaborative research/evaluation projects with MPH students (to include student collaboration with HEA 648: Research Methods; HEA 649/650: Applied Learning Experience I & II) yearly.
MPH Research Objective 2: MPH students will participate in Research Methods (HEA 648), Applied Learning Experience (ALE) and/or individual faculty led research projects.
Outcome Measures - MPH Research Objective 2
2.1. 100% of MPH students will participate in research and scholarly activity with faculty in HEA 648: Research Methods; HEA 649 & HEA 650: Applied Learning Experience (ALE) and/or individual faculty led research projects.
2.2. 80% of MPH students will rate that they are extremely confident/confident in Research and Planning & Evaluation MPH core competencies in the exit survey.

MPH SERVICE (GOAL, OBJECTIVES, OUTCOMES)
MPH Service Goal: To involve students and faculty in activities which promote and support service to the university, public health profession, and the community.
MPH Service Objective 1: MPH faculty will participate in service activities in the public health profession and the community.
Outcome Measures - MPH Service Objective 1
1.1. All (100%) of MPH faculty will join and/or maintain their membership in at least one public health professional organization.
1.2. Eighty (80%) of MPH Faculty will participate in some form of community service directly related to the MPH Program at the local, regional, state, national and/or international level.
MPH Service Objective 2: MPH students will have opportunities to participate in service activities in the public health profession, in the community and in the university.
Outcome Measures - MPH Service Objective 2
2.1. At least one or two MPH students will serve on the MPH Program Committee and at least five MPH Students will serve on the MPH Student Advisory Board and one-three MPH students on the MPH Community Advisory Committee, and participate with faculty in MPH standing and ad hoc committees during the academic year.
2.2 All (100%) of the MPH students will participate in at least one community service activity during the completion of the MPH program.
MPH Service Objective 3: The MPH program will sponsor public health-related workforce professional development opportunities annually.
Outcome Measure - MPH Service Objective 3
3.1 The MPH Program will sponsor at least one public health workforce development opportunity during each academic year (workshops and/ or conferences).

Additional Goals, Objectives and Outcomes that Support the MPH Program

The following MPH Program goals, objectives and outcomes are in place for the other MPH Program components in addition to education, research and service. These components include fiscal resources, diversity (faculty and students), faculty and other resources and faculty qualifications. These MPH Program goals, objectives and outcomes are addressed in the related criteria throughout this Self-Study narrative.

MPH FISCAL RESOURCES (GOAL, OBJECTIVES, OUTCOMES)
MPH Fiscal Resources Goal: The MPH Program will have sufficient financial resources to support the program for each academic year as approved by the Dean, College of Health Sciences and the Department of Health Chair.
MPH Fiscal Resources Objective 1: The MPH budget reflects sufficient income to support the program activities designed to meet the mission, goals and objectives.
Outcome Measure - Fiscal Resources Objective 1
1.1 The MPH budget reflects sufficient income to support the program activities designed to meet the mission, goals and objectives.
MPH Fiscal Resources Objective 2: The MPH Program will provide alternative workload assignments (AWAs) for program administration to the MPH Program Director and graduate workload assignments to MPH Coordinators (based on collateral duties and track enrollments) for fall and spring semesters.
Outcome Measures - Fiscal Resources Objective 2
2.1 A minimum of twenty-five (25%) AWA for MPH Program Director for each semester.
2.2 MPH Coordinators will be assigned graduate workloads based on collateral duties and track enrollments for each semester.
MPH Fiscal Resources Objective 3: The Department of Health will provide resources for professional growth and development for each academic year for all MPH faculty members.
Outcome Measures - Fiscal Resources Objective 3
3.1 All (100%) tenured & tenure-track faculty receive \$1,500/faculty member/year for faculty professional growth and development.
3.2 Newly hired tenure track faculty receive \$6,000 for professional growth and development (start-up funds for first two years).
MPH DIVERSITY (GOAL, OBJECTIVES AND OUTCOMES)
MPH Diversity Goal: The MPH Program will achieve a diverse complement of faculty and students.
MPH Diversity Objective 1: Students enrolled in the MPH Program will represent minority population groups.
Outcome Measure - Diversity Objective 1
1.2 At least 35% of enrolled MPH students will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial).
MPH Diversity Objective 2: The majority of students enrolled in the MPH Program will represent women.
Outcome Measure - Diversity Objective 2
2.1 At least 60% of enrolled MPH students will be women.
MPH Diversity Objective 3: Students enrolled in the MPH Program will represent international population groups.
Outcome Measure - Diversity Objective 3
3.1 At least 10% of the students enrolled in MPH Program will represent international population groups.
MPH Diversity Objective 4: MPH faculty will represent minority and women population groups.
Outcome Measures - Diversity Objective 4
4.1 At least 20% of the MPH faculty will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial).
4.2. At least 60% of the MPH Faculty will represent women.
MPH FACULTY AND OTHER RESOURCES (GOAL, OBJECTIVES AND OUTCOMES)
MPH Faculty and Other Resources Goal: The MPH Program will provide personnel and other resources sufficient to fulfill its stated mission, goals and objectives.
MPH Faculty and Other Resources Objective 1: Retain sufficient faculty and staff resources to maintain the MPH Program.
Outcome Measures -MPH Faculty and Other Resources Objective 1
1.1 A minimum of 3 core faculty for each elective track.
1.2 A minimum of twenty-five (25%) AWA for MPH Program Director for each semester
1.3 MPH Coordinators will be assigned graduate workloads based on MPH collateral duties and track enrollments.
1.4 The MPH Program will have one full-time staff position to sufficiently support the administrative functions of the program (i.e. data management, curriculum support, communications, admissions management, student support, stakeholder involvement, workforce development).

MPH Faculty and Other Resources Objective 2: Retain sufficient resources for the growth and development of the MPH Program.
Outcome Measures - MPH Faculty and Other Resources Objective 2
2.1 All (100%) faculty have offices with computers and printers.
2.2 Library resources will meet the needs of MPH faculty and students as documented in the minutes of the MPH Program Committee and MPH Student Advisory Committee.
2.3 All (100%) classrooms will be equipped with computer access and computer projectors.
2.4 All classroom space will meet the needs of MPH faculty and students with one classroom for each course (ratio: 1 classroom for 1 course)
2.5 All (100%) faculty receive \$1,500/faculty member/year for faculty professional growth and development.

MPH FACULTY QUALIFICATIONS (GOAL, OBJECTIVES AND OUTCOMES)
MPH Faculty Qualifications Goal: The MPH Program will ensure that its faculty complement possess the requisite qualifications for the training of MPH-level public health professionals.
MPH Faculty Qualifications Objective 1: Retain high quality faculty to support the continued growth and development of the MPH Program.
Outcome Measures Faculty Qualifications Objective 1
1.1 All (100%) of the MPH core faculty will have doctoral degrees in the area of expertise.
1.2 At least 80% of the MPH core faculty will also have an MPH degree or related MS degree.
MPH Faculty Qualifications Objective 2: MPH faculty will hold additional certifications/licensures beyond the doctoral degree.
Outcome Measure Faculty Qualifications Objective 2
2.1 At least 70% of core faculty hold professional licensure and/or certifications in their area of expertise.
MPH Faculty Qualifications Objective 3: MPH faculty will demonstrate continued professional growth and development.
Outcome Measure Faculty Qualifications Objective 3
3.1 All (100%) MPH core faculty follow the Teacher/Scholar Model in teaching, research and service for professional growth and development as documented in promotion, tenure and annual/five year reviews.

E. A description of the manner in which mission, goals and objectives are developed, including a description of how various specific stakeholder groups were involved in their development.

The MPH Program’s mission and values statement remains unchanged (with minor revisions to remove references to the Integrative Health Track) from the last Self-Study. The MPH Program Committee agreed that the mission and values statement remains relevant and represents an appropriate overview of the role of the MPH Program for students, faculty, administration and the community. The faculty in the Department of Health also agreed to continue to use the mission and values statement for the MPH Program. The Community Advisory Board is in agreement with the mission and values statement for the MPH Program. There were changes in the MPH Program goals, objectives and outcomes to include specific outcome measures for each objective. These changes were reviewed by the MPH Program Committee and the Community Advisory Board. Alumni/ae, as members of the Community Advisory Board, participated in the review of the MPH mission, goals and objectives. Students are now involved in the review of the MPH mission, goals and objectives through the MPH Student Advisory Board.

F. Description of how the mission, values, goals and objectives are made available to the program’s constituent groups, including the general public, and how they are routinely reviewed and revised to ensure relevance.

The MPH mission, values, goals and objectives are made available for review and revision through the MPH Program Committee and the MPH Community Advisory Board. The Community Advisory Board meets at least once a semester and is comprised of community members and alumni/ae. The committee members provide

feedback for revision and changes of the mission and values statements, goals and objectives.

Additionally, the MPH Program's mission, values goals and objectives are available to students, faculty, administration and the general public through the MPH website. The mission, values, goals and objectives are included in the MPH Student Handbook and the Applied Learning Experience I and II Guidelines.

The mission, values, goals and objectives are reviewed and revised as needed at least every two years through the MPH Program Committee and the Community Advisory Board. The Student Advisory Board is now added as an additional group for this review during the past academic year. Specifically, the MPH Goals and Objectives were revised during the past year and have been reviewed by the MPH Program Committee and the MPH Community Advisory Board. Another review will take place in spring, 2016.

G. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion has been met.

Criterion Strengths

- **The MPH Mission, Goals and Objectives:** The MPH program's broad mission, goals, and objectives address the areas of education, research and service. The Department Chair, MPH Program Director, the Faculty, and our Community Advisors agree that the MPH program's broad goals and objectives reflect the breadth of the public health field while individual track competencies brings additional depth. All of these goals and objectives have been created to complement the mission of the University.
- **Revision of MPH Program Objectives and Outcomes:** The MPH Program objectives were revised during the past two years to include measurable outcomes for each of the education, research and service objectives. These revised objectives and outcomes are now in place with appropriate data collection for each outcome. These changes have been reviewed by the MPH faculty (in spring semester, 2014). The members of the Community Advisory Board reviewed these changes in spring semester, 2014 and a final review will take place in spring semester, 2015. Additionally the Student Advisory Board will review the MPH mission, goals and objectives during fall semester, 2015.

Criterion Weaknesses

- There are no weaknesses in this criterion at this time.

Criterion Plans

- **Formal Review Process:** A formal review process for the MPH Program's mission, values statement, goals and objectives will continue with formal reviews by all MPH Program constituents every two years. Our next formal review will take place in spring semester, 2016 to address any needed additions or revisions

based on the results of the CEPH site visit in October, 2015. This formal review process will include mechanisms for all MPH Program constituents to provide feedback (i.e., meetings, surveys) include all MPH constituents including administration, faculty, students, alumni/ae, community representatives, and preceptors.

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

Required Documentation: This self-study document includes the following:

- A. Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole. If these are common across all objectives, they need be described only once. If systems and responsible parties vary by objective or topic area, sufficient information must be provided to identify the systems and responsible party for each.**

Evaluation processes are specific to the objectives specified for the MPH Program. The evaluation plan outlined below in Table 1.2.A addresses the assessment activities for the scope of program. The plan provides specific details such as goal/objective/outcome evaluation management inclusive of data source(s), data collection time points, persons responsible for data management, reports generated, and other actions.

EVALUATION PLAN FOR THE MPH PROGRAM GOALS, OBJECTIVES AND OUTCOMES

TABLE 1.2. A EVALUATION PLAN FOR THE MPH PROGRAM'S EDUCATION - GOAL, OBJECTIVES AND OUTCOMES

Education Goal: To provide students with relevant marketable skills that prepare graduates for successful careers in the field of public health.				
Education Objective 1: To recruit and retain qualified graduate students.				
Education Objective 1 Outcomes:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
1.1. 90% of newly enrolled students will meet the minimum GPA requirement of 2.8. (this GPA is based on the 4.0 grade system)	Student Admission Applications submitted to the MPH Program from the Office of Graduate Studies	End of fall spring/summer semester	MPH Program Director and Support Staff	MPH Admissions/Enrollment Report prepared by MPH Program Director/Support Staff. Actions: The MPH Program Director monitors enrollments and works directly with the Office of Graduate Studies and the College of Health Sciences (CHS) Graduate Recruiter. The majority of student admissions meet the requirements. In a few cases, students are near the Cumulative Grade Point Average (CGPA) and are accepted under provisional status and need to complete three graduate courses with a B+ or better grade. These students are fully matriculated when they meet this requirement. The MPH Admissions/Enrollment Report documents the number of admissions meeting the CGPA requirement along with the number of provisional admissions. This outcome is met with 90% of the students meeting the university admission requirements. The MPH Admissions/Enrollment Report includes these student enrollment numbers and this report is included in the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat.
1.2. 60% of the students accepted into the MPH program will fully matriculate as MPH students	Enrollment Rates for Newly Admitted Students, WCU Office of Institutional Research (Fall/ Spring Enrollment Snapshots)	End of fall/spring semesters	MPH Program Director and Support Staff	MPH Admissions/Enrollment Report prepared by MPH Program Director/Support Staff. Actions: The MPH Program Director monitors final student admissions and works directly with the Office of Graduate Studies and the CHS Graduate Recruiter. The Office of Institutional Research collects data on the number of student applicants, accepted applicants and enrolled applicants. The MPH Admissions/Enrollment Report includes the final admission numbers and these report is included in the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat.
1.3. 80% of the matriculated MPH students will successfully complete graduation requirements.	WCU Office of Institution Research Graduation Rate Data	End of each academic year	MPH Program Director and Support Staff	MPH Admissions/Enrollment Report prepared by MPH Program Director/Support Staff. Actions: Graduation rates need to be tracked for the WCU-MPH Assessment Plan Report and the CEPH Annual Report . These graduation rates are included in the MPH Admissions/Enrollment Report ,the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat.
Education Objective 2: Students will gain relevant public health knowledge and skills through MPH core/track courses and related practicum.				
Education Objective 2 Outcomes:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
2.1 .Of all students taking the MPH core post-course surveys, 80% of these students will report 'good to excellent' confidence in being able to apply course objectives and core competencies in practice.	Student Core Post-Course Surveys in Qualtrics	At the completion of each MPH core course.	MPH Assessment Coordinator, Support Staff, and Core Course Coordinator and Committee	The MPH Core Post-Course Survey Report is initially prepared by MPH Assessment Coordinator and Support Staff, with review and feedback for strengths and plans for improvement compiled from the MPH Core Course Coordinator and Committee. Actions: Student ratings on core course competencies and objectives are summarized in the MPH Core Post-Course Survey Report . Out of those students taking the survey, the objective is that 80% or more will report 'good to excellent' confidence in being able to apply course objectives and competencies in practice. Starting in fall 2015, faculty review and feedback of compiled assessment reports from the past academic year will be moved to the fall semester. The Assessment Coordinator posts all past academic year assessment reports (including MPH Core/Track Post-Course Survey, MPH Core/Track Grade, MPH Exit Survey, MPH Alumni Survey, and MPH Employer Survey Reports) to the D2L MPH Program Assessment Site for faculty review. Following faculty review, the MPH Assessment Coordinator requests core course coordinator/committee feedback on strengths and areas for improvement, especially when the objective was not met. Course improvement plans will be implemented during the following academic year. The data from this report are included in the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat.

2.2. 90% of MPH students will complete the MPH core courses with a grade of B or better.	WCU Office of Institutional Research (MPH core courses)	Following each fall/winter/spring/ summer semester	MPH Assessment Coordinator, Support Staff, Core Course Coordinator and Committee	The MPH Core Course Grade Report is prepared by MPH Assessment Coordinator and Support Staff, with review and feedback for strengths and plans for improvement compiled from the Core Course Coordinator and Committee. Actions: The MPH Core Course Grade Report contains the grade summary data for the core courses, by semester, instructor, and academic year. Our objective is that 90% or more will earn a grade of B or better in the core courses. Starting in fall 2015, faculty review and feedback of compiled assessment reports from the past academic year will be moved to the fall semester. The Assessment Coordinator posts all past academic year assessment reports (including MPH Core/Track Post-Course Survey, MPH Core/Track Grade, MPH Exit Survey, MPH Alumni Survey, and MPH Employer Survey Reports) to the D2L MPH Program Assessment Site for faculty review. Following faculty review, the MPH Assessment Coordinator will request core course coordinator/committee feedback on strengths and areas for improvement, especially when the objective was not met. Course improvement plans will be implemented during the following academic year. The data from this report are included in the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat.
2.3. Of all students taking the MPH track post-course surveys, 80% of these students will report 'good to excellent' confidence in being able to apply course objectives and core competencies in practice.	Student Track Post-Course Surveys in Qualtrics	At the completion of each MPH track course	MPH Assessment Coordinator, Support Staff, Track Course Coordinators and Committees	The MPH Track Post-Course Survey Report is initially prepared by MPH Assessment Coordinator and Support Staff, with review and feedback for strengths and plans for improvement compiled from the Track Coordinators and Committees. Actions: Student ratings on track-specific course competencies and objectives are summarized in the MPH Track Post-Course Survey Report . Out of those students taking the survey, the objective is that 80% or more will report 'good to excellent' confidence in being able to apply course objectives and competencies in practice. Starting in fall 2015, faculty review and feedback of compiled assessment reports from the past academic year will be moved to the fall semester. The Assessment Coordinator posts all past academic year assessment reports (including MPH Core/Track Post-Course Survey, MPH Core/Track Grade, MPH Exit Survey, MPH Alumni Survey, and MPH Employer Survey Reports) to the D2L MPH Program Assessment Site for faculty review. Following faculty review, the MPH Assessment Coordinator requests track course coordinators/committees' feedback on strengths and areas for improvement, especially when the objective was not met. Course improvement plans will be implemented during the following academic year. The data from this report are included in the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat.
2.4. 90% of MPH students will complete all track courses with a B or better.	WCU Office of Institutional Research (MPH track courses)	Following each fall/winter/spring/ summer semester	MPH Track Coordinators, MPH Assessment Coordinator, Support Staff	The MPH Track Course Grade Report is prepared by MPH Assessment Coordinator and Support Staff, with review and feedback for strengths and plans for improvement compiled from the Track Course Coordinators and Committees. Actions: The MPH Track Course Grade Report contains the grade summary data for the track courses, by semester, instructor, and academic year. Our objective is that 90% or more will earn a grade of B or better in the track courses. Starting in fall 2015, faculty review and feedback of compiled assessment reports from the past academic year will be moved to the fall semester. The Assessment Coordinator posts all past academic year assessment reports (including MPH Core/Track Post-Course Survey, MPH Core/Track Grade, MPH Exit Survey, MPH Alumni Survey, and MPH Employer Survey Reports) to the D2L MPH Program Assessment Site for faculty review. Following faculty review, the MPH Assessment Coordinator requests track coordinators/committees' feedback on strengths and areas for improvement, especially when the objective was not met. Course improvement plans will be implemented during the following academic year. The data from this report are included in the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat.
2.5. From matriculation to the end of the Applied Learning Experience 80% of MPH students will report improvement in core and track competencies in the exit survey.	MPH Student Exit Survey in Qualtrics	At the end of HEA650 ALE II for each semester	MPH Assessment Coordinator, Support Staff, Core/Track Coordinators and Committees, and ALE Coordinator	The MPH Student Exit Survey is prepared by the MPH Assessment Coordinator and Support Staff, with review and feedback for strengths and plans for improvement compiled from the Core/Track Coordinators and Committees and the ALE Coordinator. Actions: The newly revised MPH Student Exit Survey retrospectively assesses student-reported change in core and track competency preparation from matriculation to the conclusion of their culminating experience - Applied Learning Experience II (ALE II). The Assessment Coordinator posts all past academic year assessment reports (including MPH Core/Track Post-Course Survey, MPH Core/Track Grade, MPH Exit Survey, MPH Alumni Survey, and MPH Employer Survey Reports) to the D2L MPH Program Assessment Site for faculty review. Following faculty review, the MPH Assessment Coordinator will request core and track coordinators/committees' and the ALE Coordinator's feedback on strengths and areas for improvement, especially when the objective was not met. Course improvement plans will be implemented during the following academic year. The data from this report are included in the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat.

Education Objective 3: Graduates of the MPH program will be valuable skilled professionals in the public health-related workforce.				
Education Objective 3 Outcomes:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
3.1. Of all MPH students responding to the required exit survey at the end of the Applied Learning Experience II (HEA 650), 80% will report an intention to work and/or seek further training in the public health-related field.	MPH Student Exit Survey in Qualtrics	At the end of HEA650 ALE II for each semester	MPH Assessment Coordinator, Support Staff, MPH Program Director	The MPH Student Exit Survey is prepared by the MPH Assessment Coordinator and Support Staff. The MPH Employment Report , summarizing employment data across assessments, is prepared by the MPH Program Director. Actions: The newly revised MPH Student Exit Survey contains an item measuring post-graduation intention to work and/or seek further training in a public health or health-related field and it will be summarized in the MPH Student Exit Survey Report starting in spring 2015. If the 80% or higher objective is not met, the MPH Assessment Coordinator alerts the MPH Program Director for immediate response. This response can include working with the Student Services Coordinator and Support Staff to determine factors in lower employment rates and work on a plan for supportive services through the WCU Career Development Center for job search activities. The Assessment Coordinator also posts all past academic year assessment reports (including MPH Core/Track Post-Course Survey, MPH Core/Track Grade, MPH Exit Survey, MPH Alumni Survey, and MPH Employer Survey Reports) to the D2L MPH Program Assessment Site for faculty review. Following faculty review, the MPH Assessment Coordinator will request core and track coordinators/committees' and the ALE Coordinator's feedback on strengths and areas for improvement, especially when the objective was not met. These Exit Survey data displaying students intention to work or seek further training in public health are tracked for inclusion in the MPH Student Exit Survey, MPH Employment Report, the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat.
3.2. Of all MPH students responding to the alumni survey, 80% will indicate employment in a public health-related profession or will be seeking further graduate study or training in a public health-related area.	MPH Alumni Survey in Qualtrics	Annually each February from last academic year's MPH graduates	Assessment Coordinator, Support Staff, MPH Program Director	MPH Alumni Survey Report is prepared by the MPH Assessment Coordinator and Support Staff. The MPH Employment Report , summarizing employment data across assessments, is prepared by the MPH Program Director. Actions: If this objective is not met, the MPH Program Director will work with the Student Services Coordinator and Support Staff to determine factors in lower employment rates and work on a plan for supportive services through the WCU Career Development Center for job search activities. The Assessment Coordinator posts all past academic year assessment reports (including MPH Core/Track Post-Course Survey, MPH Core/Track Grade, MPH Exit Survey, MPH Alumni Survey, and MPH Employer Survey Reports) to the D2L MPH Program Assessment Site for faculty review. Following faculty review, the MPH Assessment Coordinator requests core and track coordinators/committees' and the ALE Coordinator's feedback on strengths and areas for improvement, especially when the objective was not met. These Alumni Survey data will be included in the MPH Alumni Survey Report, MPH Employment Report, MPH Annual Report, CEPH Annual Report, and WCU-MPH Assessment Plan Report in Trac Dat.
3.3. 80% of ALE II site-supervisors will report MPH students are meeting professional standards on the site supervisor final evaluation form.	ALE II Student Performance Evaluations from the Site Supervisor	At the completion of HEA650 ALE II for each semester	MPH Assessment Coordinator, Support Staff, and ALE Coordinator	The MPH Assessment Coordinator and Support Staff will enter Applied Learning Experience (ALE) II site supervisor ratings of students into a SPSS database and summarize for inclusion in the ALE Site Supervisors' Student Performance Report (found in the ALE Annual Report) . Actions: The data from this report are used to determine overall student professional performance at the ALE site. The MPH Assessment Coordinator posts the ALE II site supervisor rating summary along with all past academic year assessment reports to the D2L MPH Program Assessment Site. If the objective is not met, the ALE Coordinator will provide recommendations for improvement and implement actions in the next academic year. This ALE Site Supervisors Student Performance Report will be included in the ALE Report, MPH Annual Report and WCU-MPH Assessment Plan Report in Trac Dat.
3.4. 75% of the employers responding to the employer survey or reporting in the Community Advisory Board, will report MPH graduates as 'moderately to completely' prepared to apply core competencies in practice.	MPH Employer Survey in Qualtrics	Every two years in February	Assessment Coordinator, Support Staff, and MPH Program Director	MPH Employer Survey Report is prepared by the MPH Assessment Coordinator. The MPH Employment Report , summarizing employment data across assessments, is prepared by the MPH Program Director. Actions: . The MPH Assessment Coordinator posts all past academic year assessment reports to the D2L MPH Program Assessment Site for review and feedback from all faculty. If this outcome is not met, the MPH Program Director will work with the MPH Coordinators to determine how to improve student preparation in core competencies. These MPH Employer Survey data are tracked and included in the MPH Employer Survey Report, MPH Employment Report, MPH Annual Report, CEPH Annual Report and WCU-MPH Assessment Plan Report in Trac Dat.

EVALUATION PLAN FOR THE MPH PROGRAM'S RESEARCH - GOAL, OBJECTIVES AND OUTCOMES

Research Goal: MPH faculty and students will engage in research and scholarly activity reflecting the theory and practice of public health.

Research Objective 1: MPH faculty will participate in research and/or evaluation projects or other scholarly activities.

Research Objective 1 Outcomes:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
1.1. 80% of MPH faculty will participate in research and/or evaluation projects or other scholarly activities on an annual basis as demonstrated by peer-reviewed publications, documented research in progress, peer-reviewed conference presentations/ posters, internal/external grants or contracts.	MPH Annual Faculty Data Form in Qualtrics	End of academic year	MPH Assessment Coordinator, Support Staff, and MPH Program Director	All faculty will complete an MPH Annual Faculty Data Form in Qualtrics . These data will be collected and summarized in tables by the MPH Assessment Coordinator for review by the MPH Program Director. Actions: The faculty will identify the types of research activities' that they participated in during the academic year (including peer-reviewed publication, research in progress, peer-reviewed presentations, grants and/or contracts). These data are recorded in the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat .
1.2. 50% of faculty will participate in collaborative research/ evaluation projects with MPH students (to include student collaboration with HEA 648, Research Methods; HEA 649/650, Applied Learning Experience) yearly.	Faculty CVs and MPH Annual Faculty Data Form in Qualtrics	End of academic year	MPH Assessment Coordinator, Support Staff, and MPH Program Director	All faculty will annually update and submit their CVs to the MPH Program Director and complete an MPH Annual Faculty Data Form in Qualtrics . These data will be collected and summarized in tables by the MPH Assessment Coordinator for review by the MPH Program Director. Actions: The faculty list how they shared their research with students in the MPH Annual Faculty Data Survey. The faculty list the type of research opportunities offered to students along with a brief description of the research activity and the student's role. These data are included into the MPH Annual Report and the WCU-MPH Assessment Plan Report in Trac Dat .

Research Objective 2: MPH students will participate in Research Methods (HEA 648), Applied Learning Experience (ALE) and/or individual faculty led research projects.

Research Objective 2 Outcome:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
2.1 . 100% of MPH students will participate in research and scholarly activity with faculty in Research Methods (HEA 648), Applied Learning Experience (ALE) and/or individual faculty led research projects.	ALE Research Report (ALE Major Project Summary Forms), MPH Annual Faculty Data Form in Qualtrics, and course related research projects as reported by course instructor	End of fall/ spring/summer semesters	ALE Coordinator Course, MPH Assessment Coordinator, and Support Staff	ALE Research Report (found in the ALE Annual Report) is authored by the ALE Coordinator and MPH Assessment Coordinator. Actions: The ALE Coordinator tracks student research activity through the student's completion of the Major Project in HEA650-ALE II. All students successfully completing the Major Project met the research requirement. Additionally, students complete their research requirement through course work (HEA648 Research Methods in Public Health). The ALE Coordinator with the input for ALE Faculty Supervisors prepares the ALE Research Report and this report is included in the MPH Annual Report . Additionally, faculty submit course related research activities/projects and identify student participation in the MPH Annual Faculty Data Form that will be included in the MPH Annual Report and WCU-MPH Assessment Plan Report in Trac Dat .
2.2. 80% of MPH students will rate that they are extremely confident/confident in Research and Planning and Evaluation MPH core competencies in the exit survey.	MPH Student Exit Survey	End of HEA650 ALE II for each semester	MPH Assessment Coordinator, Support Staff, and ALE Coordinator	The MPH Student Exit Survey Report is prepared by the MPH Assessment Coordinator and Support Staff. ALE Research Report (found in the ALE Annual Report) will include the MPH Exit Survey Report's confidence ratings in the core competencies of Research and Planning & Evaluation. Actions: The MPH Student Exit Survey tracks confidence ratings in the Research and Planning & Evaluation core competencies and the student responses are included in the ALE Annual Report . These student responses are also included in the MPH Student Exit Survey Report, MPH Annual Report and WCU-MPH Assessment Plan Report in Trac Dat .

EVALUATION PLAN FOR THE MPH PROGRAM'S SERVICE - GOAL, OBJECTIVES AND OUTCOMES

Service Goal: To involve students and faculty in activities which promote and support service to the university, public health profession, and the community.

Service Objective 1: MPH faculty will participate in service activities in the public health profession and the community.

Service Objective 1 Outcomes:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
1.1. 100% of MPH faculty will join and/or maintain their membership in at least one public health professional organization.	Faculty CVs and MPH Annual Faculty Data Form in Qualtrics	End of academic year	Assessment Coordinator, MPH Program Director, and Support Staff	All faculty annual submit updated CVs to the MPH Program Director and will complete an MPH Annual Faculty Data Form in Qualtrics . These data will be collected and summarized in tables by the MPH Assessment Coordinator for review by the MPH Program Director. Actions: Faculty provide a list of professional memberships on the MPH Annual Faculty Data Form . These memberships are also listed on the faculty CVs. These faculty memberships are included in the MPH Annual Report prepared by the MPH Program Director and Support Staff.
1.2. 80% of MPH faculty will participate in community service directly related to MPH program at local, state, regional, national or international level as evidenced by their CV and/or survey.	Faculty CVs and MPH Annual Faculty Data Form in Qualtrics	End of academic year	Assessment Coordinator, MPH Program Director, and Support Staff	All faculty annual submit updated CVs to the MPH Program Director and will complete an MPH Annual Faculty Data Form in Qualtrics . These data will be collected and summarized in tables by the MPH Assessment Coordinator for review by the MPH Program Director. Actions: The faculty list community service, types of services in this form. Service activities are also listed on the faculty CVs. Faculty service activities are included in MPH Annual Report prepared by the MPH Program Director and Support Staff.

Service Objective 2: MPH students will have opportunities to participate in service activities in the public health profession, community and university.

Service Objective 2 Outcomes:	Data Source	Data Collection Point	Data Management	Data Reporting and Actions
2.1. MPH students will serve on the MPH Program Committee, MPH Student Advisory Board, MPH Community Advisory Board, and the MPH standing and ad hoc committees during the academic year.	Student attendance reported in committee meeting minutes	End of each semester	MPH Program Director and Support Staff	Student Committee Service is summarized in committee meeting minutes and compiled by the MPH Program Director and Support Staff. Actions: Student attendance in committee meetings is recorded in committee meeting minutes. Student committee participation and attendance is included in the MPH Annual Report .
2.2. 100% of students will participate in at least one community service activity throughout the MPH program.	MPH Annual Student Service Learning Report and WCU Service Learning Database	End of each semester	Faculty teaching community service courses, MPH Program Director, and Support Staff	Student Community Service Requirement: By fall 2015, all newly enrolled students will need to meet the community service learning requirement. Actions: Each faculty member with a community service requirement in his/her course will track student participation and evaluation of this experience. At the end of these courses, the instructors will forward a list of students completing this requirement to the MPH Program Director. The student numbers will be included in the MPH Annual Report and WCU-MPH Assessment Plan Report in Trac Dat .
2.3. 100% of MPH students will be members of at least one public health professional organization as evidenced by their self-reporting in HEA 648: Research Methods for Public Health.	List of students joining professional organizations in HEA648: Research Methods in Public Health	End of academic year	HEA648 Course Instructor, MPH Program Director, and Support Staff	Student Professional Membership: As of summer 2012, students were required to join one public health professional organization as a requirement of the HEA648: Research Methods in Public Health course. Actions: The student memberships are tracked in HEA648: Research Methods course by the course instructor and funneled to the MPH Program Director for inclusion in the MPH Annual Report .

Service Objective 3: The MPH program will sponsor public health-related workforce professional development opportunities annually.

Service Objective 3 Outcome:	Data Source	Data Collection Point	Data Management	Data Reporting and Actions
3.1. One public health conference, symposium, or workshop will be sponsored to facilitate a public health service.	The MPH Annual Professional Workforce Report	End of academic year	MPH Workforce Committee Chair	The MPH Annual Professional Workforce Report is prepared by the Chair of the MPH Public Health Workforce Committee Chair. Actions: This Report includes annual conferences, workshops, seminars, presentations with attendance and results of conference evaluations. This report is included in the MPH Annual Report and WCU-MPH Assessment Plan Report in Trac Dat .

EVALUATION PLAN FOR THE MPH PROGRAM'S FISCAL RESOURCES- GOAL, OBJECTIVES AND OUTCOMES

MPH Fiscal Resources Goal: The MPH Program will have sufficient financial resources to support the program for each academic year as approved by the Dean, College of Health Sciences and the Department of Health Chair.

MPH Fiscal Resources Objective 1: The MPH budget reflects sufficient income to support the program activities designed to meet the mission, goals and objectives.

MPH Fiscal Resource Objective 1 Outcome:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
1.1 The MPH budget reflects sufficient income to support the program activities designed to meet the mission, goals and objectives.	Chair's Budget - Dept. of Health	Start of each academic year	MPH Program Director, Department Chair, and Support Staff	The MPH Fiscal Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The budget is reviewed by the Department Chair and MPH Program Director to determine the resources for the MPH Program. This budget information is included in the MPH Fiscal Resources Report and MPH Annual Report .

MPH Fiscal Resources Objective 2: The MPH Program will provide alternative workload assignments (AWAs) for program administration to the MPH Program Director and graduate workload assignments to MPH Coordinators (based on collateral duties and track enrollments) for fall and spring semesters.

MPH Fiscal Resource Objective 2 Outcomes:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
2.1. A minimum of twenty-five (25%) AWA for MPH Program Director for each semester.	Dean's AWA academic year allocations	Start of fall/spring/summer semesters	MPH Program Director and Support Staff	The MPH Fiscal Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The Dean of the College of Health Sciences receives AWA allocations for the College of Health Sciences for each semester. The MPH Program Director tracks these allocations for the MPH Program Director/Faculty. These tracking data are included in the MPH Fiscal Resources Report and MPH Annual Report .
2.2. MPH Coordinators will be assigned graduate workloads based on collateral duties and track enrollments for each semester.	Dean's Office Graduate Teaching Assignment based on course loads and collateral MPH duties	Start of fall/spring/summer semesters	MPH Program Director and Support Staff	The MPH Fiscal Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The graduate workloads are tracked by the MPH Program Director. These tracking data are included in the MPH Fiscal Resources Report and MPH Annual Report .

MPH Fiscal Resources Objective3: The Department of Health will provide resources for professional growth and development for each academic year for all MPH faculty members.

MPH Fiscal Resource Objective 3 Outcomes:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
3.1. All (100%) faculty receive \$1,500/faculty member/year for faculty professional growth and development.	Department of Health Secretary	End of the academic year	MPH Program Director and Support Staff	The MPH Fiscal Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director tracks the number of faculty using the \$1,500 for professional growth and development with help from the Department of Health Secretary. These tracking data are included in the MPH Fiscal Resources Report and MPH Annual Report .
3.2. Newly hired tenure track faculty receive \$6000 for professional growth and development (start-up funds for first two years).	Dean's Office Business Manager	At start of new faculty member's hire date	MPH Program Director and Support Staff	The MPH Fiscal Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director tracks the number of new faculty using their start up funds with help from the Department of Health Secretary and these data are included in the MPH Fiscal Resources Report and MPH Annual Report .

EVALUATION PLAN FOR THE MPH PROGRAM'S DIVERSITY- GOAL, OBJECTIVES AND OUTCOMES

MPH Diversity Goal: The MPH Program will achieve a diverse complement of faculty and students.

MPH Diversity Objective 1: Students enrolled in the MPH Program will represent minority population groups.

MPH Diversity Objective 1 Outcome:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
1.1 At least 35% of enrolled MPH students will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial).	WCU Office of Institutional Research-Fall/Spring Student Headcount by Program, Gender, Race/Ethnicity	At the end of each semester	MPH Program Director and Support Staff	MPH Student Minority and Faculty Report is prepared by the MPH Program Director at the end of each semester. Actions: The MPH Program Director tracks the number of currently enrolled students through the Office of Institutional Research Report on the Fall/Spring Headcount by Program, Gender and Race/Ethnicity. These enrollment numbers are included in the MPH Student Minority and Faculty Report and MPH Annual Report .

MPH Diversity Objective 2: The majority of students enrolled in the MPH Program will represent women.

MPH Diversity Objective 2 Outcome:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
2.1 . At least 60% of enrolled MPH students will be women.	WCU Office of Institutional Research-Fall/Spring Student Headcount by Program, Gender, Race/Ethnicity	At the end of each semester	MPH Program Director and Support Staff	MPH Enrollment Report is prepared by the MPH Program Director at the end of each semester. Actions: The MPH Program Director tracks the number of women currently enrolled in the MPH Program through the Office of Institutional Research Report on the Fall/Spring Headcount by Program, Gender and Race/Ethnicity. These enrollment numbers are included in the MPH Student Minority and Faculty Report and MPH Annual Report .

MPH Diversity Objective 3: Students enrolled in the MPH Program will represent international population groups.

MPH Diversity Objective 3 Outcome:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
3.1 At least 10% of the students enrolled in MPH Program will represent international population groups.	WCU Office of Institutional Research-Fall/Spring Student Headcount by Program, Gender, Race/Ethnicity	At the end of each semester	MPH Program Director and Support Staff	MPH Enrollment Report is prepared by the MPH Program Director at the end of each semester. Actions: The MPH Program Director tracks the number of international students currently enrolled in the MPH Program through the Office of Institutional Research Report on the Fall/Spring Headcount by Program, Gender and Race/Ethnicity. This report also includes the number on non-residents (international) enrolled during spring and fall semesters. These enrollment numbers are included in the MPH Student Minority and Faculty Report and MPH Annual Report .

MPH Diversity Objective 4: MPH faculty will represent minority and women population groups.

MPH Diversity Objective 4 Outcome:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
4.1 At least 20% of the MPH faculty will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial).	Office of Social Equity	At the time of faculty hire. Updated each academic year.	MPH Program Director and Support Staff	MPH Enrollment Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director tracks minority faculty numbers at the time of hire and for each academic year. These faculty numbers are included in the MPH Student Minority and Faculty Report and MPH Annual Report .
4.2. At least 60% of the MPH Faculty will represent women.	Office of Social Equity	At the time of faculty hire. Updated each academic year.	MPH Program Director and Support Staff	MPH Enrollment Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director tracks the number of female faculty at the time of hire and for each academic year. These faculty numbers are included in the MPH Student Minority and Faculty Report and MPH Annual Report .

EVALUATION PLAN FOR THE MPH FACULTY AND OTHER RESOURCES (GOAL, OBJECTIVES AND OUTCOMES)

MPH Faculty and Other Resources Goal: The MPH Program will provide personnel and other resources sufficient to fulfill its stated mission, goals and objectives.

MPH Faculty and Other Resources Objective 1: Retain sufficient faculty and staff resources to maintain the MPH Program.

MPH Faculty/Other Resources Objective 1 Outcome:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
1.1 A minimum of 3 core faculty for each elective track.	Dean/Department Chair Faculty Assignment to the MPH Program	Start of academic year	MPH Program Director and Staff Support	MPH Faculty and Other Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The Dean and the Department Chair are responsible for faculty work assignments. The MPH Program Director tracks these assignments to ensure we continue to meet the primary faculty for each track. The MPH Program Director tracks these faculty numbers each year and includes the summary in the MPH Faculty and Other Resources Report and MPH Annual Report .
1.2 A minimum of twenty-five (25%) AWA for MPH Program Director for each semester	Dean's AWA academic year allocations	Start of fall/spring/summer semesters	MPH Program Director and Support Staff	MPH Faculty and Other Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The Dean receives AWA allocations for the College of Health Sciences for each semester. The MPH Program Director tracks these allocations for the MPH Program Director/Faculty AWA assignments and includes the summary in the MPH Faculty and Other Resources Report and MPH Annual Report .
1.3 MPH Coordinators will be assigned graduate workloads based on MPH collateral duties and track enrollments.	Dean's Office Graduate Teaching Assignment based on course loads and collateral MPH duties	Start of fall/spring/summer semesters	MPH Program Director and Support Staff	MPH Faculty and Other Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The graduate workloads are tracked by the MPH Program Director. These data are included in the MPH Faculty and Other Resources Report and MPH Annual Report .
1.4 The MPH Program will have one full-time staff position to sufficiently support the administrative functions of the program (i.e. data management, curriculum support, communications, admissions management, student support, stakeholder involvement, workforce development).	One MPH Secretary	End of each academic year	MPH Program Director and Support Staff	MPH Faculty and Other Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director tracks the number of administrative staff and includes the summary in the MPH Faculty and Other Resources Report and MPH Annual Report .

MPH Faculty and Other Resources Objective 2: Retain sufficient resources for the growth and development of the MPH Program.

MPH Faculty/Other Resources Objective 2 Outcome:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
2.1 All (100%) faculty have offices with computers and printers.	Inventory of office equipment	End of each academic year	MPH Program Director and Support Staff	MPH Faculty and Other Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director completes a yearly faculty office equipment inventory and includes the summary in the MPH Faculty and Other Resources Report and MPH Annual Report .
2.2 Library resources will meet the needs of MPH faculty and students as documented in the minutes of the MPH Program Committee and MPH Student Advisory Board	Meeting minutes from MPH Program Committee and MPH SAB	End of each academic year	MPH Program Committee and the MPH Student Advisory Committee	MPH Faculty and Other Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Committee and MPH Student Advisory Committee conducts a yearly review of the adequacy of library resources. The results of this review are included in the MPH Faculty and Other Resources Report and MPH Annual Report .
2.3 All (100%) classrooms will be equipped with computer access and computer projectors.	Inventory of classroom equipment	End of each academic year	MPH Program Director and Support Staff	MPH Faculty and Other Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director completes a yearly classroom equipment inventory and includes the summary in the MPH Faculty and Other Resources Report and MPH Annual Report .
2.4 All classroom space will meet the needs of MPH faculty and students with one classroom for each course (ratio: 1 classroom for 1 course)	Annual review of classroom space by MPH Program Committee	End of each academic year	MPH Program Committee, MPH Program Director, and Support Staff	MPH Faculty and Other Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Committee completes a yearly classroom space inventory and the MPH Program Director includes the summary in the MPH Faculty and Other Resources Report and MPH Annual Report .
2.5 All (100%) faculty receive \$1,500/faculty member/year for faculty professional growth and development.	Department of Health Secretary	Start of the academic year	MPH Program Director and Support Staff	MPH Faculty and Other Resources Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director tracks the number of faculty using the \$1,500 for professional growth and development with the Department of Health Secretary. These tracking data are included in the MPH Faculty and Other Resources Report and MPH Annual Report .

EVALUATION PLAN FOR MPH FACULTY QUALIFICATIONS (GOAL, OBJECTIVES AND OUTCOMES)

MPH Faculty Qualifications Goal: The MPH Program will ensure that its faculty complement possess the requisite qualifications for the training of MPH-level public health professionals.

MPH Faculty Qualifications Objective 1: Retain high quality faculty to support the continued growth and development of the MPH Program.

MPH Faculty Qualifications Objective I Outcomes:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
1.1. All (100%) of the MPH core faculty have doctoral degrees in the area of expertise.	Faculty CVs Faculty Data Report	At the time of new faculty hire.	MPH Program Director and Support Staff	MPH Faculty Qualifications Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director reviews newly hired faculty CVs and the Faculty Data Report to verify the doctoral degree of the faculty member. These faculty doctoral degrees are included in the MPH Faculty Qualifications Report and MPH Annual Report .
1.2. At least 80% of the MPH core faculty also have an MPH degree or related MS degree.	Faculty CVs Faculty Data Report	At the time of new faculty hire	MPH Program Director and Support Staff	MPH Faculty Qualifications Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director reviews CVs of newly hired faculty and the Faculty Data Report to verify the master's degree(s) of faculty. These faculty Master's degrees are included in the MPH Faculty Qualifications Report and MPH Annual Report .

MPH Faculty Qualifications Objective 2: Retain high quality faculty to support the continued growth and development of the MPH Program.

MPH Faculty Qualifications Objective 2 Outcome:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
2.1. At least 70% of core faculty hold professional licensure and/or certifications in their area of expertise.	Faculty CVs Faculty Data Report	Review of Faculty CV at the time of hire and updated at the start of each academic year	MPH Program Director and Support Staff	MPH Faculty Qualifications Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director reviews newly hired faculty CVs and the Faculty Data Report to verify faculty's professional licenses and certifications for this report. These faculty licenses and certifications are included in the MPH Faculty Qualifications Report and MPH Annual Report .

MPH Faculty Qualifications Objective 3: Retain high quality faculty to support the continued growth and development of the MPH Program.

MPH Faculty Qualifications Objective 3 Outcome:	Data Source	Data Collection Points	Data Management	Data Reporting and Actions
3.1. All (100%) MPH core faculty follow the Teacher/Scholar Model in teaching, research and service for professional growth and development as documented in promotion, tenure and annual/five year reviews.	Department Tenure/Promotion Evaluation Review (Annual for Tenure Track and Five Year for Tenured Faculty)	At the end of each academic year for tenure track faculty and at the end of the five year evaluation for the tenured faculty	MPH Program Director, Department Chair, Department Tenure/Promotion Evaluation Committee, and Support Staff	MPH Faculty Qualifications Report is prepared by the MPH Program Director at the end of each academic year. Actions: The MPH Program Director reviews department tenure and promotion evaluations to document that faculty are following the Teacher/Scholar Model. This documentation is included in the MPH Faculty Qualifications Report and MPH Annual Report .

B. Description of how the results of the evaluation processes described in Criterion 1.2.a are monitored, analyzed, communicated and regularly used by managers responsible for enhancing the quality of programs and activities.

MPH Annual Report: The MPH Annual Report, completed by the MPH Program Director, documents all aspects of the MPH Program activities and includes all data pertaining to the MPH Program – summary reports, action plans for program revision, changes in program objectives/outcomes, and committee reports. The MPH Program Director disseminates the annual report to all MPH Program constituents, inclusive of university administration and student, alumni, and community representatives. **The MPH Annual Report was completed during summer and early fall semester, 2015 and will be available during the Site Visit.**

Desire to Learn (D2L) MPH Program Assessment Site: MPH Assessment Coordinators developed a D2L MPH Program Assessment Site to facilitate efficient storage and dissemination of assessment reports for annual faculty review. Assessment reports are uploaded onto the site and these include the MPH Core and Track Grade, MPH Core and Track Post-Course Survey, MPH Student Exit Survey, MPH Alumni Survey, MPH Employer Survey, and ALE Site Supervisor Student Evaluation Summary Reports. This site also provides the means for coordinators to submit their annual feedback on assessment reports for MPH Assessment Coordinator and MPH Program Director review. It is anticipated this D2L site will also be utilized to store updated faculty CV, all committee meeting minutes, and other relevant assessment and program materials.

MPH Standing Committee Reports: Each committee outlines their accomplishments, areas that need improvement and action plans and a summary of these reports are included in the MPH Annual Report. The committees address relevant assessment report findings and make recommendations for program changes and improvements. The reports are prepared by committee chairs and coordinators and submitted to the MPH Program Director for inclusion in the MPH Annual Report.

Additional MPH Program Reports: In addition to the MPH Annual Report and Standing Committee Reports, the following reports are used to document MPH Program goals, objectives and outcomes. The purpose of these reports is to monitor and process data related to the MPH Program goals, objectives and outcomes. Summaries of these reports are included in the MPH Annual Report. These reports are completed by the MPH Program Director, MPH Assessment Coordinator and MPH Support Staff.

Reports for MPH Program Documentation

- MPH Admissions/Enrollment Report
- MPH Core Course Grade Report
- MPH Track Grade Report
- MPH Core Post-Course Survey Report
- MPH Track Post-Course Survey Report
- MPH Student Exit Survey Report
- MPH Alumni Survey Report
- MPH Employer Report
- MPH Employment Report

Reports for MPH Program Documentation

- ALE Annual Report (contains ALE Site Supervisor Student Performance Report)
- MPH Annual Faculty Data Form
- MPH Annual Professional Workforce Report
- MPH Fiscal Resources Report
- MPH Student Minority and Faculty Report
- MPH Faculty and Other Resources Report
- MPH Faculty Qualifications Report

All MPH constituents are able to participate in program review through the MPH committees listed in the table below. The committees provide recommendations for program revisions and changes. In a MPH Program Meeting at the end of the academic year, MPH representatives provide committee reports to the MPH faculty, and the CHS Dean and Associate Dean. These reports provide an overview of accomplishments and recommendations for program improvements.

Table 1.2.B. MPH Constituents - Mechanisms for Feedback	
MPH Constituents	Mechanisms for Feedback
CHS Dean and Associate Dean MPH Program Administration: MPH Program Director, MPH Track Coordinators, MPH Core Course Coordinator, MPH Community Service Coordinator, and ALE Coordinator	<u>MPH Program Committee Meetings:</u> This committee meets once a month throughout the semester. CHS Dean and Associate Dean will participate in at least one MPH Program Meeting per academic year to review recommendations from the following committees: <ul style="list-style-type: none"> • MPH Track Committees • MPH Core Course Committee • Public Health Workforce Planning Committee • Community Advisory Board and Student Advisory Board • Community Service Committee • ALE Committee • MPH Research Committee
MPH Faculty	MPH Program Committee Meetings and additional MPH Committees
MPH Students	MPH Student Advisory Board, MPH Student Representation in all MPH Committees
Public Health Professionals and Community Members	MPH Community Advisory Board Public Health Conference Planning Committee

The WCU-MPH Assessment Plan Report: Drs. Metz and Bowen served as the MPH Assessment Coordinators during the most recent MPH Assessment Plan revision. Beginning in the summer of 2015, the MPH Program Director, the MPH Assessment Coordinator and Support Staff will be responsible for the MPH Assessment Plan. Each summer, the MPH Assessment Coordinator receives an AWA to revise the plan (if necessary) and compile summary of data from the previous academic year. The outcomes are assessed and summarized in the WCU-MPH Assessment Plan and MPH Annual Report.

- C. Data regarding the program's performance on each measurable objective described in Criterion 1.1.D must be provided for each of the last three years. To the extent that these data duplicate those required under other criteria (e.g, 1.6, 2.7, 3.1, 3.2, 3.3, 4.1, 4.3, or 4.4), the program should parenthetically identify the criteria where the data also appear. See CEPH Outcome Measures Template.

MPH PROGRAM OUTCOME DATA

Table 1.2.D EDUCATION OUTCOME DATA				
Education Goal: To provide students with relevant marketable skills that prepares graduates for successful careers in the field of public health.				
Education Objective 1: To recruit and retain qualified graduate students.				
Education Objective 1 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
1.1 . 90% of newly enrolled students will meet the minimum GPA requirement of 2.8. (this GPA is based on the 4.0 grade system)	90%	Met 80 enrolled- meeting CGPA (95%) 4 accepted as provisional (5%) Total Enrolled 84	Met 89 enrolled- meeting CGPA (95%) 5 accepted as provisional (5%) Total Enrolled 94	Met 59 Enrolled- meeting CGPA (92%) 5 accepted as provisional (8%) Total Enrolled 64
1.2. 60% of the students accepted into the MPH program will fully matriculate as MPH students	60%	Met 60% Accepted - 139 Enrolled - 84	Not Met 59% Accepted - 160 Enrolled - 94	Met 62% Accepted - 104 Enrolled - 64
1.3. 80% of the matriculated MPH students will successfully complete graduation requirements.	80%	Met 91.7% in the 2006 MPH student cohort graduated by 2012 (within 6 years)	Not Met 75% in the 2007 MPH student cohort graduated by 2013 (within 6 years)	Met 84.2% in the 2008 MPH student cohort graduated by 2014 (within 6 years)
Education Objective 2: Students will gain relevant public health knowledge and skills through MPH core/track courses and related practicum.				
Education Objective 2 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
2.1. Of all students taking the MPH core post-course surveys, 80% of these students will report 'good to excellent' confidence in being able to apply course objectives and core competencies in practice.	80%	Met 3/3 administered core courses HEA516- n/a HEA520- n/a HEA526- 94.8% (n=65/97) ENV530- 94.4% (n=79/93) HEA632- n/a HEA648- 98.3% (n=26/78) HEA649- n/a HEA650- n/a n/a = survey not administered by course instructor	Met 4/4 administered core courses HEA516- n/a HEA520- n/a HEA526- 96.4% (n=54/100) ENV530- 95.5% (n=50/67) HEA632- 100% (n=8/33) HEA648- 84.1% (n=14/27) HEA649- n/a HEA650- n/a n/a = survey not administered by course instructor	Met 6/6 administered core courses as of Fall 2014 HEA516- 95.1% (n=27/32) HEA520- 95.5% (n=48/56) HEA526- 90.3% (n=43/52) ENV530- 92.3% (n= 37/53) HEA632- 94.0% (n=10/26) HEA648- 98.8% (n=29/47) HEA649- n/a HEA650- n/a Not Met 5/6 administered core course as of Spring 2015 HEA516- 64.9% (n=19/47) HEA520- 91.9% (n=44/50) HEA526- 96.1% (n=58/66) ENV530- 94.6% (n=47/47) HEA632- 100% (n=53/47) HEA648- 98.8% (n=29/47) HEA649- n/a HEA650- n/a n/a = survey not administered by course instructor. <i>NOTE: Post-Course Surveys revised to contain competencies in Fall-Winter 14 and administered in S15 by Assessment Coordinator to secure consistent administration</i>
2.2. 90% of MPH students will complete the MPH core courses with a grade of B or better.	90%	Partially Met (6/8 Core Courses Met) HEA516- 94% (n=91) HEA520- 95.8% (n=97) HEA526- 82.3% (n=97) ENV530- 74% (n=93) HEA632- 98.7% (n=80) HEA648- 96.7% (n=78) HEA649- 95.3% (n=33) HEA650- 97.1% (n=91)	Partially Met (5/8 Core Courses Met) HEA516- 90% (n=122) HEA520- 83.5% (n=96) HEA526- 96.3% (n=100) ENV530- 78% (n=99) HEA632- 95.7% (n=96) HEA648- 89.7% (n=76) HEA649- 98.5% (n=69) HEA650- 97.1% (n=75)	Partially Met (6/8 Core Courses Met) HEA516- 90% (n=77) HEA520- 82.3% (n=85) HEA526- 90.8 (n=109) ENV530- 89% (n=93) HEA632- 96% (n=99) HEA648- 92% (n=70) HEA649- 97% (n=109) HEA650- 99% (n=95)

<p>2.3. Of all students taking the MPH track post-course surveys, 80% of these students will report 'good to excellent' confidence in being able to apply course objectives and core competencies in practice.</p>	<p>80%</p>	<p>CH: Met 3/3 administered courses HEA531- n/a HEA538- n/a HEA539- 99% (n=36/42) HEA543- 100%(n=18/24) HEA544- 100%(n=30/41)</p> <p>EH- 10/0 administered courses Met ENV524-n/a ENV545- n/a ENV547- n/a ENV551- n/a GEO534- n/a</p> <p>HCM- 0/0 administered courses Met HEA513- n/a HEA514- n/a HEA612- n/a HEA613- n/a HEA614- n/a HEA616- n/a</p> <p>NTD- 0/0 administered courses Met NTD503- n/a NTD515- n/a NTD600- n/a NTD610- n/a NTD625- n/a</p>	<p>CH: Met 3/3 administered courses HEA531- 96.9% (n=21/29) HEA538- n/a HEA539- 100%(n=25/30) HEA543- 95.6(35/44) HEA544- n/a</p> <p>EH- 2/2 administered courses Met ENV524-100%(n=12/12) ENV545- 97.2%(n=8/9) ENV547- n/a ENV551- n/a GEO534- n/a</p> <p>HCM- 1/1 administered courses Met HEA513- n/a HEA514- n/a HEA612- n/a HEA613- n/a HEA614- n/a HEA616- 84.8%(n=25/25)</p> <p>NTD- 3/3 administered courses Met NTD503- 94.8%(n=6/25) NTD515- 95.9%(n=18/31) NTD600- n/a NTD610- 98.7%(n=13/24) NTD625- n/a</p>	<p>CH- Partially Met 3/4 administered courses HEA531- 93.8% (n=21/33) HEA538 -88% (n=53/58) HEA539- 96.6 (n=45/75) HEA543- 99% (n=13/16) HEA544- n/a HEA645- n/a</p> <p>EH- 2/2 administered courses Met ENV524-100% (n=5/7) ENV545- 83.4% (8/8) ENV547- n/a ENV551- n/a GEO534- n/a</p> <p>HCM- 2/4 Not Met administered courses HEA513- 87% (44/69) HEA514- n/a HEA612- 58% (n=7/21) HEA613- 98.7% (n=27/30) HEA614- n/a HEA616- 94.5% (n=37/37)</p> <p>NTD- 3/3 administered courses Met NTD503- n/a NTD515- n/a NTD600- 96.5% (n=24/26) NTD610- 98.1% NTD625- 100% (n=8/36) <i>NOTE: Post-Course Surveys revised to contain competencies in Fall-Winter 14 and administered in S15 by Assessment Coordinator to secure consistent administration</i></p>
<p>2.4. 90% of MPH students will complete all track courses with a B or better.</p>	<p>90%</p>	<p>CH: Met (5/5 CH Courses Met) HEA531- 100% (n=53) HEA538- 96% (n=50) HEA539- 100% (n=42) HEA543- 100% (n=52) HEA544- 100% (n=46)</p> <p>EH- 3/5 Partially Met ENV524-78% (n=9) ENV545- 78% (n=9) ENV547 - 100% (n=1) ENV551- 100% (n=15) GEO534- 98.5% (n=12)</p> <p>HCM- 2/3 Met Partially Met HEA513- 100% (n=24) HEA514- 74% (n=26) HEA612- n/a HEA613- n/a HEA614- n/a HEA616- 92% (n=25)</p> <p>NTD- Met (2/2 NTD Courses Met) NTD503- 100% (n=20) NTD515- 100% (n=33) NTD600- n/a NTD610- n/a NTD625- n/a</p>	<p>CH: Met (5/5 CH Courses Met) HEA531- 100% (n=29) HEA538- 100% (n=54) HEA539- 100% (n=40) HEA543- 100% (n=44) HEA544- 100% (n=30)</p> <p>EH- 0/4 Partially Met ENV524-50% (n=12) ENV545- n/a ENV547 -66.7% (n=15) ENV551 - 85% (n=13) GEO534- 86.1% (n=12)</p> <p>HCM- 5/6 Partially Met HEA513- 97% (n=33) HEA514- 100% (n=22) HEA612- 96% (n=25) HEA613- 100% (n=36) HEA614- 94% (n=41) HEA616- 84% (n=25)</p> <p>NTD-Met (4/4 NTD Courses Met) NTD503- n/a NTD515- 100% (n=31) NTD600- 100% (n=42) NTD610- 100% (n=30) NTD625- 100% (n=37)</p>	<p>CH- Met (6/6 CH Courses Met) HEA531- 100% (n= 33) HEA538- 90% (n=53) HEA539- 100% (n=45) HEA543- 100% (n= 47) HEA544- 100% (n=28) HEA645- 100% (n=13)</p> <p>EH- 3/5 Partially Met ENV524-100% (n=7) ENV545- 75% (n=4) ENV547- n/a ENV551 - 66.7% (n=9) GEO534- 100% (n=11)</p> <p>HCM- 5/6 Partially Met HEA513- 90% (n=31) HEA514- 100% (n=24) HEA612- 100% (n=21) HEA613- 97% (n=30) HEA614- 90% (n=31) HEA616- 85% (n=34)</p> <p>NTD- Met (5/5 NTD Courses Met) NTD503- 100% (n=27) NTD515- 100% (n=31) NTD600- 100% (n=24) NTD610- 100% (n=25) NTD625- 97% (n=36)</p>

2.5 From matriculation to the end of the Applied Learning Experience 80% of MPH students will report improvement in core and track competencies in the exit survey.	80%	--	--	New Outcome added as of S15 – Core/Track Competencies revised/ finalized as of F14 and added to exit survey for S15 administration
Education Objective 3: Graduates of the MPH program will be valuable skilled professionals in the public health-related workforce.				
Education Objective 3 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
3.1. Of all MPH students responding to the required exit survey at the end of the Applied Learning Experience II (HEA 650), 80% will report an intention to work and/or seek further training in the public health-related field.	80%	--	--	New Outcome added as of S15 – Item added to MPH Exit Survey for F15 administration
3.2. Of all MPH students responding to the alumni survey, 80% will indicate employment in a public health-related profession or will be seeking further graduate study or training in a public health-related area.	80%	Met Of reporting alumni who graduated from F10-Sum13: 97.0% (n=65/67) were currently employed or seeking further graduate study/training. When crossed checked employment/ training by whether it was public health/health-related, 89.8% (n=53/59) were employed or seeking training in a public health/health-related field. (NOTE: Alumni Survey was previously administered in three year waves)	Met Of reporting alumni who graduated from F13-Sum14: 94.3% (n=33/35) were currently employed or seeking further graduate study/ training. When crossed checked employment/ training by whether it was public health/health-related, 87.1% (n=27/31) were employed or seeking training in a public health/health-related field. (NOTE: As of S15, Alumni Survey administered to only the past full year of graduates to improve response rate.)	Alumni graduating from F14-Sum15 will receive invitation for Alumni Survey in S16
3.3. 80% of ALE II site-supervisors will report MPH students are meeting professional standards on the site supervisor final evaluation form.	80%	-- (NOTE: This is new outcome added as of F13 – data collected from ALE site supervisor evaluations of students)	Met Evaluation of Student Performance: 94.4% (n=51/54) Evaluation of Student Practice Activities: 98.1% (n=53/54)	Met (Fall 2015)* Evaluation of Student Performance: 100% (n=14) Evaluation of Student Practice Activities: 100% (n=14) *Fall enrollments in the practicum are always lower in fall semester.
3.4. 75% of the employers responding to the employer survey or reporting in the Community Advisory Board, will report MPH graduates as 'moderately to completely' prepared to apply core competencies in practice.	75%	-- (NOTE: This is new outcome added as of F13)	Met 80-100% across 5 MPH Program core competencies (from 3-year S14 Employer Survey sent to employers of graduates from F10-Sum13 giving permission for contact) (n=7/17, participation rate 41%)	Met 80-100% across newly approved 10 MPH Program core competencies (from S15 Employer Survey sent to employers of graduates from F13-Sum14, past ALE site supervisors, and CAB members) (n=24/75, participation rate 32%)

Table 1.2.E RESEARCH OUTCOME DATA				
Research Goal: MPH faculty will engage in research and scholarly activity reflecting the theory and practice of public health.				
Research Objective 1: MPH faculty will participate in research and/or evaluation projects or other scholarly activities.				
Research Objective 1 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
1.1 80% of MPH faculty will participate in research and/or evaluation projects or other scholarly activities on an annual basis as demonstrated by peer-reviewed publications, documented research in progress, peer-reviewed conference presentations/posters, internal/external grants or contracts.	80%	Not Met 64% 9/14 faculty participating in research related activities	Met 86% 12/14 faculty participating in research related activities	Met 88% 14/16 faculty participating in research related activities
1.2 50% of faculty will participate in collaborative research/evaluation projects with MPH students (to include student collaboration with HEA 648, Research Methods; HEA 649/650, Applied Learning Experience) yearly.	50%	Not Met 43% 6/14 faculty	Met 57% 8/14 faculty	Met 75% 12/16 faculty
Research Objective 2: MPH students will participate in Research Methods (HEA 648), Applied Learning Experience (ALE) and/or individual faculty led research projects.				
Research Objective 2 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
2.1 100% of MPH students will participate in research and scholarly activity with faculty in Research Methods (HEA 648), Applied Learning Experience (ALE) and/or individual faculty led research projects.	100%	Met 100%	Met 100%	Met 100%
2.2 80% of MPH students will rate that they are extremely confident/confident in Research and Planning and Evaluation MPH core competencies in the exit survey.	80%	--	--	New Outcome added as of S15 – Core/Track Competencies revised/finalized as of S 15 and added to exit survey for F15 administration

Table 1.2.F SERVICE OUTCOME DATA				
Service Goal: To involve students and faculty in activities which promote and support service to the university, public health profession, and the community				
Service Objective 1: MPH faculty will participate in service activities in the public health profession and the community.				
Service Objective 1 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
1.1 All (100%) of MPH faculty will join and/or maintain their membership in at least one public health professional organization.	100%	Met 100%	Met 100%	Met 100%
1.2 Eighty (80%) of MPH Faculty will participate in some form of community service directly related to the MPH Program at the local, regional, state, national and/or international level.	80%	Not Met 54% 7/13 (six primary faculty participating in community service.)	Met 85% 11/13 (11 primary faculty participated in community service.)	Met 92% 12/13 (12 primary faculty participated in community service) 3 new faculty hires are not included in this count as these faculty just started working in the 2014/15 academic year and have not started community service work.

Service Objective 2: MPH students will have opportunities to participate in service activities in the public health profession, in the community and in the university.				
Service Objective 2 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
2.1 At least one-two MPH students will serve on the MPH Program Committee and at least five MPH Students will serve on the MPH Student Advisory Board and one-three MPH students on the MPH Community Advisory Committee, and participate with faculty in MPH standing and ad hoc committees during the academic year.	1 to 2 students as members of the MPH Program Committee	Met 1 student	Met 1 student	Met 2 students
	5 or more students serving on the MPH Student Advisory Board	Met 21 students	Met 17 students	Met 26 students
	1-2 students serving on the MPH Community Advisory Board	Met 1 student	Met 1 student	Met 1 student
	MPH Community Service Committee	Committee not in place	Met 1 student	Met 1 student
	Applied Learning Experience Committee	Committee not in place	Committee not in place	Met 1 student
	MPH Research Committee	Committee not in place	Committee not in place	Met 1 student
	MPH Track Committees	Not Met No student participation	Not Met No Student Participation	Met 1 student for each committee
	MPH Core Course Committee	Committee not in place	Met 1 student	Met 3 students
MPH Workforce Development Conference Committee	Committee not in place	Committee not in place	Committee not in place	Committee not in place
2.2 All (100%) of the MPH students will participate in at least one community service activity during the completion of the MPH program.	100% All MPH students fulfill the community service requirement with the completion of one documented community service activity before graduation.	Not Met Requirement not in place as this time	Not Met Requirement not in place as this time	Partially Met Requirement not in place at this time for all MPH Tracks. Start-up phase for this requirement for CH Track with 35 students completing community service requirement in HEA531-Fall Semester, 2014. Full requirement implementation in place, fall semester 2015.
2.3 Eighty (80%) of MPH students will join and/or maintain their membership in at least one public health professional organization. .*	80%	Met 100% F/2012 - 27 students enrolled in HEA648 S/2013 - 51 students enrolled in HEA648	Met 100% F/2013 - 27 students enrolled in HEA648 S/2014 - 57 students enrolled in HEA648	Met 100% F/2014 - 31 students enrolled in HEA648 S/2015 - 45 students enrolled in HEA648
*All students are required to join a public health professional organization during the HEA643 Research Methods course.				

Service Objective 3: The MPH program will sponsor public health-related workforce professional development opportunities annually.				
Service Objective 3 Outcome Measure:	Target	2012/2013	2013/2014	2014/2015
3.1 The MPH Program will sponsor at least one public health workforce development opportunity during each academic year (workshops and or conferences).	At least one event per academic year.	Met 4 Integrative Health Conference, Nanotechnology: Sweat the Small Stuff Professional Development Course, Hazardous Waste Operations and Emergency Response Workshop, and School Health Leadership Institute	Met 2 Hazardous Waste Operations and Emergency Response Workshop and School Health Leadership Institute	Met 5 PA SOPHE Community Partnerships and Leadership for Health Conference, APHA Executive Director Question for Health Reform Presentation, Best Practices in Sensitive Care of the Pregnant Client with BMI>30 Conference, Hazardous Waste Operations and Emergency Response Workshop, and School Health Leadership Institute

Table 1.6. D. – FISCAL RESOURCES OUTCOME DATA					
MPH Fiscal Resources Goal: The MPH Program will have sufficient financial resources to support the program for each academic year as approved by the Dean, College of Health Sciences and the Department of Health Chair.					
MPH Fiscal Resources Objective 1: The MPH budget reflects sufficient income to support the program activities designed to meet the mission, goals and objectives.					
Fiscal Resources Objective 1 Outcome Measure:	Target	2012/ 2013	2013/ 2014	2014/ 2015	Fall 2015
1.1 The MPH budget reflects sufficient income to support the program activities designed to meet the mission, goals and objectives.	The Department Chair is able to obtain adequate financial resources for the MPH Program for every academic year	Met	Met	Met	Met
MPH Fiscal Resources Objective 2: The MPH Program will provide alternative workload assignments (AWAs) for program administration to the MPH Program Director and graduate workload assignments to MPH Coordinators (based on collateral duties and track enrollments) for fall and spring semesters.					
Fiscal Resources Objective 2 Outcome Measures:	Target	2012/ 2013	2013/ 2014	2014/ 2015	Fall 2015
2.1 A minimum of twenty-five (25%) AWA for MPH Program Director for each semester.	The MPH Program Director is assigned a minimum of 25% AWA for fall/spring semesters.	Met 50% release time per semester	Met 75% release time per semester	Met 75% release time per semester	Met 100% release time per semester
2.2 MPH Coordinators will be assigned graduate workloads based on collateral duties and track enrollments for each semester.	MPH Graduate Coordinators are assigned graduate workloads based on collateral MPH duties and Track enrollments	Met Dr Debra Bill, Dr. Stacie Metz Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)	Met Dr Debra Bill, Dr. Stacie Metz Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)	Met Dr Debra Bill, Dr. Stacie Metz Dr. Gopal Sankaran Dr. Mary Beth Gilboy (Assigned to 4 MPH Coordinators)	Met Dr Debra Bill, Dr. Harry Holt Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)

MPH Fiscal Resources Objective 3: The Department of Health will provide resources for professional growth and development for each academic year for all MPH faculty members.						
Fiscal Resources	Target	2012/	2013	2013/	2014/	Fall
Objective 2 Outcome Measures:				2014	2015	2015
3.1 All (100%) faculty receive \$1,500/faculty member/year for faculty professional growth and development.	100%	Met 100%	Met 100%	Met 100%	Met 100%	Met 100%
3.2 Newly hired tenure track faculty receive \$6000 for professional growth and development (start-up funds for first two years).	Funds assigned to new tenure track hires	Met 1 new tenure track hire (Dr. Mary Bowen)	Met 1 new tenure track hire (Dr. Neha Sunger)	Met 2 new tenure track hires (Dr. Harry Holt, Dr. Mathias Akuoko)	Met 1 new tenure track hire (Dr. Whitney Katirai)	Met 1 new tenure track hire (Dr. Whitney Katirai)

Table 1.7.I. MPH FACULTY AND OTHER RESOURCES OUTCOME DATA					
MPH Faculty and Other Resources Goal: The MPH Program will provide personnel and other resources sufficient to fulfill its stated mission, goals and objectives.					
MPH Faculty and Other Resources Objective 1: Retain sufficient faculty and staff resources to maintain the MPH Program.					
Outcome Measures - MPH Faculty and Other Resources Objective 1	Target	2012/2013	2013/2014	2014/15	Fall Semester 2015
1.1 A minimum of 3 core faculty for each elective track.	3 Primary MPH Faculty per Track	Not Met CH 4 HC M 3 EH 3 Nutrition 3 IH 1 (14 faculty)	Not Met CH 5 HC M 3 EH 2 Nutrition 3 IH 1 (14 faculty)	Met CH 6 HC M 4 EH 3 Nutrition 3 (16 faculty)	Met CH 6 HC M 4 EH 3 Nutrition 3 (16 faculty)
1.2 A minimum of twenty-five (25%) AWA for MPH Program Director for each semester	The MPH Program Director is assigned a minimum of 25% AWA for fall/spring semesters.	Met 50% release time per semester	Met 75% release time per semester	Met 75% release time per semester	Met 100% release time per semester
1.3 MPH Coordinators will be assigned graduate workloads based on MPH collateral duties and track enrollments.	MPH Graduate Coordinators are assigned graduate workloads based on collateral MPH duties and Track enrollments	Met Dr Debra Bill, Dr. Stacie Metz Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)	Met Dr Debra Bill, Dr. Stacie Metz Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)	Met Dr Debra Bill, Dr. Stacie Metz Dr. Gopal Sankaran Dr. Mary Beth Gilboy (Assigned to 4 MPH Coordinators)	Met Dr Debra Bill, Dr. Harry Holt Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)
1.4 The MPH Program will have one full-time staff position to sufficiently support the administrative functions of the program (i.e. data management, curriculum support, communications, admissions management, student support, stakeholder involvement, workforce development).	1 full-time MPH staff member	Met 1 full-time MPH staff member	Met 1 full-time MPH staff member	Met 1 full-time MPH staff member	Met 1 full-time MPH staff member

MPH Faculty and Other Resources Objective 1: Retain sufficient faculty and staff resources to maintain the MPH Program.					
Outcome Measures - MPH Faculty and Other Resources Objective 2	Target	2012/2013	2013/2014	2014/15	Fall Semester 2015
2.1 All (100%) faculty have offices with computers and printers.	100%	Met 100%	Met 100%	Met 100%	Met 100%
2.2 Library resources will meet the needs of MPH faculty and students as documented in the minutes of the MPH Program Committee and MPH Student Advisory Committee.	100%	Met 100%	Met 100%	Met 100%	Met 100%
2.3 All (100%) classrooms will be equipped with computer access and computer projectors.	100%	Met 100%	Met 100%	Met 100%	Met 100%
2.4 All classroom space will meet the needs of MPH faculty and students with one classroom for each course (ratio: 1 classroom for 1 course)	100%	Met 100%	Met 100%	Met 100%	Met 100%
2.5 All (100%) faculty receive \$1,500/faculty member/year for faculty professional growth and development.	100%	Met 100%	Met 100%	Met 100%	Met 100%

MPH DIVERSITY OUTCOME DATA					
MPH Diversity Goal: The MPH Program will achieve a diverse complement of faculty and students.					
MPH Diversity Objective 1: Students enrolled in the MPH Program will represent minority population groups.					
Diversity Objective 1 Outcome Measure:	Target	2012/2013	2013/2014	2014/2015	
1.2 At least 35% of enrolled MPH students will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial).	35%	Met 41%	Met 42%	Met 38%	
MPH Diversity Objective 2: The majority of students enrolled in the MPH Program will represent women.					
Diversity Objective 2 Outcome Measure :	Target	2012/2013	2013/2014	2014/2015	
2.1 At least 60% of enrolled MPH students will be women.	60%	Met 75%	Met 76%	Met 73%	
MPH Diversity Objective 3: Students enrolled in the MPH Program will represent international population groups.					
Diversity Objective 3 Outcome Measure:	Target	2012/2013	2013/2014	2014/2015	
3.1 At least 10% of the students enrolled in MPH Program will represent international population groups.	10%	Met 10%	Not Met 7.7%	Met 10%	
MPH Diversity Objective 4: Promote the recruitment and retention of a diverse MPH faculty.					
Diversity Objective 4 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015	
4.1 At least 20% of the MPH faculty will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial).	20%	Not Met 14%	Not Met 14%	Not Met 19%	
4.2. At least 60% of the MPH Faculty will represent women.	60%	Met 71% 10/14	Met 79% 11/14	Met 75% 12/16	

MPH FACULTY QUALIFICATIONS (GOAL, OBJECTIVES AND OUTCOMES)						
MPH Faculty Qualifications Goal: The MPH Program will ensure that its faculty complement possess the requisite qualifications for the training of MPH-level public health professionals.						
MPH Faculty Qualifications Objective 1: Retain high quality faculty to support the continued growth and development of the MPH Program.						
MPH Faculty Qualifications Objective 1 - Outcome Measures:	Target	2012/2013	2013/2014	2014/2015	Fall 2015	
1.1 All (100%) of the MPH core faculty have doctoral degrees in their areas of expertise.	100%	Met 100%	Met 100%	Met 100%	Met 100%	
1.2 At least 80% of the MPH core faculty also have an MPH degree or a related MS degree.	80%	Met 100%	Met 100%	Met 100%	Met 100%	
MPH Faculty Qualifications Objective 2: MPH faculty will hold additional certifications/licensures beyond the doctoral degree.						
MPH Faculty Qualifications Objective 2 -Outcome Measures:	Target	2012/2013	2013/2014	2014/2015	Fall 2015	
2.1 At least 70% of core faculty hold professional licensure and/or certifications in their area of expertise.	70%	Met 86% 14 Primary Faculty 12 Faculty hold licensure/ professional certifications	Met 86% 14 Primary Faculty,12 Faculty hold licensure /professional certifications	Met 75% 16 Primary Faculty, 12 Faculty hold licensure/ professional certifications	Met 75% 16 Primary Faculty, 12 Faculty hold licensure/ professional certifications	
MPH Faculty Qualifications Objective 3: MPH faculty will demonstrate continued professional growth and development.						
MPH Faculty Qualifications Objective 3 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015	Fall 2015	
3.1 All (100%) MPH core faculty follow the Teacher/Scholar Model in teaching, research and service for professional growth and development as documented in promotion, tenure and annual/five year reviews.	100%	Met 100%	Met 100%	Met 100%	Met 100%	

D. Description of the manner in which the self-study document was developed, including effective opportunities for input by important program constituents, including institutional officers, administrative staff, faculty, students, alumni and representatives of the public health community.

Preparation for this Self-Study began during spring semester of 2014. The MPH Program Administration began the process of determining the changes that needed to be done and which MPH committees and/or MPH faculty were responsible for these changes. The decision to have the MPH Program Committee be the primary group for the self-study process was a logical one as the majority of the members of this committee are involved with the graduate program. New MPH Program Committees were created to address CEPH criteria in the areas of research, service and workforce development. The new committees created policies and procedures for research, service and workforce development. The MPH Track committees continued their work in extensive review of course syllabi, creating student advising materials and program orientation materials. All course syllabi are competency based and contain MPH core/ track competencies linked to course objectives and assignments. All of these committees served as hands-on working groups during the past three semesters and made the changes needed to improve the program. Faculty provided essential information about teaching, research and service activities and all materials were reviewed and approved by the members of the MPH Program Committee. Any materials that needed approval from the entire Department of Health faculty were presented to faculty during departmental faculty meetings.

Outside participation in the Self-Study review process was accomplished through input from the Community Advisory Board (CAB), co-chaired by an MPH faculty member and a community representative. This committee provides suggestions for program changes with a focus on the practitioner's point of view. The members of the Community Advisory Board were involved in review of the Preliminary Self-Study during the summer, 2015.

The MPH Program Director produced the Preliminary Self-Study with input from MPH Committees, MPH Assessment Coordinators, the Community Advisory Board and Student Advisory Board. In addition to the writing, the MPH Program Director and Assessment Coordinators worked with the MPH committees, faculty and students to collect specific data and information for each section of the document. The Preliminary Self-Study was submitted to the Faculty of the Health Department, Provost, CHS Dean, and the Associate Dean. The Preliminary Self-Study was submitted to the MPH alumni and Community Advisory Board for review in July, 2015 with a comment sheet for feedback. Additionally, the Final Self Study is being reviewed by members of the Student Advisory Board. The comments from this student review will be available during the Site Visit. Students were not asked to review the Preliminary Self - Study as this document was submitted during the summer and student members of the SAB were not available during the summer for this preliminary review. The table below lists the MPH constituents who participated in the activities and work related assignments that resulted in revisions and improvements in the Self-Study criteria.

MPH Constituents Input and Participation in the Self-Study	
Self-Study Criteria	MPH Constituents
1.1. Mission	MPH Administration and MPH Faculty
1.2. Evaluation	MPH Administration, MPH Faculty, MPH Assessment Coordinators
1.3. Institutional Environment	CHS Administration, MPH Administration, Department Chair
1.4. Organization/Administration	CHS Administration, MPH Administration, Department Chair
1.5. Governance	MPH Administration, MPH Faculty
1.6. Fiscal Resources	CHS Administration, Department Chair, MPH Administration
1.7. Faculty and Other Resources	CHS Administration, Department Chair, MPH Administration
1.8. Diversity	CHS Administration, Department Chair, MPH Administration, MPH Faculty
2.1. Degree Offerings	MPH Program Administration
2.2. Program Length	MPH Program Administration
2.3. Public Health Core Knowledge	MPH Program Administration, MPH Faculty
2.4. Practical Skills	ALE Coordinator, ALE Faculty Supervisors, ALE Site Supervisors
2.5. Culminating Experience	ALE Coordinator, ALE Faculty Supervisors, ALE Site Supervisors
2.6. Required Competencies	MPH Assessment Coordinators, MPH Administration, MPH Faculty
2.7. Assessment Procedures	MPH Assessment Coordinators, MPH Administration, MPH Faculty
2.8. Bachelor's Degrees	Not Applicable
Self-Study Criteria	MPH Constituents
2.9. Academic Degrees	Not Applicable
2.10. Doctoral Degrees	Not Applicable
2.11. Joint Degrees	Not Applicable
2.12. Distance Ed./Exec. Degrees	Not Applicable
3.1. Research	MPH Research Committee, MPH Faculty
3.2. Service	MPH Faculty, MPH Community Service Committee, MPH Student Advisory Board Representatives
3.3. Workforce Development	MPH Workforce Development Committee, MPH Students, Community Advisory Committee,
4.1. Faculty Qualifications	CHS Administration, Department Chair, MPH Program Administration, MPH Faculty.
4.2. Faculty Policies and Procedures	CHS Administration, Department Chair, MPH Program Administration
4.3. Student Recruitment/Admissions	Admissions Office of Graduate Studies, MPH Program Administration.
4.4. Advising and Career Counseling	MPH Program Administration, MPH Faculty

E. Assessment of the extent to which this criterion is met, and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion has been met.

Criterion Strengths:

- **Comprehensive MPH Program Evaluation Plan:** There is a process for evaluating and monitoring the MPH program's overall efforts against its mission, goals and objectives through the establishment of a comprehensive evaluation plan.
- **Improved System for Data Management:** The MPH Evaluation Plan addresses the assessment activities for the scope of the program and provides specific details on evaluation management, data sources, times for data collection and all parties responsible for monitoring all program outcomes. Processes are in place to track student grades, student responses to the Student Post-Course Surveys, the

Student Exit Survey, Alumni Survey and Employer Survey. The Dean has provided the program with additional support for data management and collection and has increased AWA for faculty support in the data collection process. During the past academic year, Graduate Assistant allocations have increased and two of the Graduate Assistants are assigned to assist with data collection for program outcomes.

Criterion Weaknesses:

- There are no significant weaknesses in this criterion at this time. However, there are some challenges that still need to be addressed in the area of data collection with some of the surveys. **These challenges and plans for improving data collection for these surveys are described under Criteria 2.7 Assessment Procedures (2.7.F. Plans) on page 194.**

Criterion Plans:

The Role of the MPH Annual Report: The need for a formalized method of reporting program data to MPH constituents was recognized by the MPH Program Administration. The MPH Annual Report will now serve as the principal method to organize and track data from all sources outlined in Table 1.2.A. The MPH Program Director is responsible for preparing the MPH Annual Report. The objectives of the MPH Annual Report are to:

- Provide an organized format for reporting data from all assessment activities in the MPH Program.
- Serve as a monitoring document for program management.
- Serve as a monitoring document for the CEPH required data.
- Provide a reporting system to all MPH Program Committees for program reviews, revisions and improvements.
- Provide a reporting system to university administrators (the Dean and Associate Dean of the College of Health Sciences and the Department Chair).
- Provide data for future self-study documents.
- Provide data to monitor program goals and objectives, outcomes, student satisfaction and success.
- Provide data for creating the yearly MPH Action Plan and long range plans for the MPH Program Committee.

The first MPH Annual Report will be ready for review at the time of the Site Visit. Since some MPH Committees began their work during the past academic year, their committee reports were completed during summer and early fall, 2015. It is important to note that the MPH Annual Report will be distributed to all MPH Program constituents.

- **Preliminary Self Study Review:** During the summer, 2015, MPH constituents reviewed the Preliminary Self-Study. The review includes the Community Advisory Board, the MPH Faculty and members of the WCU administration. In the summer, reviewers were asked to provide comments on each section of the Self Study and these comments will be compiled and addressed in the Final Self-

Study. Student members of the SAB were asked to review the Final Self-Study and these comments will be available during the time of the Site Visit **Copies of emails requesting feedback for the review of the Preliminary Self-Study will be available during the Site Visit.**

1.3. Institutional Environment: The program shall be an integral part of an accredited institution of higher education.

Required Documentation: This self study document contains the following:

- A. A brief description of the institution in which the program is located, and the names of accrediting bodies (other than CEPH) to which the institution responds.**

West Chester University (WCU)

WCU, one of fourteen Pennsylvania State System of Higher Education universities, offers a comprehensive range of undergraduate programs built on a solid liberal arts core, select master's programs, and a variety of pre-and post-baccalaureate professional growth and post-baccalaureate certificate programs. Additionally, a post-masters DNP (Doctorate in Nursing Practice), a 35-credit online program was recently approved by the Pennsylvania State System of Higher Education (PASSHE) Board of Governors and is the first doctoral program at WCU. The University's 388 acre campus is located in the borough of West Chester and scenic and historic Chester County. It is 25 miles west of Philadelphia, 17 miles north of Wilmington and strategically located in the center of the mid-Atlantic corridor between New York City and Washington, DC and its major cultural and commercial institutions and recreational activities. Some 70 percent of WCU's undergraduates are drawn from and typically seek employment upon graduation in the five-county southeastern Pennsylvania/ Greater Philadelphia metropolitan region. The region enjoys a growing economy and its many high-technology industries attract highly educated professionals as employees and residents. The population, economic base, cultural offerings, and historical heritage of the greater Philadelphia and Northeastern metropolitan corridor are richly diverse.

WCU is part of the Commonwealth-owned State System of Higher Education, established in 1983 by the Pennsylvania legislature's Act 188 "to provide high quality education at the lowest possible cost to students." These universities are the only four-year, state-owned higher education institutions in the Commonwealth of Pennsylvania. The four levels of governance structure for the system are the Board of Governors, the Office of the Chancellor, fourteen institutional councils of trustees, and fourteen institutional presidents. The Board of Governors, which (like the Chancellor) is appointed by the governor of Pennsylvania for a four-year term (with no limit on the number of terms), sets system policy and provides final approval of all presidential appointments based on the chancellor's recommendation. The University is governed by a Council of Trustees (COT), the members of which are appointed by the governor for six-year terms (except for the undergraduate student trustee, whose term expires with her or his graduation). At least two members of the COT must be alums of the institution. Principal tasks of the COT include evaluating the president, monitoring the fiscal health of the institution, and approving all student fees. The COT has three standing committees: finance and administration, academic affairs, and student affairs.

WCU is now the fourth largest university in southeastern Pennsylvania and the largest in the State System. It is organized into six major divisions including the president's area and the Divisions of Academic Affairs, Administrative and Fiscal Affairs, Information Services, Student Affairs, and University Advancement.

The management tools developed over the past several years— distributed leadership, the complement management system, the academic year model, and the entrepreneurial spirit represented by these tools and epitomized by the nationally renowned summer school program— all bode well for the continued success of the University in a rapidly changing, increasingly competitive higher education environment. In the area of curriculum development and review, the University has shown the ability to develop innovative and academically sound programs responsive to workforce needs and student interest, such as the MPH, unique Graduate Certificate programs tailored to the working professional, such as Emergency Preparedness in Public Health and Health Care Management, and Gerontology, and the Bachelor of Science (B. S.) in Pharmaceutical Product Development .

In regards to the political environment, there has never been a time when the importance of education, higher or otherwise, has ever been viewed as greater to the public interest. On the other hand, there has never been a time when a confluence of political, economic, and social factors have resulted in such differing opinions about: 1) whether education, higher or other-wise, is a public or private good and, consequently, how it should be funded, and 2) how the long-term interests represented by the nations' education needs can be balanced against other costly social needs. Regardless, the University's location, its established reputation for quality, its emerging presence as a center for the cultural arts in Chester County, its innovative programs that are establishing its presence as an academic force in the region, its improving technology, and the accomplishments of its faculty that are achieving regional and national attention, did bode well for its accomplishing the following "transformations" to ensure its vitality well into the 21st century. These transformations and the goals essential to their achievement, formed the essence of the University's *Plan for Excellence* in the 21st century:

- West Chester University will increase its responsiveness to the educational and cultural needs of its region.
- West Chester University will make student success its defining characteristic.
- West Chester University will strengthen its commitment to pluralism, access, equity, and a supportive campus climate for a diverse community of students, staff, faculty, and administrators.
- West Chester University will increase its investment in the continued development of the skills and knowledge of its faculty, staff, and administrators.
- West Chester will diversify the base of its physical and fiscal resources and increase the effectiveness with which they are managed.

Since 2001, West Chester University has been guided by *The Plan for Excellence*. This document has served the institution well. Indeed, the goals outlined in *The Plan for Excellence* has largely been realized. *Building on Excellence (the new WCU Strategic Plan)* is now providing a blueprint for future institutional growth and development based on the solid foundation developed over the past decade. The new plan succeeds the *Plan for Excellence*, which has focused on achieving excellence. The new plan, *Building on Excellence* is guiding every area of university operation, from budgets to program assessment, and directly supports progress for the Pennsylvania State System of Higher Education accountability measures and the areas of accomplishment they represent. (Refer to the Building on Excellence link for more details about this comprehensive strategic plan <http://www.wcupa.edu/StrategicPlanning/>).

WCU continues to build on its well-earned national reputation for excellence, value, and student success. The University is one of three Pennsylvania schools ranked in the top 100 *Kiplinger* “best buys” among 500 public four-year colleges and universities, recognition that WCU has earned for six consecutive years. In its 2013 and 2014 rankings, *U.S. News and World Report* names West Chester University among the best regional universities in the North. The University’s national accreditations are another sign of institutional excellence. Additionally, service learning is an integral component of many courses at West Chester and the keystone of the Honors College. In 2013-2014, WCU students provided more than 600,000 hours of volunteer service in Chester County and as far away as South Africa. WCU has been classified by the Carnegie Foundation as a Community Engaged University.

Among the highlights for this past year, the National Association of Schools of Art and Design awarded accreditation to the University’s art program, and WCU’s business programs were reaccredited for the next five years by the Association to Advance Collegiate Schools of Business.

Accrediting Bodies at West Chester University

MSCHE	Middle States Commission on Higher Education
ABET	Accreditation Board for Engineering and Technology
ACCME	Accrediting Council for Continuing Medical Education
ACS	American Chemical Society
AOSA	American Orff Schulwerk
ASHA	American Speech-Language-Hearing Association
CAAHEP	Commission on Accreditation of Allied Health Education Programs
CAATE	Commission on Accreditation of Athletic Training Education
CACREP	Council for Accreditation of Counseling and Related Educational Programs
CADE	Commission on Accreditation of Dietetics Education
CCNE	Commission on Collegiate Nursing Education
Cork	Committee on Accreditation for Respiratory Care
CSWE	Council on Social Work Education
EHAC	National Environmental Health Science and Protection Accreditation Council
IRA	International Reading Association
NASAD	National Association of Schools of Art and Design
NASM	National Association of Schools of Music
NAST	National Association of Schools of Theatre
NCATE	National Council for the Accreditation of Teacher Education
OAKE	Organization of American Kodaly Educators
PDE	Pennsylvania Department of Education

Nationally Recognized Programs

ACTFL	American Council on Teaching Foreign Languages
AMLE	Association of Middle Level Education
CEC	Council for Exceptional Children
IRA	International Reading Association
NAEYC	National Association for the Education of Young Children
NCSS	National Association for Social Studies
NCTE	National Council for Teachers of English
NCTM	National Council for Teachers of Mathematics

- B. One or more organizational charts of the university indicating the program's relationship to the other components of the institution, including reporting lines and clearly depicting how the program reports to or is supervised by other components of the institution.**

West Chester University's Administration Organizational Chart in the following link on page 9 of the WCU Fact Book 2012.

http://www.wcupa.edu/infoservices/oir/documents/FactBook2012_000.pdf

The MPH Program's Relationship to the University's System of Governance

The President is the chief executive officer of the University. The University is organized into six major divisions - academic affairs, administration and fiscal affairs, advancement, information services, external operations, and student affairs - each headed by a vice president reporting directly to the president. The Vice president for Academic affairs also holds the title of Provost. In addition to the six vice presidents, the offices of Governmental Relations, Planning and Analysis, and Social Equity report directly to the President. The Provost and Vice President for Academic Affairs are responsible for the general administration, organization, and development of all academic programs and related instructional services of the University. The Division of Academic Affairs consists of a College of Arts and Sciences and four professional colleges: the College of Business and Public Affairs, the College of Education, the College of Health Sciences, and the College of Visual and Performing Arts.

The three major bodies involved in the governance of the University are:

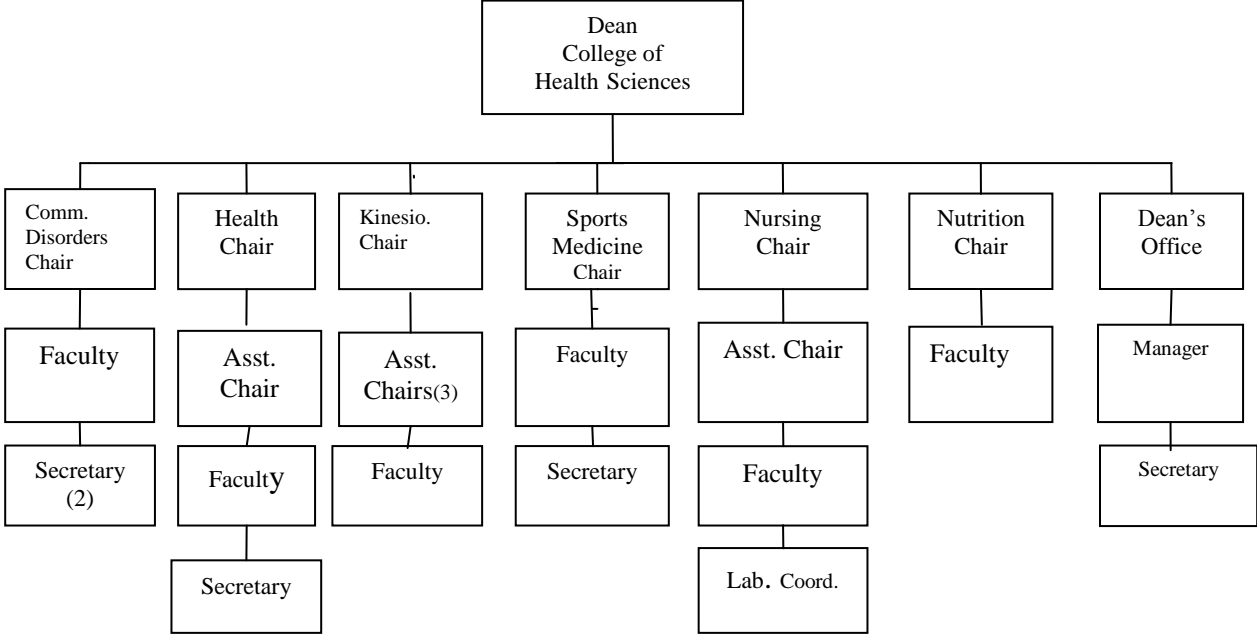
- **The University Faculty Senate**: The University Faculty Senate consists of both teaching and non-classroom faculty and is elected annually by the faculty. This body makes policy recommendations to the president on any matter relating to the academic life of the University.
- **The Association of Pennsylvania State College and University Faculty (APSCUF)**: APSCUF's Delegate Assembly consists of 49 delegates chosen by election from the University's colleges, schools, and non-classroom faculty units. This body deals with all issues related to the Collective Bargaining Agreement (CBA). Contractual committees' by-laws— including those for the University Budget Committee (UBC), the Curriculum and Academic Policies Council (CAPC) and its subcommittees, the Tenure and Promotion (TeP) Committee, and the Sabbatical and Educational Leave (SEL) Committee are determined by APSCUF.
- **The University Forum**: The forum was created in 1989 to provide a role for groups that had been underrepresented in University consultation and communication processes. It consists of representatives from the faculty, support staff, undergraduate and graduate student bodies, and management.

Given that the University operates within the constraints of extremely comprehensive faculty and staff collective bargaining agreements, little has changed in the case of the formal governance structures of the University. On the other hand, the management climate of the University has undergone changes. Those changes can be attributed to three factors. All senior management positions, from the level of the academic deans up,

are filled by permanent appointments. Second, the "teacher-scholar" model has provided a guide for faculty efforts congruent with the mission and goals of West Chester University as a regional, comprehensive university. The model has encouraged a broadened definition of scholarship and greater integration of faculty research and other scholarly activities with the instructional process. Third, past President Madeleine Wing Adler accomplished a much-needed change in perspective on university management. Dr. Adler introduced the concept of a "distributed leadership" model upon her arrival. In this model, centralized decision-making was drastically reversed and it is the source of much of the University's current success.

The distributed leadership model under which the University currently operates insists upon each manager being accountable for the decisions she or he makes, but it also provides the necessary authority to effect those decisions. This model has certainly helped the Department of Health move forward with the needed changes for the graduate public health program. WCU believes that good ideas come from throughout the University and from many people, rather than a few. The distributed leadership model provides the Department Chair with the ability to make important decisions about resource and budget allocations for the MPH program. But more importantly the distributed leadership model has enabled the faculty in the Department of Health, especially the Director of the MPH Program, to share the responsibility for creating and implementing the vision and changes for the MPH Program.

College of Health Sciences
Organizational Chart



The College of Health Sciences consists of the Departments of Communication Sciences and Disorders, Health, Kinesiology, Sports Medicine, Nursing and Nutrition. The Dean of the College of Health Sciences is responsible for the administration of these departments in conjunction with the department Chairs. The graduate programs in the

Department of Health are the Master of Public Health (MPH), the Master of Education (M.Ed.) in School Health, the Graduate Certificate in Health Care Management, the Graduate Certificate in Emergency Preparedness in Public Health, the Graduate Certificate in Integrative Health, and the Graduate Certificate in Gerontology. These programs are administered using a distributed leadership model. The Department Chair is responsible for overall administration of the department's academic programs. However, the Chair has delegated responsibility for each of the major programs in the department to a lead faculty member. These responsibilities are agreed to by the faculty member and the faculty at large. The faculty member's responsibilities for program leadership become a formal part of their expectations for employment that forms the basis for decisions related to tenure, promotion and anniversary evaluations. Based on the size and need of the respective programs, the lead faculty member may oversee the program alone, or in conjunction with other faculty. For example, each of the four graduate certificates noted above has designated a faculty coordinator with responsibility for student advising, recommending curriculum revisions, and graduation clearances. Typically, these responsibilities are handled exclusively by the coordinator, though, as needed, items are brought before the full faculty via the Chair. The MPH program is under the supervision of the MPH Program Director, who is aided by coordinators for each of the tracks, the MPH committee chairs and the MPH faculty. The Director of the MPH Program is vested with the authority to serve as the prime manager of the MPH. The track coordinators monitor the operations of their respective track, direct advising, direct applied learning experiences, and regularly assess the effectiveness and learner outcomes of their tracks. The MPH committee chairs assess the effectiveness of their committees and monitor activities related to their committees' responsibilities. All of these constituents report directly to the MPH Program Director. As needed, faculty within each track assists the track coordinator with advising, supervision of applied learning experiences and assessment.

The Department of Nutrition is not connected to the Health Department in the College of Health Sciences Organizational Chart. The MPH Nutrition Track is connected to the Department of Health's Organizational Chart. The MPH Nutrition Track is the only division of the Nutrition Department that is part of the MPH Program (**refer to the Department of Health's Organizational Chart in Criteria 1.4. A, page 53**).

C. Description of the program's involvement and role in the following:

- budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees and support for fund-raising.**

Budgeting

The annual budget for the College of Health Sciences is based on a pre-defined formula that factors full time faculty complement, historical budget needs, student credit hour production, student majors, laboratory support and contractual obligations. The budget for the Department of Health is based on similar determinants and is distributed to the Department Chair by the Dean. The Department Chair informs the MPH Program Director the budget for the program. If a particular need arises, the Chair negotiates the need with the Dean. The Department and MPH program do not determine the distribution of tuition and fees. Once the Department receives funds, the Chair distributes the funds to the programs, including the MPH, in the department.

Role of the Chair in the Budget Process for the MPH Program

The Chair has direct management control over the general operating budget of the Department, the separate educational services fees allocation, and any special or restricted funds received from the Dean, Provost or President. The Department budget includes new faculty development packages (\$6,000 start up fund over the 1st two probationary years) and a pool of professional development funds (\$1500/per year for each tenure track/tenured faculty). The total allocation to the Department of Health each year is shared by the Chair at an initial faculty retreat at the start of each year, and through regular updates throughout the year.

Program needs are solicited by the Chair from each program. If needs arise for which there are no dedicated funds, the Chair will carry that request to the Dean of College of Health Sciences for support. To date, no request for supplemental funds in support of the MPH program has been denied by the Dean, the Provost or the President.

Each year, the Program Director discusses personnel needs with the Chair. The Chair then brings the personnel needs to the Dean of the College of Health Sciences. The Dean makes the decision on which personnel requests to pursue in the college. The Dean then takes these personnel requests to the Provost who advocates for positions with the University Academic Budget Committee.

Resource Allocation for the MPH Program

As noted above under Budget Process for the MPH Program, Department budgets are determined by the University using the budgeting process previously described and an annual program budget request is not submitted by the MPH Program Director. At the department level, allocations to the MPH program are approved by the Chair upon request by the MPH Program Director. Annual expenses such as laboratory supplies, office materials, educational materials, accreditation fees, travel funds and the like are well documented and regularly discussed within the program to assure that resource allocations are adequate. The Dean controls personnel dollars and all decisions regarding allocations for overload or other additional personnel compensation is made at the Dean's level, upon recommendation from the Chair. The mechanism currently in place to allocate dollars within the program consists of: informing the faculty of the annual budget, allocating funds for de facto line items (i.e., faculty travel dollars, lab supplies, office supplies, phones, etc.), and then soliciting additional requests for the remaining discretionary dollars. As noted, if dedicated funds are not available for a program need, a special request is forwarded to the Dean. To date, no request for additional funds in support of the MPH Program has been denied.

Allocation of other resources, (i.e., lab and classroom space) is initially communicated through the Dean's Office to a centralized University Space Management and Allocation Committee. This group allocates all physical space in the University, with allocations based on course offerings, number of faculty, and special needs, i.e., multi-media equipment, labs, etc.

Indirect Cost Recoveries

The WCU Policy on Allocation of Indirect Cost (IDC) Recovery From Externally Funded Grants/Contract Awards: The Federal Office of Management and Budget, in document OMB-A-21, defines allowable direct and indirect costs for federal grants and contracts. **Direct costs** are those that can be specifically identified as budget line items within a funded project; Indirect costs (IDC) are associated with general infrastructural support of the funded project. **Indirect costs** are real costs to the University, associated with carrying out extramurally funded research projects. WCU believes that IDC funds recovered from grants/contract awards should be used to enhance its Teacher-Scholar model, which is inclusive of effective teaching, research/scholarship, and service/student engagement activities. To promote engagement of faculty in research and to provide incentives for the pursuit of sponsored initiatives, the following distribution of **IDC** (also referred to as "overhead") funds received by West Chester University of Pennsylvania as part of extramural grant and contract awards are made as follows:

- **Principal Investigator (PI): (15 %):** Funds to be deposited in a WCU special account as "IDC- (name of the PI)," will be assigned an "SAP Cost Center Code," and will be used only for educational and professional development related activities. If more than one PI, the 15% allocation will be distributed accordingly.
- **Office of the Dean of Academic Colleges/Division/Program: (10%):** Funds to be deposited in a WCU special account as "IDC- (name of the Academic College/Division/Program)," will be assigned an "SAP Cost Center Code," and will be used only for educational and professional development related activities. In the case of Division of Student Affairs, the 10% will be allocated to the Office of the Vice President. If more than one PI from more than one College/Division/ Program, the 10% IDC allocation will be distributed accordingly to the Offices of the Deans.
- **Office of Chairperson of Department/Unit within a College/ Division/Program: (10 %):** Funds to be deposited in a WCU special account as "IDC- (name of the Academic Department/Unit within a College/Program)," will be assigned an "SAP Cost Center Code," and will be used only for educational and professional development related activities. If more than one PI from more than one Department/Unit within a College/Division/Program, then the 10% IDC allocation will be distributed accordingly to the Offices of the Chairpersons.
- **Office of Sponsored Research: (55%):** Funds to be deposited in a WCU special account as "IDC- Sponsored Research" and will be assigned an "SAP Cost Center Code." Funds will be used to reinvest in professional development related activities to include incubation of prospective sponsored research ideas before development into fundable grant proposal, continuing professional development of faculty members, mini-travel awards to support grants/contract initiatives, grants/contract development incentives awards, and special projects. Additionally, these funds will support the following annual events: University Research Day, Student Research & Creative Activities Award, Annual Sponsored Research Award and Celebration, University Outstanding Sponsored Research Awards, International Festival, etc.

- **Office of Administration and Fiscal Affairs: (10%):** Funds will be used to support and enhance the effectiveness of post-award administration and reporting. It is further understood that 90% of the IDC recovered from external grants stays with a self-support entity or unit, and 10% goes to Fiscal Affairs for its support of the unit grant. Other exceptions to the IDC allocation formula must have the written approval of the Provost/Vice President of Academic Affairs; with input from the Associate Vice President of Sponsored Research. This IDC policy is effective for a five-year period for all new awards that begin on April 20, 2009, and can be extended for additional five-year period.

Distribution of Tuition and Fees

The MPH Program does not retain tuition and fees. Tuition and fees are deposited into a general University account. Allocations from the Provost are used for the operating budget, accreditation fees, scholarships for students, faculty development, etc.

Support for Fund Raising

- **Office of Sponsored Research (OSR):** The OSR encompasses all aspects of pre-award administration, including sponsor identification, proposal preparation, proposal review, proposal submission, pre-award negotiation, human subjects and animal welfare review, verification of any cost sharing or matching requirements, patent negotiation, and university approval and authorization of proposals. Specifically, the OSR assists the researcher in identifying potential sources of funds, maintaining information on procedures for applying for funds from various agencies, maintaining a stock of standard application forms for commonly approached agencies and handling all other responsibilities pertaining to the grant after the award is made including monitoring expenses, filing progress reports, monitoring indirect cost return and ensuring that funds are expended according to University policy and federal requirements.
- **The WCU Foundation:** The Foundation is responsible for privately funded endowment, scholarship and other general University projects. It often requests funding from foundations for University projects and it solicits support from private benefactors. The WCU Foundation also works with the OSR when applications for sponsored projects are submitted to agencies responsible for the distribution of private funds. The WCU Foundation is approached when seeking funding from private sources. The Foundation is responsible for coordinating submissions to such agencies from all constituencies at the University and only they can clear a proposal for submission to private sponsors. Such coordination is vital to the development of good relationships between private sources and the University.

– personnel recruitment, selection and advancement, including faculty and staff – academic standards and policies, including establishment and oversight of curricula

Personnel Recruitment

Several advantages enable the University to hire high caliber faculty, administration and staff year after year. These advantages include geographic location, a positive reputation, campus climate, the high quality of current faculty, and the salary and benefits package. WCU administration and faculty salaries are competitive nationally, and there is

flexibility in negotiating an appropriate salary for new faculty based on the candidate's market value and qualifications. The Collective Bargaining Agreement (CBA) provides salary "steps" for each rank that result in healthy annual increases over a contract period. This provision is particularly advantageous in negotiating salary with a candidate. Only in the case of high-demand areas (e.g., accounting, computer science) does the University occasionally find itself in a disadvantage in competing with peer institutions.

Prospects are also made aware of the support provided by the University for its Faculty. Some of the support is competitively awarded, but there is a strong effort to ensure that new faculty members receive adequate professional development opportunities in the form of travel funds, necessary technology, software, databases, Alternative Workload Assignments (AWA); and other forms of support to assist the development and pursuit of their scholarly activities. Prospects are also informed about the University's contract-defined evaluation, tenure, and promotion processes.

MPH Staff Recruitment

The MPH Program Director serves as the Chair for the Search Committee for MPH staff members. The MPH Program Director was the Chair of the Search Committee for the MPH secretary position (hired in fall semester, 2014). As Search Committee Chair, the MPH Program Director, followed all of the recruitment and hiring protocols from Social Equity. This Search Committee also included the Associate Dean and the Department of Health secretary.

Additionally, the MPH Program Director was one of the Search Committee members for the College of Health Sciences Graduate Recruiter. The MPH Program is the largest graduate program in the College of Health Sciences and the Graduate Recruiter plays an important role in student recruitment. It was important for the MPH Program Director to serve on the committee to participate in the selection of a Graduate Recruiter who understood the student needs in the MPH Program.

MPH Program Recruitment—Practice and Policies

Once faculty needs are articulated by the MPH Program Director to the Chair, the Chair prepares a formal request to the Dean of College of Health Sciences for permission to implement a search. A needs assessment reflecting the University's strategic plan, accreditation guidelines, current faculty productivity, program size, and potential for enhanced productivity and program growth upon hiring the new faculty member are the key pieces to this request. If tenure-track lines are available, the Provost, upon negotiation with the Dean, makes the final decision to award lines to the College. If lines are not available, the Provost negotiates with the Academic Budget Committee (ABC) to grant new tenure-track lines. If approved, the Department prepares the search materials, including a formal recruitment plan. All aspects of the search must be approved by the Office of Social Equity before an ad can be placed and applications solicited. The recruitment plan includes standard ad placements (such as *The Chronicle of Higher Education*) and targeted placements (usually in disciplinary websites and journals). For the MPH Program the targeted placements have included *The Nation's Health*, *The Epidemiology Monitor*, direct mailings to Schools of Public Health, CEPH accredited graduate programs, University website, and via the faculty's professional network. An approved recruitment plan stipulates the next steps in the process: interview questions, scoring instruments, selection of candidates for phone interviews; selection of candidates

for the on-campus interviews; the teaching and research presentations before the faculty and students; and the final selection process. Once finalists are selected and ranked by the faculty, the Chair recommends the candidates to the Dean. The Dean makes the actual offer of employment to the candidate.

Selection and Advancement

University administration and staff participate in yearly evaluations. Advancement for the administration and staff often is dependent upon reclassification of current positions or moving to a new position within the University. Faculty follow the CBA guidelines for tenure and promotion.

Academic standards and policies, including establishment and oversight of curricula

The Curriculum and Academic Policies Council (CAPC) is responsible for establishing academic policies and monitoring academic standards for the University on the Graduate and Undergraduate levels. All program curriculum changes and revisions must be approved by CAPC. Approval is needed for new courses, degree name changes and new curriculum requirements such as pre-requisites and courses to be offered in an online format. The Office of the Associate Provost provides staff and support for CAPC and it monitors and informs the campus community about various academic policies. The Office of the Associate Provost also makes decisions on student petitions/appeals if the petition/appeal cannot be addressed satisfactorily at a lower level.

Oversight and management of the MPH Program curriculum is under the direction of the MPH Program Committee. Elective Track Coordinators are responsible for reviewing and revising curriculum components for their elective track courses. Individual faculty will propose changes for their particular courses and these changes are reviewed by the Track Coordinators. When the need for change occurs the Coordinators will present the reasons for change to the MPH Program Committee. When major curriculum changes are needed, they are brought before the entire Department. During a time of program change and revision, all departmental faculty members provide feedback on curriculum changes and all faculty members are updated on programmatic changes. The Department Chair then forwards the curriculum changes through the office of the Dean of the College of Health Sciences. After the Dean's approval, proposed changes are reviewed by the CAPC. The Graduate Program Subcommittee of CAPC reviews changes and recommends adoption or rejection of proposed changes to the full CAPC committee. CAPC recommendations are then given to the Provost for final approval. CAPC is charged with the coordination of all programs and curricula throughout the University. CAPC review and approval is required for all revisions in programs or courses.

D. If a collaborative program, descriptions of all participating institutions and delineation of their relationships to the program.

The MPH Program does not work with collaborative institutions at this time.

E. If a collaborative program, a copy of the formal written agreement that establishes the rights and obligations of the participating universities in regard to the program's operation.

The MPH Program does not work with collaborative institutions at this time.

F. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion has been met.

Criterion Strengths

- **WCU has a strong administrative base** to support all academic programs. The MPH Program is an integral part of the academic community at WCU. University administrators recognize the value of this degree and fully support the continued growth of the MPH Program.
- **WCU is accredited by a number of accrediting bodies** including Middle States Commission on Higher Education. The University is under sound fiscal management. The distributed leadership and TEAM models, along with a commitment to shared governance, provide core management principles that enable WCU to make effective fiscal choices, encourage an innovative management culture, and make every person important in the functioning of the institution. The University's commitment to these management principles has increased the fiscal soundness of the institution. Distributed leadership has had a positive impact on the Department of Health. This flexibility has been a key factor allowing the Department of Health to cope with stable operating budgets in the face of increasing costs.
- **Distributed leadership principles** have been widely accepted at the upper levels of the administration and have extended in some cases to the level of chairs in academic departments, third-and fourth-line managers, and even individual faculty and staff. Collective bargaining agreements are effected at the State level for faculty and staff at WCU.
- **The President of West Chester University, Dr. Greg R. Weisenstein**, is one of the strongest supporters of the MPH program. He fully understands the need for well-qualified public health practitioners in our region. Through the distributive leadership model, the Chair of the Department of Health has been able to implement program changes along with providing the necessary resources for those changes. The Faculty have been able to participate fully in the MPH Program management as shared governance is practiced at all levels of the institution.

Criterion Weaknesses

- There are no significant weaknesses in this criterion at this time.

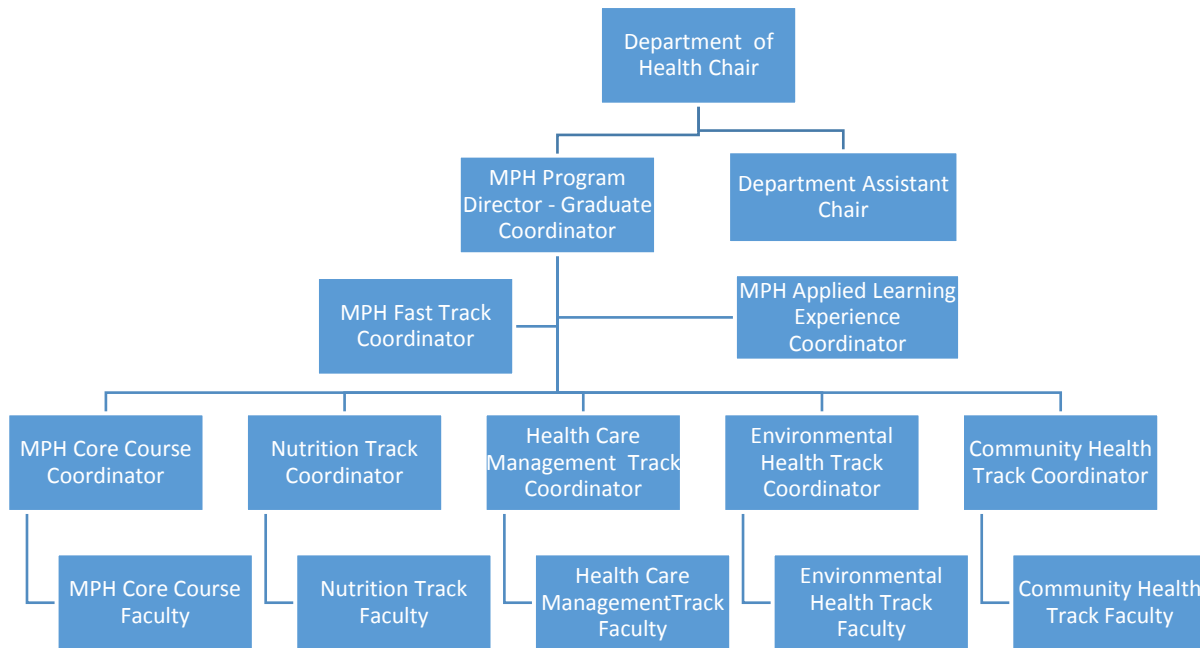
Criterion Plans

- As with many MPH Programs, especially within State institutions, budget and resource allocation continues to be a challenge. The MPH Program continues to work with the Dean of the College of Health Sciences to ensure that it is continued to be recognized as one of the leading graduate programs at WCU. With this recognition, there is expectation to receive continued support for additional faculty and other resources to maintain the growth and development of the MPH Program.

1.4. **Organization and Administration:** The program shall provide an organizational setting conducive to public health learning, research and service. The organizational setting shall facilitate interdisciplinary communication, cooperation and collaboration that contribute to achieving the program’s public health mission. The organization structure shall effectively support the work of the program’s constituents.

A. MPH Program Organization Chart

Department of Health - MPH Program Organizational Chart - Fall 2015



B. Description of the interdisciplinary coordination, cooperation and collaboration that occur and support public health learning, research and service.

The Role of the Department Chair

A faculty member who serves as Chair of the Department provides the leadership for the Department of Health. The Chair receives 75% AWA during the fall and spring semesters, as outlined in the CBA, plus a 9-week full-time summer contract to perform departmental administrative duties. The current Department Chair, Dr. Bethann Cinelli serves as an advocate for the MPH Program and works directly with the Dean of the College of Health Sciences to acquire appropriate funding and resources for program implementation.

The Role of the Assistant Chair

The Assistant Chair of the Department provides additional administrative support to the Department and receives 25% alternate work assignment during the fall and spring semesters. The release time associated with this position is discretionary and not determined by the CBA.

The Role of the MPH Program Director/Graduate Coordinator

The MPH Program Director receives a 25% Alternative Work Assignment (AWA) per semester to manage the MPH Program. The major responsibility of the MPH Program Director is to oversee all activities related to program compliance to CEPH accreditation standards and management of accreditation related tasks. Additionally, the MPH Program Director oversees the programs goals, objectives, and outcomes, program curriculum revisions, monitoring assessment activities, student recruitment and retention, student application approval, general student advising through attending Graduate Open Houses, community service placement, and clearance for graduation. The MPH Program Director position is not a full-time position and the 25% AWA is equivalent to release from one course per semester. The MPH Program Director also receives 6 credits of AWA during the summer which is equivalent to summer payment for two courses (the summer AWAs began in the summer, 2013). **Dr. Lynn Carson serves as the current MPH Program Director.** At this point in time Dr. Carson is assigned to teach two MPH courses for fall and spring semesters with one AWA per semester. Within the last three years, the MPH Program Director has been assigned a graduate teaching load. When assigned a graduate teaching load, a faculty member is responsible for teaching 3 courses per semester. When receiving an AWA with a graduate teaching load, the faculty member is assigned to teach two courses a semester. Before that time the MPH Program Director also had teaching assignments in the undergraduate Public Health/Health Promotion Program. During the preparation of the Self-Study, the MPH Program Director received an additional 50% AWA for each semester. The current MPH Program Director also receives an AWA as Assistant Chair.

The MPH Program Director also serves as the Graduate Coordinator for the Department of Health. All Graduate Coordinators now receive AWA assignments based on their programs enrollments for each previous academic year. At the present time, the MPH enrollments have resulted in two AWAs for each semester for the academic years 2013/14 and 2014/15. Two AWAs for each semester will continue for the next academic year based on the enrollments for the 2014/15 academic year.

It is important to note that most AWA allocations are discretionary, designated by the Provost and assigned by the Dean of the College of Health Sciences. The allocations can change each academic year.

The Role of the MPH Track Coordinators

The MPH Program Director is assisted by Track Coordinators in each MPH track. These Track Coordinators are responsible for administration of the program tracks. The administration tasks administered include, management of track competencies, objectives and outcomes, student advising, track enrollment management, curriculum revisions, curriculum updates, course changes, and management of track specific course evaluations.

The Elective Track Coordinators for the MPH Program are:

Dr. Debra Bill	Community Health
Dr. Gopal Sankaran	Health Care Management
Dr. Charles Shorten	Environmental Health
Dr. Mary Beth Gilboy	Nutrition
Dr. Donald McCown	Integrative Health (serves as track coordinator until all of the students in this track graduate)
TBD	MPH Core Course Coordinator

The MPH Fast Track Program Coordinator (Undergraduate WCU Students)

The MPH Fast Track Coordinator oversees the growth of the MPH Fast Track Program for undergraduates at WCU. The MPH Fast Track Coordinator is responsible for student recruitment and marketing the MPH Fast Track Program and the MPH Fast Track Student Orientation Program. The MPH Fast Track Coordinator prepares orientation materials for the orientation program that is offered every spring semester. The MPH Fast Track Coordinator works closely with undergraduate and MPH advisors for effective student advising for successful transition from undergraduate students to graduate students. **The current MPH Fast Track Coordinator is Dr. Lynn Carson.**

The Applied Learning Experience Coordinator

The Applied Learning Experience Coordinator oversees the Applied Learning Experience (Practicum and Culminating Activity). The ALE Coordinator approves practice sites, serves as the faculty supervisor for the ALE and coordinates the MPH Poster Session. The ALE Coordinator monitors the assessment procedures for students and site supervisors. To ensure that students have the exposure to diverse practice sites, the ALE Coordinator reviews the types of services that are offered at these sites. It is important to note that many of our ALE sites are located in medically underserved areas in urban and rural communities within our region. These sites include non-profit community health agencies and county/local health departments. Examples of services provided by these sites include maternal/infant health programs, nutrition education programs for children and adults, and anti-tobacco programs/tobacco cessation programs for underserved and at-risk population groups. The ALE I and II Guidelines and Appendices are updated and revised by the ALE Coordinator. **The current ALE Coordinator is Dr. Lynn Carson.**

The MPH Committees

Currently the MPH has established 10 working committees. Due to the growth of the program during the past three years, four additional committees were added to our original six committees to provide program management in a variety of areas. The new standing committees include the following:

- The MPH Community Service Committee
- The MPH Research Committee
- The Applied Learning Experience Committee
- The Workforce Development Committee

All of the standing committees provide direction for program management and are essential to continued program growth and development. These committees include a

number of MPH constituents (administration, faculty, students and community representatives). All committee members are essential in the governance of the MPH Program and input from all constituencies ensures that the MPH Program is meeting the needs of the students and the public health profession. Representatives from each committee meet at the end of the academic year with MPH program leadership to discuss changes and recommendations for program improvement. Additionally committee chairs prepare annual reports that document committee activities and action plans. The Annual Reports of each committee are included in the MPH Annual Report that is submitted to the Dean and Associate Dean of the College of Health Sciences and the Chair of the Department of Health. **Please refer to Criteria 1.5 Governance on page 59 for a complete description of the MPH Committees.**

The Department of Health Secretary/MPH Secretary

The Department of Health secretary (Ms. Jessica McMahan) is responsible for providing some of the clerical support to the MPH Program. This includes management of the MPH course schedule and administrative tasks for the MPH Program. During the summer, 2013, the Interim Dean provided additional clerical support with the addition of an MPH secretary. A search was completed at the end of January, 2015 and Ms. Stephanie Kienle was hired as the permanent MPH secretary. In her role as the MPH secretary, Ms. Kienle is now responsible for all clerical activities related to the MPH Program. These activities include: maintaining student electronic files, management of student correspondence and student contact, coordinating MPH course schedules and taking minutes at MPH committee meetings. Ms. Jessica McMahan continues to serve as secretary to the Department of Health and has continued her previous support for the MPH Program as and when needed.

B. A description of the manner in which interdisciplinary coordination, cooperation and collaboration occur to support public health learning, research and service.

WCU promotes and supports collaboration for interdisciplinary research and service within the university and with other institutions, and with businesses and civic organizations. Academic Affairs Initiative grants bring together faculty from different departments to develop innovative curricula and programs. The MPH program offers elective tracks in community health, environmental health, nutrition and health care management which promote faculty collaboration within the College of Health Sciences (Department of Health and the Nutrition Department). Interdisciplinary and Diverse Communities courses are now a general education requirement for undergraduate students. The Department of Health provides two health courses (Humans and the Environment and Transcultural Health) that fulfill this general education undergraduate requirement.

WCU faculty members have also demonstrated system-wide collaborative efforts. For example, the Communicative Disorders Department conducts a graduate program via distance learning in collaboration with the Dixon Center in Harrisburg. Keystone University Network (KUN), the State System wide Virtual University, is a collaboration among faculty from all fourteen universities that constitute the State System of Higher Education. WCU is a member of the Delaware Valley Distance Learning Consortium. Faculty in mathematics, biology, chemistry, and sociology hold leadership positions in discipline-based system-wide organizations. The faculty of the Francis Harvey Green Library is active in system-wide efforts such as the Keystone Library Network, the

Documents and Map Association (DOMA) of the State System of Higher Education, and State System Database Task Force.

College of Health Sciences

A new Community Outreach Program office has been established in the Dean's Office to provide College-wide coordination of a variety of interdisciplinary efforts. These efforts include the Continuing Medical Education program for physicians, and the University Outreach Program in association with the Amazon Center for Environmental Education and Research (ACEER). The ACEER program coordinates educational workshops and research opportunities in the Peruvian Amazon and Andes for universities nationwide.

Department of Health

Collaborative and interdisciplinary relationships are fully supported by the Dean of the College of Health Sciences, the department Chair and the faculty in the Department of Health. A University Academic Initiative Grant was received by the Department of Health in 1999 to promote the building of interdisciplinary graduate programs within the university. The result was the revision of the M.S. in Health: Public Health to the MPH Program with its interdisciplinary focus. As for interdisciplinary relationships, some of the elective and track courses in the MPH program are open to students from other graduate programs in Nursing, Sports Management, Applied Statistics and Social Work. MPH students can also enroll in courses in other graduate programs with the permission of the faculty advisor and the MPH Program Director (this option is available for the students who have free elective options within their elective tracks). The Certificate in Gerontology is a collaborative effort that incorporates courses in Kinesiology, Nursing and Social Work. On the undergraduate level, the Minor in contemplative Studies is the largest enrolled multidisciplinary minor at WCU.

Within the Department of Health, faculty from the public health disciplines that are contributing to the MPH program include public health education, community health, school health, health care management and environmental health. Many of the faculty members in the Department of Health participate in interdisciplinary projects with other faculty members or groups/organizations outside of the university. Collaborative work is highlighted in the section on research and service.

Nutrition Department

In fall 2013, the Nutrition Department was established to provide undergraduate education in nutrition and dietetics. Through interdisciplinary cooperation and planning, the MPH Program still retains the Nutrition elective track within the Department of Health. All nutrition track courses have the NTD prefix and are cross listed under the Department of Nutrition and Department of Health course schedules for course registration. During 2013 a cooperative agreement document was put in place to ensure that both department Chairs will ensure that the Nutrition Elective Track continues its current growth and development. An addendum to this agreement was added in September, 2015 to address the transition from the MPH degree to the MSCN (**refer to Resource File 1 Appendix B for a copy of these agreements**).

C. **Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans related to this criterion.**

This criterion has been met.

Criterion Strengths

- **Strong Administrative Base for the MPH Program:** The MPH Program has a strong administrative base for continued program growth and development. From the Department Chair, the MPH Program Director to Track Coordinators, all faculty/administrators have worked effectively in managing the MPH Program. This is evidenced in the tremendous growth over the past three years as seen in student enrollment and course offerings. The Track Coordinators have put a tremendous amount of effort in managing the program growth and have increased the number of course offerings and course formats (i.e., distance learning, accelerated courses, and day/evening course sections). The faculty/administrators have been able to respond quickly and responsibly to the challenges of program growth during the past three years.
- **Strong Interdisciplinary Cooperation:** WCU promotes and supports collaboration for interdisciplinary research and service, within the university and with other institutions, and with businesses and civic organizations. The MPH Program offers interdisciplinary course options for other graduate programs at WCU. The Nutrition Department provides faculty to the MPH Program for the Nutrition Elective Track. The faculty continues to reach outside of the Department of Health to collaborate in a variety of settings in the area of research and service (please refer to the sections of research and service within this document for additional details about faculty collaborative activities in these areas).

Criterion Weaknesses

- There are no major weaknesses in this criterion at this time.

Criterion Plans

- **The Administrative Base for the MPH Program:** The MPH Program has a strong administrative base for continued program growth and development. This includes the, Dean, Associate Dean, the Department Chair, the MPH Program Director and Track Coordinators. All MPH Program administrators will continue to collaborate to manage all aspects of the MPH Program and continue to monitor related accreditation criteria to meet compliance requirements.

- 1.5. **Governance.** The program administration and faculty shall have clearly defined rights and responsibilities concerning program governance and academic policies. Students shall, where appropriate, have participatory roles in the conduct of program evaluation procedures, policy setting and decision making.

Required Documentation: The self-study document includes the following:

- A. **A list of standing and important ad hoc committees, with a statement of charge, composition and current membership for each.**

Table 1.5. A. Department of Health Standing Committees Relating to the MPH Program, Academic Years 2012–2015		
Department of Health/MPH Committees	Reports To	MPH Faculty Members
MPH Program Committee (Standing Committee)	Chair, Department of Health, the Dean, College of Health Sciences	The MPH Program Director (Chair), all current MPH faculty with two student representatives. Members of this committee and their affiliations are found on pg. 60 of this report.
MPH Community Advisory Board (Standing Committee)	MPH Program Director	Co-Chairs (one MPH faculty member and one CAB member), the MPH Program Director, community and professional members from each track, MPH Alumni, MPH Elective Track Coordinators and one MPH student representative. Members of this committee and their affiliations are found on pg. 62 of this report.
MPH Elective Track Committees (Standing Committees)	MPH Program Director	Each elective track has its own MPH Elective Track Committee. Each Track Coordinator serves as a committee chair. All faculty members in each of the elective tracks are assigned to these committees Each elective track committee has at least one student member. Members of this committee and their affiliations are found on pg. 61 of this report.
MPH Core Course Committee (Standing Committee)	MPH Program Director	The MPH Core Course Coordinator (Chair), all MPH core course faculty and a student representative. Members of this committee and their affiliations are on pg. 64 of this report.
MPH Community Service Committee (Standing Committee) (New Committee Added in Spring, 2013)	MPH Program Director	The MPH Community Service Coordinator (Chair), all MPH Elective Track Coordinators and the WCU Director of Community Service Learning, the MPH Program Director, and a student representative. Members of this committee and their affiliations are found on pg. 64 of this report.
MPH Research Committee (Standing Committee) (New Committee added in Fall, 2014)	MPH Program Director	MPH Research Coordinator (Chair), MPH Program Director, MPH Faculty, one MPH student representative. Members of this committee and their affiliations are found on pg. 66 of this report.
MPH Applied Learning Experience Committee (Standing Committee) (New Committee added in Fall, 2014)	MPH Program Director	The ALE Coordinator (Chair), the ALE Faculty Supervisors, Site Supervisors and a student representative. Members of this committee and their affiliations are found on pg. 67 of this report.
MPH Public Workforce Development Committee (Standing Committee) (New Committee added in Spring, 2013)	MPH Program Director	The MPH Public Health Workforce Development Committee Coordinator (Chair), MPH faculty assigned to this committee when their elective track is responsible for planning annual conferences and/or workshops with one student representative. Members of this committee and their affiliations are found on pg. 67 of this report.
MPH Student Advisory Board (Standing Committee)	MPH Program Director/Student Advisory Committee Faculty Advisor	An MPH faculty advisor with five or more MPH students, one from each track and 1 -2 students to represent the MPH Fast Track with other student representatives as needed. Student elected officers include: President, Vice President and Secretary. Members of this committee and their affiliations are found on pg. 65 of this report.
TeP Committee (Tenure, Evaluation and Promotion Committee) (Standing Committees)	Department Chair	A TeP Chair and three faculty members assigned to each tenure track faculty or tenured faculty member needing a five year review in the Department of Health.

MPH Standing Committee Responsibilities

MPH Program Committee: This committee is responsible for curricular planning and evaluation of the MPH Program. This committee ensures overall compliance with MPH Program Goals, Objectives and Outcomes along with overall compliance with CEPH Criteria. The committee manages data collection for the MPH Annual Report and this includes measurement of the MPH Program objectives and outcomes along with feedback from all MPH Committees with recommendations and action plans for program improvement. This committee reviews and prioritizes recommendations and action plans for MPH Program changes and improvements. The recommendations and action plans are presented to the CHS Dean, the Associate Dean and the Department Chair in the MPH Annual Report. The **MPH Annual Report** is prepared by the MPH Program Director and submitted to the CHS Dean, Associate Dean, and the Department Chair and includes the data from the MPH Program Committee Annual Report. The **MPH Program Committee Annual Report** serves as the reporting and documentation mechanism for this committees' work throughout the academic year.

The MPH Program Committee Annual Report includes the following:

- Summary of MPH Program Committee accomplishments during the prior academic year.
- Identification of any major issues or concerns addressed by this committee.
- Review of program resources (including the WCU Library, classrooms, labs)
- Summary of reports from MPH Coordinators
- Plans for upcoming academic year based on review of this committees program accomplishments and challenges
- Review of MPH Program mission, goals, objectives and outcomes.
- Review and revisions of MPH Assessment Plan.
- Inclusion of student names, tracks and semester participation on this committee.
- Copies of the meeting agendas and minutes.

MPH Program Committee Members	
Committee Members	Constituent Representation
Dr. Lynn Carson (Chair)	MPH Program Director/ CH Faculty
Dr. Debra Bill	Community Health Track Coordinator/ CH Faculty
Dr. Stacie Metz	MPH Core Course Coordinator/CH Faculty
Dr. Sharon DeJoy	CH Faculty
Dr. Christine William	CH Faculty
Dr. Mary Bowen	CH Faculty
Dr. Gopal Sankaran	Health Care Management Track Coordinator/HCM Faculty
Dr. Tanya Gatenby	HCM Faculty
Dr. Harry Holt	HCM Faculty
Dr. Mathais Akuoko	HCM Faculty
Dr. Charles Shorten	Environmental Health Track Coordinator/EH Faculty
Dr. Maura Sheehan	EH Faculty
Dr. Neha Sunger	EH Faculty
Dr. Mary Beth Gilboy	Nutrition Track Coordinator/Nutrition Faculty
Dr. Lynn Monahan	Nutrition Faculty
Dr. Joanne Christaldi	Nutrition Faculty
Dr. Donald McCown	Integrative Health Track Coordinator/IH Faculty
Allison Casola	MPH Student Representative
Melissa Heivly	MPH Student Representative

MPH Track Committees (Track Committee for each track: Community Health, Health Care Management, Nutrition, and Environmental Health): These committees ensure that each track is in compliance with MPH Program Goals, Objectives and Outcomes and are responsible for the evaluation related to each MPH Elective Track. The committees ensure compliance with CEPH Criteria related to education, evaluation and competencies for MPH Elective Track courses. Each committee collects data for the **MPH Elective Track Coordinators' Annual Report**. The data collected measures the MPH Program objectives, outcomes and competencies along with feedback from the MPH Elective Track Committees with recommendations for program improvement and action plans for program improvement. These committees prioritize action plans for the track during the upcoming academic year. The **MPH Elective Track Committee Annual Report** serves as the reporting and documentation mechanism for each elective track committees' work throughout the academic year. This annual report is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

MPH Elective Track Committees Annual Reports include the following:

- Summary of Track accomplishments during the prior academic year.
- Identification of any major issues or concerns addressed by this committee.
- Review of program resources for the elective track.
- Plans for upcoming academic year based on this committee’s review of program accomplishments and challenges.
- Management of track/core competencies and tracking students' success in attaining track core competencies including student grades in track courses (fall/spring semesters) and student course evaluations (Survey Monkey or Qualtrics - fall/spring semesters)
- Identification with plans for improvement of course areas where the course outcomes or student evaluations were not met.
- Plans for track changes (i.e., course additions, deletions, major changes in course content, etc).
- Any additional information that pertains to the track that needs to be addressed.
- Competency measurements for each track and core courses and report any change in competencies
- Student participation documentation for track meetings with student names and track affiliations.
- Copies of meeting agendas and minutes.

Community Health Elective Track Committee	
Committee Members	Constituent Representation
Dr. Debra Bill (Chair)	Community Health Track Coordinator/CH Faculty
Dr. Lynn Carson	CH Faculty
Dr. Stacie Metz	CH Faculty
Dr. Sharon DeJoy	CH Faculty
Dr. Christine William	CH Faculty
Dr. Mary Bowen	CH Faculty
Dana Vannicola	CH/MPH Student Representative

Environmental Health Elective Track Committee	
Committee Members	Constituent Representation
Dr. Charles Shorten (Chair)	Environmental Health Track Coordinator/EH Faculty
Dr. Maura Sheehan	EH Faculty
Dr. Neha Sunger	EH Faculty
Clifford Van Keuren	MPH /EH Student Representative

Health Care Management Elective Track Committee	
Committee Members	Constituent Representation
Dr. Gopal Sankaran (Chair)	Health Care Management Track Coordinator/HCM Faculty
Dr. Tanya Gatenby	HCM Faculty
Dr. Harry Holt	HCM Faculty
Dr. Mathais Akuoko	HCM Faculty
Oluwafemi A. Adegboyega	MPH /HCM Student Representative

Nutrition Elective Track Committee	
Committee Members	Constituent Representation
Dr. Mary Beth Gilboy (Chair)	Nutrition Track Coordinator/Nutrition Faculty
Dr. Lynn Monahan	Nutrition Faculty
Dr. Joanne Christaldi	Nutrition Faculty
Mariam Bishara	MPH/Nutrition Student Representative

MPH Community Advisory Board (CAB): The leadership of this committee was reformulated to include direct community strategic oversight and guidance. The Community Advisory Board (CAB) has two co-chairs. **Dr. Debra Bill serves as the faculty co-chair and Ms. Christine Dzembowski** (Prevention Specialist- Holcomb Behavioral Health) serves as the community member co-chair. These co-chairs develop meeting agendas with topics of discussions for each meeting. This committee consists of key leaders/representatives of county, state and health care organizations in the Chester County/Delaware Valley region. MPH alumni also serve on this committee. The committee is charged to review the overall MPH Program in terms of community needs and future directions in public health. Committee members review the MPH curriculum and MPH accreditation documents related to the program. The members of this committee provide recommendations for program revisions and changes along with support for practicum and career advisement. Members also provide opportunities in public health related to internships, careers in public health, and opportunities for MPH students and faculty to engage in public health-related research and service. All MPH faculty attend these meetings along with the Dean and/or Associate Dean of the College of Health Sciences and student representatives. The **MPH Community Advisory Board Committee Annual Report** serves as the reporting and documentation mechanism for this committees' work throughout the academic year. This annual report is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

The MPH Community Advisory Board Annual Report includes the following:

- Summary of CAB accomplishments during the prior academic year.
- Identification of any major issues or concerns addressed by this committee.
- Plans for upcoming academic year based on review of this committees program accomplishments and challenges.
- Inclusion of CAB members' names and affiliations for past academic year.
- Inclusion of student names, tracks and semester participation on this committee.
- Copies of meeting agendas and minutes.

The current community committee members with their affiliations are found in the following table.

Table 1.5.A.1 MPH Community Advisory Board				
Name	Title	Mailing Address	Phone	Email Address
C. Michael Baysinger, MPH	Deputy Director for Personal Health Services Montgomery County Health Department	1430 DeKalb Street P. O. Box 311 Norristown, PA 19404-0311	610-278-5117 ext. 6704	mbaysing@montcopa.org
Debra Bill, MPH, PhD, MCHES (Co-Chair)	Professor West Chester University	303 Sturzebecker Health Science Center West Chester, PA 19383	610-436-6941	Dbill@wcupa.edu
Amy Braunlein	Senior EHS Specialist QVC	1200 Wilson Drive MC169 West Chester, PA 19380	484-701-1289	Amy.Braunlein@qvc.com
Lynn Carson, Ph.D., MCHES	Professor West Chester University	304 Sturzebecker Health Science Center West Chester, PA 19383	610-436-2138	Lcarson@wcupa.edu
Jeanne Casner, MPH, PMP	Director, Chester County Health Department	601 Westtown Road Suite 290 West Chester, PA 19390	610-344-6233	jcasner@chesco.org
Bethann Cinelli, D. Ed.	Professor West Chester University	207 Sturzebecker Health Science Center West Chester, PA 19383	610-436-2931	Bcinelli@wcupa.edu
Rebecca DelRossi, RD, LDN, MPH	Senior Counselor Medifast Weight Control Center	1006 Poplar Avenue Glenolden, PA19036		Rebecca.Delrossi@medifastcenters.com
Michael J. Duncan	System President and CEO The Chester County Hospital and Health System	701 East Marshall Street West Chester, PA 19380	610-431-5101	mikeduncan@cchosp.com
Joy Dvornicich, MPH, CEM	Area Emergency Manager, Region III Dept. of Veterans Affairs/EMSHG	1601 Kirkwood Highway VAMC/Montchanin Annex Wilmington, DE 19805	302-994-2511 ext. 7532	Joy.Dvornicich@va.gov
Chrissie Dziembowski, MPH (Co-Chair)	Prevention Manager Holcomb Behavioral Health Systems	126 E. Baltimore Pike Media, PA 19063	484-444-0412	cdziembo@holcombhhs.org
Julie Funk, MS, RD, CDE	Director Community Health and Wellness Services Chester County Hospital	701 East Marshall Street West Chester, PA 19380	610-431-5542	jfunk@cchosp.com
Stephen Gambascia, PhD, MPH	Assistant Dean for Academic & Student Affairs College of Nursing and Health Professions Drexel University	1505 Race Street 2 nd Floor (Dean's Suite) Philadelphia, PA 19102	215-762-8405	Sfg23@drexel.edu
Laura Milazzo Mackiewicz	Event and Volunteer Coordinator, La Comunidad Hispana	731 W. Cypress Street Kennett Square, PA 19348	610-444-7550 ext. 256	Lmackiewicz@lchps.org
Emily Smith Miller, MPH, CPH	Wellness Coordinator, The Wellness Champions		443-350-0236	chestercountypa@wellnesschampions.org
Selena Morresi, MPH, CTTS, CHES	Project CONNECT, Caron Treatment Centers	243 N. Galen Hall Road Wernersville, PA 19565	610-659-9109	Smorresi@caron.org
Ethel K.A. Richards, MBA, MPH, CPH	Strategic Operations Specialist, Cancer Treatment Centers of America	1331 E. Wyoming Avenue Philadelphia, PA 19124	215-537-7169	ethel.richards@ctca-hope.com
Margaret Rivello, MBA	Director Chester County Health Department (retired)	980 East Penn Drive West Chester, PA 19380	610-692-8527	margaretrivello@hotmail.com
Mike Werner, JD	Environmental Consultant and International Project Developer	509 Susan Drive West Chester, PA 19380	610-429-1176	MTWernerEsq1@verizon.net
Rosemary Wurster, MPH, RN, CEN, NE-BC	Director of Magnet and Professional Excellence Main Line Health	130 S Bryn Mawr Avenue 1 st Floor Gerhard Building Bryn Mawr PA 19010	484-337-4327	WursterR@MLHS.org
Dana Vannicola	MPH Student Representative	West Chester University		dvanacola@wcupa.edu

MPH Core Course Committee: This committee ensures overall compliance with MPH Program goals, objectives, outcomes and evaluation related to core courses, while ensuring compliance with CEPH Criteria related to education, evaluation and competencies for MPH Core courses. This committee collects data regarding MPH Program objectives, outcomes and competencies for the **MPH Core Course Coordinators' Annual Report** and includes feedback with recommendations for program improvement and action plans while prioritizing MPH core course action plans for the upcoming academic year. The **MPH Core Course Committee Annual Report** serves as the reporting and documentation mechanism for this committee's work throughout the academic year. This annual report is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

The MPH Core Course Committee Annual Report includes the following:

- Summary of Core Course accomplishments during the prior academic year.
- Identification of any major issues or concerns addressed by this committee.
- Review of program resources for MPH core courses.
- Plans for upcoming academic year based on review of this committees program accomplishments and challenges.
- Management of core competencies/objectives and tracking students' success in attaining core competencies including student grades in track courses (fall/spring semesters) and student course evaluations (Survey Monkey or Qualtrics - fall/spring semesters)
- Identification of course areas that need improvement with plans for improvement during the next academic year (only if the course outcomes or student evaluations were not met).
- Plans for track changes (i.e., course additions, deletions, major changes in course content, etc).
- Any additional information that pertains to the track that needs to be addressed.
- Report change in competencies.
- Competencies measurements for each core courses.
- Documenting student participation in meetings with student names and track affiliations.
- Copies of meeting agendas and minutes.

MPH Core Course Committee	
Committee Members	MPH Core Course Representation
Chair	TBD
Dr. Sharon DeJoy	Social/Behavioral Health
Dr. Christine Williams	Social/Behavioral Health
Dr. Gopal Sankaran	Epidemiology
Dr. Tanya Gatenby	Health Care Management
Dr. Maura Sheehan	Environmental Health
Dr. Neha Sunger	Environmental Health
Dr. Mary Bowen	Research Methods
Dr. Lynn Carson	Practicum/Applied Learning Experience
Allison Casola	MPH Student Representative

MPH Community Service Committee: This committee ensures overall compliance with MPH Program goals, objectives, outcomes and evaluation related to service. This committee ensures compliance with CEPH Criteria related to service and oversees data collection for the **MPH Community Service Annual Report**. The data gathered measures the MPH Program objectives and outcomes related to service and provides the committee with feedback to form recommendations for program improvement action plan development, and action plan prioritization. The **MPH Community Service Committee Annual Report** serves as the reporting and documentation mechanism for this committees' work throughout the academic

year and is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

The MPH Community Service Committee Annual Report includes the following:

- Summary of MPH Community Service Committee accomplishments during the prior academic year.
- Data that measures compliance with community service objectives and outcomes.
- Identification of any major issues or concerns addressed by this committee.
- Summary of student community service reports from MPH Track Coordinators.
- Plans for upcoming academic year based on review of this committees' program accomplishments and challenges
- Inclusion of faculty names, track affiliations and other member's names and role in the committee for past academic year.
- Inclusion of student names, tracks and semester participation on this committee.
- Copies of meeting agendas and minutes.

MPH Community Service Committee	
Committee Members	Constituent Representation
Dr. Debra Bill (Chair)	Community Service Coordinator/Community Health Track Coordinator
Ms. Jodi Roth-Saks	WCU Director of Service Learning and Volunteer Programs
Dr. Lynn Carson	MPH Program Director
Dr. Gopal Sankaran	Health Care Management Track Coordinator
Dr. Charles Shorten	Environmental Health Track Coordinator
Dr. Mary Beth Gilboy	Nutrition Track Coordinator
Dana Vannicola	MPH Student Representative

MPH Student Advisory Board (SAB): This committee provides the MPH Program Committee with advice on all program matters of importance to students, in order to assure student participation in the governance of the MPH Program. Five or more students from the MPH program make up this committee - one student representative from each elective track, and one student to represent the MPH Fast Track with other students added as needed. Students elect officers that include a President, Vice President, and Secretary. The committee meets at least three times during each semester. At least 1 - 2 students serve as representatives to the MPH Program Committee and attend all relevant departmental faculty meetings. Change of composition of this committee occurs when students resign or are replaced as they graduate. **Dr. Stacie Metz was the Faculty Advisor for the SAB.** During the time of this accreditation review period, Dr. Metz and the SAB members developed the current Student Satisfaction Survey, the Alumni Survey and the Employer Survey. The SAB members worked with Dr. Metz on coordinating data analysis and collection during spring semester, 2014. The **MPH Student Advisory Board Annual Report** serves as the reporting and documentation mechanism for this committees' work throughout the academic year and is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report. **Dr. Whitney Katirai** now serves as the Faculty Advisor for the SAB.

The MPH Student Advisory Board Annual Report includes the following:

- Summary of Student Advisory Board accomplishments during the prior academic year.
- Identification of any major issues or concerns addressed by this committee.
- Review of program resources (including the WCU Library, classrooms, labs)

- Plans for upcoming academic year based on review of this committees program accomplishments and challenges.
- Summary of Surveys (survey revisions, data collection points, data reporting for the Student Exit Survey, Alumni Survey, and Employers' Survey)
- Inclusion of student names, tracks and semester participation on this committee.
- Copies of meeting agendas and minutes.

Table 1.5.A.2 The MPH Student Advisory Board Members (2014/15)	
SAB Positions	MPH Student
President	Allison Casola
Vice President	Brenda Frutos
Secretary	Dana Vannicola
Graduate Student Association Correspondent	Rachel Hykel
Social Networking and Publicity Chair	Stacy Wright
Community Health Elective Track Representative	Philip Atoyebi
Health Care Management Elective Track Representative	Oluwafemi Adegboyega
Nutrition Elective Track Representatives	Noreen Forkin and Mariam Bishara
Environmental Health Elective Track Representative	TBA
Integrative Health Elective Track Representative	Varian Adebisi
International Student Representative	Femi Adegboyega
MPH Fast Track Representative	Jordan Buckley

MPH Research Committee: This committee ensures overall compliance with MPH Program goals, objectives, outcomes and evaluation related to research. This Research Committee ensures compliance with CEPH Criteria related to research, establishes research priorities and tracks faculty and student research productivity. This committee provides recommendations for research improvement, develops action plans and prioritizes action plans.. The **MPH Research Committee Annual Report** serves as the reporting and documentation mechanism for this committees' work throughout the academic year and is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

The MPH Research Committee Annual Report includes:

- Summary of the Research accomplishments during the prior academic year.
- Data that measures compliance with the research objectives and outcomes.
- Identification of any major issues or concerns addressed by this committee.
- Review of program resources to promote faculty/student research
- Plans for upcoming academic year based on review of this committees program accomplishments and challenges
- Inclusion of student names, tracks and semester participation on this committee.
- Track student and faculty participation in Research (include track affiliation, and research projects)
- Copies of meeting agendas and minutes.

MPH Research Committee	
Committee Members	Constituent Representation
Dr. Mary Bowen (Chair)	Research Methods/Community Health Track
Dr. Stacie Metz	Biostatistics/Community Health Track
Dr. Sharon DeJoy	Social/Behavioral Health/Community Health Track
Dr. Maura Sheehan	Environmental Health/Environmental Health Track
Dr. Donald McCown	Integrative Health Certificate
Brittany Paris	MPH Student Representative

MPH Applied Learning Experience (ALE) Committee: This committee ensures overall compliance with MPH Program goals, objectives, outcomes and evaluation related to the MPH culminating activity and the practice (practicum) experience. The ALE Committee ensures compliance with CEPH Criteria related to the culminating activity and practice experience and collects data for the **ALE Committee Annual Report**. The data focus on the ALE sites, ALE Faculty Advisors and ALE Site Supervisors and student evaluations. This committee continues to monitor the progress of the ALE, continues to revise ALE requirements (as needed) along with establishing ALE priorities provides recommendations for ALE improvement, develops action plans and prioritizes action plans for the upcoming academic year. The **MPH/ ALE Committee Annual Report** serves as the reporting and documentation mechanism for this committees' work throughout the academic year and is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

The MPH/ALE Committee Annual Report includes the following:

- Summary of ALE accomplishments during the prior academic year.
- Identification of any major issues or concerns addressed by this committee (supervision, and site placements).
- Provision of data to measure compliance with ALE objectives and outcomes.
- Review of program resources for ALE management.
- Plans for upcoming academic year based on review of this committee’s program accomplishments and challenges.
- Inclusion of ALE site information with student Major Project titles for the academic year.
- Tracking of student success in completing the ALE (i.e., review of evaluation, recording student grades, etc.)
- Documented student participation in track and core course meetings with student names and track affiliations.
- Copies of meeting agendas and minutes.

MPH Applied Learning Experience Committee	
Committee Members	Constituent Representation
Dr. Lynn Carson (Chair)	ALE Coordinator/ALE Faculty Supervisor
Dr. Mary Beth Gilboy	ALE Faculty Supervisor
Dr. Debra Bill	ALE Faculty Supervisor
Dr. Bethann Cinelli	ALE Faculty Supervisor
Selena Morresi	Adjunct ALE Faculty Supervisor/ALE Site Supervisor
Christine Dzembowski	Adjunct ALE Faculty Supervisor/ALE Site Supervisor
Melissa Heivly	MPH Student Representative

MPH Public Health Workforce Development Committee: This committee ensures overall compliance with MPH Program goals, objectives, outcomes and evaluation related to Public Health Workforce Development. The Public Health Workforce Development Committee ensures compliance with CEPH Criteria related to the workforce development, establishes annual conference priorities, monitors the progress of the yearly conference provides recommendations for conference improvements, develops action plans and prioritizes the action plans for the upcoming academic year. The **MPH Public Health Workforce Development Committee Annual Report** serves as the reporting and documentation mechanism for this committees' work throughout the academic year and the annual report is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

The MPH Public Health Workforce Development Committee Annual Report includes the following:

- Summary of the Public Health Workforce Development Committee's accomplishments during the prior academic year.
- Identification of any major issues or concerns addressed by this committee.
- Review of program resources to promote conference planning and promotion.
- Plans for upcoming academic year based on review of this committees program accomplishments and challenges
- Inclusion of student names, tracks and semester participation on this committee.
- Faculty names and track affiliations for past academic year and other non-faculty members (i.e., community members, public health professionals, etc).
- Copies of meeting agendas and minutes.

MPH Public Health Workforce Development Committee (2013/2014)	
Committee Members	Constituent Representation
Dr. Stacie Metz (Chair)	PA SOPHE Conference Committee Planning Chair/MPH Community Health
Dr. Lynn Carson	PA SOPHE Conference Committee Member/MPH Community Health
Dr. Debra Bill	PA SOPHE Conference Committee Member/MPH Community Health
Dr. Sharon DeJoy	PA SOPHE Conference Committee Member/MPH Community Health
Amanda Blue	PA SOPHE Conference Committee Member/CHS Outreach Manager
Molly Eggleston, MPH, CPH, MCHES	PA SOPHE Conference Committee Member/MIDAS Project Manager - University of Pittsburgh
Stephanie Kuppersmith, MPH, CHES	PA SOPHE Conference Committee Member/Director of Community Health, Reading Hospital
Christiana Wilds, Dr.PH, MPH, CHES	PA SOPHE Conference Committee Member/Senior Program Officer, Highmark Foundation.
Lindsay Smith, MPH	PA SOPHE Conference Committee Member/Health Educator, Chester County Health Department
Allison Casola	MPH Student Representative
Dana Vannicola	MPH Student Representative
Oluwafemi A. Adegboyega	MPH Student Representative

TEP Committee (Tenure, Evaluation and Promotion Committee): This committee is responsible for faculty evaluation associated with the tenure and promotion process as stipulated by the Collective Bargaining Agreement. Each Faculty member in the Department is assigned a TEP committee composed of three faculty members. Faculty members on this committee cannot be in the evaluation process for tenure, promotion or in their five-year evaluation term. A change in composition of this committee occurs when a faculty member retires or leaves the institution. Newly tenured/promoted faculty replaces the vacated position. Each TEP Committee is comprised of a Chair and two faculty members.

MPH Ad Hoc Committee Responsibilities

Faculty Search Committees: The purpose of these committees is to conduct all aspects (i.e. development of job specifications, placing ads, conducting on-campus interviews, reviewing credentials and references, etc.) of approved faculty searches. This committee recommends usually three acceptable candidates for final review and recommendation to the department faculty. Each search committee is composed of at least three faculty members. The Department Chair selects the Chair of the Faculty Search Committee and two or more department faculty to coordinate the search for the new faculty member.

Additional MPH Ad Hoc Committees: Based on program need (identified by the MPH Program Committee or university administration or other MPH Program constituents) additional committees may be needed to address program issues/concerns or new initiatives. These committees will be in place for the time needed to work on these areas. When the issues have been resolved or new initiatives are in place these committees will no longer be needed.

Meeting Schedules for MPH Committees	
MPH Committee	Meeting Schedule
MPH Program Meeting	Once a month during the academic year
MPH Track and Core Course Committees	Once a semester during the academic year
MPH Community Advisory Board	Once a semester during the academic year
MPH Community Service Committee	Met twice a month during the 201113/14/15 academic year - will now meet once a semester during the academic year.
MPH Student Advisory Board	Once a month during the academic year
MPH Research Committee	Once a semester during the academic year
MPH Applied Learning Experience Committee	Once a semester during the academic year
MPH Public Workforce Development Committee	Meet once month during the academic year when working on an MPH sponsored conference, once a semester when not working on MPH sponsored conference.
TEP Committee	Meet as needed with TEP Chair during the academic year
MPH Faculty Search Committees	Meet as needed during the time of the faculty search.
Other MPH Ad Hoc Committees	Meet as needed.

Important Note (MPH Committee Meetings, Agendas and Minutes): Due to the increased numbers of new MPH committees in fall semester, 2014, some of these committees met informally and did not record minutes. Additional committee agenda/meeting minutes will be available during the Site Visit.

B. Identification of how the following functions are addressed within the program’s committees and organizational structure:

– General program policy development

General program policy development for the MPH program follows the guidelines of the Office of Graduate Studies and Extended Education. The Council of Graduate Coordinators is responsible for working with the Dean of Graduate Studies and Extended Education to develop the policies for the graduate programs. These policies include admission requirements, degree candidacy requirements, thesis/research requirements and general graduate degree requirements for the University. It is important to note that a faculty representative attends the Council of Graduate Coordinators meetings to participate in general graduate policy development and decision-making. Dr. Lynn Carson presently serves as the graduate faculty representative from the Department of Health.

– Planning and evaluation

The MPH Program Director and faculty, assisted by the Department Chair and Assistant Chair, are responsible for program planning and evaluation through the

MPH Program Committee. This group developed the MPH Program's mission, values statement, goals and objectives and has also come to agreement on admission criteria, academic policies, and advising standards for the program. Currently, they are engaged in program assessment and responsible for this self-study and reaccreditation process.

– Budget and resource allocation

The Department receives an annual operating budget and special allocations as needed. The Chair of the Department of Health, Dr. Bethann Cinelli, manages the budget at the department level so that all programs in the department will have their needs met. Additionally, the Chair will ask the faculty to vote on large or unusual expenditures within the department and has the responsibility for initiating purchase orders, maintaining control over inventory and supplies and coordinating expenditures of Educational Service Fees. The department secretary handles and records all paperwork for the department budget. The MPH Program Director, with assistance from the faculty, prepares budget requests specific to the MPH Program.

– Student recruitment, admission and award of degrees

Student Recruitment: The Graduate Office has made a concerted effort to attract high-quality students through enhanced recruitment efforts. These efforts include well-advertised information sessions (Open Houses) before the fall, spring, and summer sessions. The office also recruits potential students at regional graduate fairs. The graduate Web pages have been updated and are included in www.gradschools.com Web advertising with hot links to the programs. Standard recruitment publications (graduate brochure, program brochures) have been updated. The MPH fact sheets have been completed and are currently used in marketing and recruitment activities.

In April, 2013, a Graduate Recruiter was hired for the graduate programs in the College of Health Sciences. The Graduate Recruiter is responsible for recruitment plans for all graduate programs in the college. The MPH Program Director and MPH Coordinators work closely with the Graduate Recruiter for the development of targeted recruitment activities.

Admission: Once a completed application is received from the Graduate Office the Assistant Director of Graduate Admissions reviews each application packet. Completion of a four-year undergraduate degree with a cumulative grade point average (CGPA) of 2.80 is needed for admission to the University. The MPH Program does not require GRE scores. Satisfactory completion of an undergraduate statistics course is a requirement. The Assistant Director of Graduate Admissions makes the acceptance decision based on the CGPA, letters of recommendations and the student's professional expectation statement. During the current academic year 2015/16, admission decisions will be under the direction of the MPH Program Director and MPH Track Coordinators. This change in the admission decision procedures will be in place at the end of fall semester, 2015.

The MPH Application Process

1. Applicants must have a baccalaureate degree from a college or university accredited in the United States or its equivalent from a school in another country.
2. A minimum 2.80 undergraduate GPA is required for admission. Provisional acceptance may be possible under some circumstances for applicants who do not meet this standard.
3. The Dean of Graduate Studies and Extended Education must give official acceptance. Only written notice from the Dean constitutes approval of admission, not correspondence with a department or an individual faculty member.
4. Space must be available in the program.
5. Requirements to resolve academic deficiencies are to be met prior to registering for graduate courses.

West Chester University's policy for graduate studies includes that the highest possible grades/test scores do not guarantee admission to graduate school, nor do low grades/test scores automatically disqualify a candidate. Our policy is that no applicant should be admitted unless we expect that applicant to do well enough to graduate and have no serious academic problems.

Award of Degrees: Each candidate for a master's degree at West Chester University must complete course requirements with a cumulative grade point average of 3.0. The candidate must submit a form to the Office of Graduate Studies indicating intent to graduate. The student's advisor clears the student for graduation making sure all course requirements have been completed with the appropriate grades. Degrees are awarded in May, August and December. There are two formal ceremonies in May and December. A similar graduation clearance process exists for those who complete the requirements for a graduate certificate program.

– Faculty recruitment, retention, promotion and tenure

Faculty Recruitment: Faculty needs are articulated by the MPH Program Director to the Department Chair and the Chair submits a formal request for permission to implement a search to the Dean. A needs assessment reflecting the University's strategic plan, accreditation guidelines, current faculty productivity, program size, and potential for enhanced productivity and program growth are the key pieces to this request. The Provost, upon discussion with the Dean, makes the decision to award a line or not. When a new faculty position is approved, the Department Chair convenes a Faculty Search Committee.

The Faculty Search Committee generally consists of three faculty members with one faculty member serving as the Search Committee Chair. This committee's primary responsibilities are advertising the job position, candidate recruitment, screening of applications, conducting phone interviews, developing a Diversity Recruitment Plan and getting it approved by the Director of Social Equity, inviting candidates for campus interviews, arranging meetings with various stakeholders, organizing teaching and research presentations, and all the instruments required for the selection process. Recruitment activities include

development of a job announcement and development of a recruitment plan that must be approved by Social Equity. This committee conforms to the affirmative action recruitment policies of the University and the CBA.

Job announcements for new faculty positions are sent to professional organizations, placed on related professional web sites, placed on the University web site, and posted in appropriate journals and newsletters. Tenure track faculty recruitment activities are nation-wide. Temporary faculty recruitment takes place on a regional level.

The Department reviews each applicant and votes on approval for appointment. The Department Chair then writes a recommendation for appointment for approved candidates. The recommendation is submitted to Social Equity, the Dean of the College of Health Sciences, the Provost and the President of the University.

Under the direction of the Office of Social Equity special efforts are made to target recruitment activities to underrepresented groups. The Faculty Search Committee sends recruitment letters to professional organizations with underrepresented membership. Letters are sent to university Chairs in public health programs to identify any possible underrepresented candidates.

Faculty Retention: Faculty retention within the Department of Health is strong. During the last three years, one faculty member retired and two faculty members resigned. Presently, years of service range from 1 year to over 30 years.

Promotion and Tenure: The Performance Review and Evaluation of Faculty for tenure and promotion is largely prescribed by the CBA and guarantees due process. All probationary tenure track faculty must apply for tenure during their 5th academic year or the following year becomes a terminal year of employment. Faculty can apply for promotion when they apply for tenure.

– Academic standards and policies, including curriculum development

Curriculum changes at West Chester University are first initiated at the program or departmental level. In the MPH Program, the MPH Program Committee routinely reviews course offerings and when faculty agree that changes are needed, they are brought before the entire Department. During the time of program change and revision, the MPH Program Committee provides feedback on curriculum changes and all faculty members are updated on programmatic changes. The Department Chair then forwards the curriculum changes to the Dean of the College of Health Sciences. After the Dean's review, proposed changes are reviewed by Curriculum and Academic Policies Council (CAPC). The Graduate Program Subcommittee of CAPC reviews all changes and recommends adoption or rejection of proposed changes to the full CAPC committee. CAPC recommendations are then given to the Provost for final approval. CAPC is charged with the coordination of all programs and curricula throughout the University. CAPC review and approval is required for all revisions in programs or courses.

– Research and service expectations and policies

Research and service expectations and policies are clearly defined in the Collective Bargaining Agreement (CBA) and in the Department of Health's Faculty Evaluation Manual (available for review during the site visit). An overview of the expectations and policies for research and service for faculty are listed below:

- **Continued scholarly growth:** This will be indicated, when applicable, by such items as: development of experimental programs, papers delivered at international, national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; grant acquisitions; editor-ships of professional journals; participation in juried shows; program related projects; consultantships; research projects and publication record; contribution to the scholarly growth of one's peers and other data agreed upon by faculty and administration at local meet and discuss.
- **Service:** Contribution to the university and/or community. This will be indicated, when applicable, by such items as: quality of participation in program, department, school and university committees; APSCUF activity contributing to the governance of the university; participation in university wide colloquia; voluntary membership in professionally oriented, community based organizations reasonably related to the faculty member's discipline; lectures and consultations; consulting with local and area agencies and organizations; and any other data agreed to by the faculty and administration at local meet and discuss.

Service requirements are included in faculty members' *Statement of Expectations*, a contractual document tailored to their needs and interests and those of the department. This requirement is spelled out, as well, in the CBA. The service can be to the department, the university, to professional organizations and associations, and to the community.

The faculty serve professional and civic organizations in addition to departmental, college, and university committees. Many have been chosen to assume leadership roles in the organizations with which they are affiliated and many provide service within their area of expertise to the surrounding community.

C. **A copy of the bylaws or other policy document that determines the rights and obligations of administrators, faculty and students in governance of the program, if applicable.**

Bylaws for the MPH Program are under development during fall semester, 2015. The first draft of the Bylaws will be reviewed by the MPH Program Committee in November, 2015. The Bylaws will be reviewed by the Community Advisory Board and the Student Advisory Board in spring semester, 2016. The final review will take place by WCU administration at the end of spring semester, 2016. The Bylaws should be in place at the start of fall semester, 2016.

D. Identification of program faculty who hold membership on university committees, through which faculty contribute to the activities of the university.

Table 1.5.A.3 Faculty Memberships in University Committees

Faculty Member: Debra Bill, MPH, Ph.D. MCHES	MPH Track: Community Health	
Name of Committee – University	Role in Committee (Member or Chair)	Dates of Service
PASSHE Global Faculty Grant Review Conference: Crossing Borders	Invited Reviewer	2012-2013
Latin American Conference	Committee Planner	2008-2013
Service Learning Committee	Member	2013-present
International Service Learning Committee	Member	2013-present
Global Development Committee	Member	2005-present
International and Study Abroad Committee	Member	2010-present
Research Consortium	Member	2012-present
Name of Committee – State-wide	Role in Committee (Member or Chair)	Dates of Service
PA SOPHE State-wide Planning Committee for Conference	Member	2013-2014
Name of Committee – Health Department	Role in Committee (Member or Chair)	Dates of Service
Health Department, Search Committee	Secretary	2012-2013
Center for Healthy Schools, Program Advisory Committee	Member	2011--2013
MPH Program Integrative Health, Search Committee	Member	2011
Department of Health - Community Health -Faculty Search Committee	Member	2015
Department of Health, Biostatistics/Community Health, Faculty Search Committee	Member	2015
MPH Program, Community Health Track Committee	Member	2009-present
Eta Sigma Gamma Awards Committee	Member	2006-present
MPH Program Community Health Track	Program Coordinator	2004-present
MPH Program, Community Advisory Board	Chair	2004-present
Tenure, Evaluation and Promotion Committee-Dr. DeJoy	Chair	2010-present
MPH Eta Sigma Gamma Committee	Member	2004-present
MPH Program, Community Health, Curriculum Committee	Member	2004-present
Department of Health, Health Promotion Scholarship Committee	Member	2000-present
Public Health/Health Promotion Undergraduate Committee	Member	1998-present
Health Department GA Committee	Member	2000-present
Tenure, Evaluation and Promotion Committee-Dr. Akuoko	Member	Spring 2015
MPH Community Service Committee	Chair	Spring 2014-present
MPH Workforce Development Committee	Member	2014/2015
Election Committee for Chairperson, Health Department	Member	2014
MPH 649/650 Practicum Committee	Member	2013-present
MPH Program Committee	Member	2004-present

Faculty Member: Lynn Carson, Ph.D., MCHES	MPH Track: Community Health	
Name of Committee – University	Role in Committee (Member or Chair)	Dates of Service
WCU Council of Graduate Coordinators	Member	1999/present
Name of Committee – College	Role in Committee (Member or Chair)	Dates of Service
Faculty/ Student Research Grant Committee	Member	1994/present
Name of Committee – Department	Role in Committee (Member or Chair)	Dates of Service
Ad Hoc Committee for accreditation of the MPH Program from the Council on Education for Public Health	Chair	1999/present
MPH Program Committee	Chair	2002/present
Faculty Search Committee -CH Faculty	Member	2012/13
Evaluation Committee Tenure/Promotion - Lynn Monahan	Chair	2009/12
Evaluation Committee Tenure/Promotion - Robin Leonard	Member	2007/13
Evaluation Committee Tenure/Promotion - Donald McCown	Member	2024/present
Faculty Search Committee -Community Health	Member	Spring 2015
Faculty Search Committee - Community Health, Biostatistics	Member	Spring, 2015 - present
MPH - ALE Committee	Chair	2014-present
MPH Community Service Committee	Member	2014-present
MPH Workforce Development Committee	Member	2014-present
MPH Core Course Committee	Member	2012-Present
MPH Community Advisory Board	Member	2007-Present
Search Committee MPH Secretary	Co-Chair	Fall, 2014
MPH Delta Omega Selection Committee	Member	2004-present
Evaluation Committee Tenure/Promotion - Whitney Katirai	Member	2015- present

Faculty Member: Sharon DeJoy, CPH	MPH Track: Community Health	
Name of Committee – University	Role in Committee (Member or Chair)	Dates of Service
Council on Undergraduate Research	Member	Fall 2013-present
Low Enrollment Committee of CAPC	Member	Fall 2013-present
WCU Knowledge Crossing Borders Conference Review	Member	Fall 2014
Innovation Funding Committee	Member	Spring 2015
Name of Committee – Department	Role in Committee (Member or Chair)	Dates of Service
MPH Research Committee	Member	Fall 2014-present
Health Care Management Search Committee	Member	Spring 2014-Fall 2014
MPH Program Committee	Member	2012-present

Faculty Member: Christine Williams, Ph.D., CHES	MPH Track: Community Health	
Name of Committee – University	Role in Committee (Member or Chair)	Dates of Service
New Faculty Orientation	Member	Fall 2009-Spring 2013
Faculty Senate	Member	Fall 2011 -Spring 2014
Name of Committee – College	Role in Committee (Member or Chair)	Dates of Service
Scholarship Committee	Member	Fall 2013-Present
Stress Reduction Center	Member	Fall 2009- Spring 2013
Name of Committee – Department	Role in Committee (Member or Chair)	Dates of Service
Ruth Reed Scholarship Committee	Member	Spring 2013
Faculty Search Committee/Community Health/Biostatistics	Chair	Spring 2015
Faculty Search Committee/Community Health	Chair	Spring 2015

Faculty Member: Stacie M. Metz, M.A., MPH, MSW, PhD	MPH Track: Community Health	
Name of Committee – University	Role in Committee (Member or Chair)	Dates of Service
Faculty Senate	Elected Recording Secretary, Executive Committee Elected At-Large Executive Committee member Faculty Welfare and Ethics sub-committee Chair	9/2013 - present 9/2011 – 8/2013 9/2011 - present
Institutional Review Board	Member, Co-Chair Vice-Chair Appointed member	1/2015 – present 1/2014 – 12/2014, 8/2008 – 12/2011; 8/2012 – 12/2013
Research Consortium	Director; Member	Fall 2009-Spring 2013
Call to Serve Program Committee	Member	Fall 2009-Spring 2013
Knowledge Crossing Borders Conference	Evaluation Subcommittee Chair	Spring 2011-Fall 2012
Curriculum & Academic Policies Council, Course Delivery Subcommittee	Member	8/2012 – present
Call to Serve Program Committee	Member	9/2009 - present
Director of Social Equity Search Committee	Appointed member	2/2014 – 7/2014
Name of Committee – College	Role in Committee (Member or Chair)	Dates of Service
College of Health Sciences Technology and Website Committee	Member	Fall 2009-Spring 2013
Name of Committee – Department	Role in Committee (Member or Chair)	Dates of Service
Department of Health Gerontology/Community Health Faculty Search Committee	Member	Fall 2012 – Spring 2013
Department of Health Public Health/Integrative Health Faculty Search Committee	Chair	Fall 2011 – Spring 2012
Department of Health Graduate Master of Public Health Workgroup	Member	Fall 2009- Spring 2013
Department of Health MPH Program Faculty Liaison to MPH Student Body (Faculty Advisor to MPH Student Advisory Board and Delta Omega Public Health Honorary Society Beta Xi Chapter)	Faculty Advisor	Fall 2009-Spring 2013
Department of Health Undergraduate Health Promotion/Health Education Program Workgroup	Member	Fall 2009- Spring 2013
Department of Health Gerontology/Community Health Faculty Search Committee	Member	Fall 2012 – Spring 2013
Department of Health Public Health/Integrative Health Faculty Search Committee	Chair	Fall 2011 – Spring 2012
Department of Health Graduate Master of Public Health Workgroup	Member	Fall 2009- Spring 2013
Department of Health MPH Program Faculty Liaison to MPH Student Body (Faculty Advisor to MPH Student Advisory Board and Delta Omega Public Health Honorary Society Beta Xi Chapter)	Faculty Advisor	Fall 2009-Spring 2013
Department of Health Undergraduate Health Promotion/Health Education Program Workgroup	Member	Fall 2009- Spring 2013
Master of Public Health (MPH) Workgroup	Member-Faculty Liaison to MPH Student Body -Faculty Advisory to MPH Student Advisory Board-Delta Omega Public Health Honorary Society Beta Xi Chapter-Coordinator of Exit, Alumni, and Employer Surveys Coordinator of MPH Website and Social Media-Core Course Coordinator	Fall 2006 – present
Undergraduate Health Promotion/Health Education Workgroup	Member	Fall 2006 – present
Gerontology/Community Health Faculty Search Committee	Member	Fall 2012 – Spring 2013
Environmental Health Faculty Search Committee	Member	Fall 2013 – Spring 2014
Tenure and Promotion Committee for Christine Williams	Member/Chair	2012 – 2013 2013-2014
Tenure and Promotion Committee for Tanya Gatenby	Member	2012 – 2013
Tenure and Promotion Committee for Donald McCown	Member	2011 - 2014
Tenure and Promotion Committee for Gina Pazzaglia	Chair	2011 - 2014
Stacie Metz - Tenure and Promotion Committee for Sharon DeJoy	Member	2012 – 2014
Stacie Metz - Tenure and Promotion Committee for Mary Elizabeth Bowen	Chair	2013-2014
Stacie Metz - Tenure and Promotion 5-year Review Committee for Maura Sheehan	Member	2013-2014
Stacie Metz - Tenure and Promotion 5-year Review Committee for Charles Shorten	Member	2013-2014

Faculty Member: Charles Shorten, Ph.D.		MPH Track: Environmental Health	
Name of Committee – University		Role in Committee (Member or Chair)	Dates of Service
Fulbright Program Advisor		Chair	2012-2015
Advisor, Environmental Health Club		Faculty Advisor	2014-2015
Name of Committee – Department		Role in Committee (Member or Chair)	Dates of Service
Charles Shorten - EH Reaccreditation Committee		Lead author and presenter, Self-study, Environmental Health undergraduate program, for EHAC re-accreditation	2013-2014
Charles Shorten - EH Program Director		Oversee all curriculum, activities, graduate advising, recruitment, laboratory, accreditation for four EH programs: <ul style="list-style-type: none"> • BS Environmental Health • Minor Environmental Health • Graduate Certificate Emergency Preparedness in Public Health • MPH-Environmental Health Track 	2012-2015
EH Faculty Search Committee		Member	2013-2014
MPH Program Committee		Member	2014-2015
EH Track Committee		Chair	2012-present

Faculty Member: Maura Sheehan, M.S., Sc. D., CIH		MPH Track: Environmental Health	
Name of Committee – University		Role in Committee (Member or Chair)	Dates of Service
Institutional Animal Care and Use Committee		Member	1998-present
Name of Committee – Health Department		Role in Committee (Member or Chair)	Dates of Service
Tenure & Promotion Committee - Tanya Morgan		Chair	9/2011-present
Tenure & Promotion Committee - Donald McCown		Chair	9/2011-present
Tenure & Promotion Committee - Christine Williams		Member	9/2010-present
Tenure & Promotion Committee - James Galloway		Member	1/2013-present
Environmental Health Program Committee		Member	9/1980-present
MPH Core Course Committee		Member	9/2011-9/2013
Tenure & Promotion Committee - James Galloway		Member	1/2013-present
Environmental Health Program Committee		Member	9/1980-present
MPH Core Course Committee		Member	9/2011-9/2013

Faculty Member: Mary Beth Gilboy, MPH, Ph.D.		MPH Track: Nutrition	
Name of Committee – University		Role in Committee (Member or Chair)	Dates of Service
Faculty Senate, elected faculty-at-large		Member	2008-2014
Search committee as Faculty Senate representative for the Associate Vice President for Academic Affairs & Graduate Dean,		Member	August 2013- November 2013
Name of Committee – College		Role in Committee (Member or Chair)	Dates of Service
Mary Beth Gilboy - Faculty Student Grants Committee		Member	2013- present
Mary Beth Gilboy - Center for Healthy Schools, Program Advisory Committee		Member	2010-present
Name of Committee – Nutrition Department		Role in Committee (Member or Chair)	Dates of Service
NTD Program Advisory Board		Chair	2009-2014
Faculty Search for Nutrition Faculty position		Member	2009-2010 & 2012-2013
Advisement Task Force		Co-chair	2009-present

Faculty Member: Lynn Monahan, MPH, DCN		MPH Track: Nutrition	
Name of Committee – University		Role in Committee (Member or Chair)	Dates of Service
CAPC		Member	2012 – present
Climate Commitment Advisory Committee		Member	Spring 2011 – Spring 12
CAPC Distance Education Committee		Member	Fall 2010 – present
Abbe Society		Member	Fall 2005 – present

Faculty Member: Joanne Christaldi, Ph.D.	MPH Track: Nutrition	
Name of Committee – University	Role in Committee (Member or Chair)	Dates of Service
CHS Spring Health Conference Planning Committee	Member	2014 – present
New Faculty Orientation Committee	Member	2013 - present
Name of Committee – Nutrition Department	Role in Committee (Member or Chair)	Dates of Service
Faculty Search Committee	Member	2014-present
Advisory Board Co-Chair	Member	2014-present
Temporary Faculty Teaching Evaluations	Member	2013-present
DPD Accreditation Data Manager	Member	2013-present

Faculty Member: Gopal Sankaran, M.B., B.S. ,M.D., MPH, Dr. PH	MPH Track: Health Care Management	
Name of Committee – University	Role in Committee (Member or Chair)	Dates of Service
CIESUP/Knowledge Crossing Borders 2012 Conference Steering Committee	Co-Chair	2010-2012
Institutional Review Board	Member	2005 – to present
Human Subjects Committee	Member * (consultative basis now)	2005 – to present
Presidential Inauguration Committee for inauguration of Dr. Greg Weisenstein as the 14th President of West Chester University	Member	2009
Multicultural Faculty Commission	Member	2006 – to present
Tenure and Promotion Evaluation Committee, Department of Graduate Social Work	Member * (as and when needed)	2010, 2011, 2013
Name of Committee –College	Role in Committee (Member or Chair)	Dates of Service
Continuing Medical Education Committee	Member	2005 – to present
Name of Committee – Health Department	Role in Committee (Member or Chair)	Dates of Service
MPH Program Committee	Member	2002- to present
MPH Health Care Management Track Committee	Member	2002 – to present
Bachelor of Science-Public Health/Health Promotion Program Committee	Member	1996- to present
Tenure and Promotion Evaluation Committee	Member	1994- to present
<i>MPH Connections</i> (MPH program newsletter; published fall & spring)	Editor	2012 – to present
Faculty Search Committee	Chair	2012-2013
Faculty Search Committee/HCM Faculty	Chair	Fall, 2014

Faculty Member: Mathias Akuoko, Ph.D.	MPH Track: Health Care Management	
Name of Committee – College	Role in Committee (Member or Chair)	Dates of Service
Mathias Akuoko – Graduation Committee	Member	Spring 2015 -present

Important Note: The three new faculty hires (Drs. Akuoko, Dr. Sunger, Dr. Holt) just started working on faculty assignments during the past academic year (2014/15). As new hires, they have not had the time to participate in university, college or department committees. Dr. Akuoko was hired at the start of spring semester, 2015 and he is a member of one College of Health Science's committee. The tables above list the university, college and department committee roles and assignments for 11 MPH primary faculty members.

E. Description of student roles in governance, including any formal student organizations.

The purpose of the MPH Student Advisory Board (SAB) is to:

- (1) Identify MPH program strengths and areas for improvement to then be funneled to the MPH Faculty for discussion/action,
- (2) nominate/elect a MPH student representative to attend monthly MPH Faculty Meetings, and

- (3) Address any other needs of the MPH student body (i.e., social, community involvement, career development, etc.).

Student leadership is annually elected under the guidance of the faculty advisor, Dr. Whitney Katirai. MPH/SAB meetings are held three times per Fall/Spring semester and the advisor attends all meetings.

The SAB continues to play an active part of governance in the MPH Program. Composition of the MPH Student Advisory Board includes at least one student from each elective track and the MPH Fast Track with additional students as needed. The charge to the committee is to meet once a month to discuss issues and concerns about the MPH program and to report at least once per semester to the Director of the MPH Program and the Department Chair. Additionally, 1-2 student representatives from the committee participate in MPH Program Meetings to discuss issues and concerns about the program. Students are excluded only from meeting portions that address sensitive or non-MPH information such as salary and contract negotiations, undergraduate scheduling and advising, etc. Student representatives are welcome to present MPH student committee questions, comments, and concerns to the MPH faculty at any meeting. The SAB now prepares a formal Annual Report that is submitted to the MPH Program Director.

The SAB, under the direction of its advisor, has taken the lead role in the development of the MPH Student Satisfaction Survey and the MPH Alumni/ae Survey. The SAB collects and analyzes the survey data and prepares reports for the MPH Program Committee. **Please refer to Resource File 1 Appendix C for an overview the SAB activities with meeting agendas, minutes, lists of current and former SAB members. Also included in the Appendix is data with reports from the Student Exit Survey (Resource File 1 Appendix I) and Alumni Survey (Resource File 1 Appendix H).**

At the University level, **the Graduate Student Association (GSA)** is the student government for all students enrolled in graduate programs. The primary objective of the GSA is to promote the overall well-being of graduate students at West Chester University. All graduate students are members of the association by virtue of their graduate status. The GSA office is located in Sykes Student Union.

F. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion has been met.

Criterion Strengths

- **The MPH program's administrative structure** is sound with shared governance between the Department Chair, Assistant Chair, the MPH Program Director, MPH Coordinators and MPH Committee Chairs.

The MPH Committees are in place. Due to the growth of the program during the past three years, there was a need to add additional committees to provide program management in a variety of areas. These new standing committees were

added during spring semester 2013 and fall semester 2014. The new standing committees include the following:

- The MPH Community Service Committee
- The MPH Research Committee
- The Applied Learning Experience Committee
- The Public Health Workforce Development Committee

All standing committees provide direction for program management and are essential to continued program growth and development. These committees include a number of MPH constituents (administration, faculty, students and community representatives). All committee members are essential in the governance of the MPH Program and input from all of the committee members ensures that the MPH Program is meeting the needs of the students and the public health profession. Representatives from each committee meet with the Dean and Associate Dean of the College of Health Sciences, the Chair of the Department of Health, and the MPH Program Director in the final MPH Program Committee meeting at the end of spring semester to discuss changes and recommendations for program improvement. Additionally, the committees prepare Annual Reports that document action plans and other committee activities. The Annual Reports are included in the MPH Annual Report that is submitted to the College of Health Sciences Dean and Associate Dean and the Chair of the Department of Health.

The following table provides an overview the MPH Program constituents and their mechanisms to provide feedback to MPH committee chairs, the Department of Health Chair, the CHS Dean and Associate Dean.

MPH Constituents	Mechanism for Feedback
CHS Dean and Associate Dean MPH Program Administration MPH Program Director, MPH Elective Track Coordinators, MPH Core Course Coordinator, MPH Service Learning Coordinator, ALE Coordinator, Student Services Coordinator	MPH Program Committee Meetings: This committee meets once a month throughout the fall/spring semesters. CHS Dean and Associate Dean participate in at least one MPH Program Meeting at the end of each academic year to review recommendations from the following committees: <ul style="list-style-type: none"> • MPH Elective Track Committees • MPH Core Course Committee • Public Health Workforce Planning Committee • Community Advisory Board • MPH Student Advisory Board • Community Service Committee • ALE Committee • MPH Research Committee • Public Health Conference Planning Committee
MPH Faculty	MPH Program Committee Meetings and additional MPH Committees
MPH Students	MPH Student Advisory Board, MPH student representation in all MPH Committees
Public Health Professionals and Community Members	MPH Community Advisory Board, The Public Health Workforce Development Committee

- **Tenure, Promotion and Retention Policies:** Faculty recruitment, retention, promotion and tenure follow the guidelines and policies of the University. Tenure and promotion guidelines are clearly defined in the CBA. Faculty retention in the Department of Health has been strong.
- **Academic standards and polices** are under the direction of CAPC, teaching, research and service expectations are clearly defined in the CBA.
- **MPH faculty are actively involved in University service.** The MPH faculty has a long history of University service in a variety of committees at the University, College and Department levels. Many faculty serve in leadership roles as committee chairs.
- **Budget and resource allocation** is effectively managed by the department Chair and the Dean of the College of Health Sciences.
- **Student recruitment has improved over the past three years.** A Graduate Recruiter (Ms. Marlaina Kloepfer) for the College of Health Sciences was hired in April, 2013 to increase enrollments in all graduate programs in the College of Health Sciences. Additionally, new marketing efforts have been implemented by the Office of Graduate Studies. Open houses, visits to universities, and the development of new brochures and flyers have helped with recruitment activities.

Criterion Weaknesses

- **Committee Meeting Documentation:** The growth of committees in the MPH Program occurred the 2014/15 academic year. With this growth committee meetings were held often without documentation. Therefore, meeting minutes are not available for some of the committee meetings. Evidence of committee progress is found in the MPH Annual Report.

Criterion Plans

- The MPH Program will continue to involve faculty, students and public health/health care professionals in the governance of the program. All of the MPH committees will continue to be involved in all aspects of planning, implementation and evaluations of the MPH Program. The final annual report will enable the MPH Program administration to provide direction for continuous program improvement and enable the WCU administration to respond to the MPH Program requests.
- **Committee Meeting Documentation:** At the start of the current academic year, all MPH Committees will formalize documentation for their meetings. The MPH secretary is available to attend these meeting to take minutes. If the secretary is not available, one of the committee members will take notes or record the meeting for meeting notes to be transcribed by the secretary at a later date. Documentation for program revisions and updates will continue to be monitored through the annual reports from all committees with a final annual report for the MPH Program.

1.6. Fiscal Resources. The program shall have financial resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

Required Documentation: This self-study document includes the following;

- A. Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities. This description should include, as appropriate, discussion about legislative appropriations, formula for funds distribution, tuition generation and retention, gifts, grants and contracts, indirect cost recovery, taxes or levies imposed by the university or other entity within the university, and other policies that impact the fiscal resources available to the program.**

The annual budget for the College of Health Sciences is based on a pre-defined formula that factors full time faculty complement, historical budget needs, student credit hour production, student majors, laboratory support and contractual obligations. The budget for the Department of Health is based on similar determinants and is distributed to the Department Chair by the Dean of the College of Health Sciences. The Department Chair informs the MPH Program Director the budget for the program soon after the beginning of the fiscal year. If a particular need arises, the Chair negotiates the need with the Dean. The Department and MPH program do not determine the distribution of tuition and fees. Once the Department receives funds, the Chair distributes the funds to the programs, including the MPH, in the department.

The Chair has direct management control over the general operating budget, the separate educational services fees allocation, and any special or restricted funds received from the Dean, the Provost or the President. The total allocation to the Department of Health is shared by the Chair at an initial faculty retreat at the start of each year, and is updated throughout the year. The Chair from each program solicits needs and, if needs arise for which there are no dedicated funds, the Chair will carry that request to the Dean for support. To date, no request for supplemental funds in support of the MPH program has been denied by the Dean, the Provost or the President.

In the previous budget model, funds were allocated to the dean and department throughout the year and departments could generate its own funds in the summer that would come back to the department. The generated funds would supplement needs in the department but were primarily used for faculty development purposes. In the new budget model, department budgets are allocated by formula as described in the first paragraph. This allocation process provides consistency and equitable distribution of funds across colleges and departments. Department budgets now include new faculty start-up packages (\$6,000) and a pool of professional development funds (\$1,500 for each tenure track/tenured faculty). The changes to the budget model provide the MPH program with reliable budget projections for future years.

- B. A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories, since the last accreditation visit or for the last five years, whichever is longer. If the program does not have a separate budget, it must present an estimate of available funds and expenditures by major category and explain the basis of the estimate. This information must be presented in a table format as appropriate to the program. See CEPH Data Template 1.6.1.**

Template 1.6.1 Sources of Funds and Expenditures by Major Category, 2009 - 2015 (Academic Year)						
	Year 1 2009/10	Year 2 2010/11	Year 3 2011/12	Year 4 2012/13	Year 5 2013/14	Year 6 2014/15
Tuition & Fees	\$92,171.00	\$107,123.00	\$188,287.30	\$190,000.00	\$200,000.00	\$220,000.00
State Appropriation	NA	NA	NA	NA	NA	NA
University Funds	\$1,372,010.00	\$1,475,884.00	\$1,400,285.00	\$1,802,000.00	\$1,820,000.00	\$1,840,000.00
Grants/Contracts	\$214,434.00	\$1,975.00	\$80,396.50	\$8,718.00	\$35,000.00	\$60,000.00
Indirect Cost Recovery	NA	NA	NA	NA	NA	NA
Endowment	NA	NA	NA	NA	NA	NA
Gifts	\$12,600.00	\$2,400.00	NA	NA	NA	NA
Other (explain)	\$77,000.00	\$77,000.00	NA	NA	NA	NA
Other (explain)	NA	NA	\$85,000.00 (funded 8 - 1.0 FTE Graduate Asst. and one GA as .50 FTE)	\$85,000.00 (funded 8 - 1.0 FTE Graduate Asst. and one GA as .50 FTE)	\$85,000.00 (funded 8 - 1.0 FTE Graduate Asst. and one GA as .50 FTE)	\$85,000.00 (funded 8 - 1.0 FTE Graduate Asst. and one GA as .50 FTE)
Other (explain)	NA	NA	NA	NA	NA	NA
Total	\$1,768,115.00	\$1,664,382.00	\$1,753,968.00	\$2,077,000.00	\$2,140,000.00	\$2,205,000.00
Faculty Salaries & Benefits	\$1,278,926.00	\$1,498,000.00	\$1,485,200.00	\$1,505,200.00	\$1,845,702.00	\$2,214,702.00
Staff Salaries & Benefits	\$45,778.00	\$54,703.00	\$51,285.00	\$53,356.20	\$63,000.00	\$75,600.00
Operations	\$16,490.00	\$14,454.00	\$28,000.00	\$30,000.00	\$33,700.00	\$37,400.00
Travel	\$6,257.00	\$9,750.00	\$9,750.00	\$9,750.00	\$18,000.00	\$18,400.00
Student Support	\$121,730.00	NA	NA	NA	NA	NA
University Tax	NA	NA	NA	NA	NA	NA
Other (explain)	\$177,500.00	\$2,755.00	\$4,900.00	\$4,000.00	NA	NA
Other (explain)	\$37,000.00	\$3,400.00	\$11,198.80	\$11,308.79	NA	NA
Other (explain)	\$10,000.00	NA	NA	NA	NA	NA

NOTE: Not all categories listed above will be relevant to all schools/programs. Omit any blank or NA rows & use "other" rows to add categories as needed. Use footnotes or narrative to define categories as necessary.

The basis for this budget: The MPH Program does not have a separate budget and the data presented above are an estimated budget for the last six years. State appropriations are received by WCU but are not distributed into academic units or programs such as the MPH. The appropriations are used for the physical plant, all staff and faculty salaries. The MPH Program does not receive or retain tuition and fees;

rather they are deposited into a general University account. The income from University funds is a more accurate representation of income received by the Department in order to cover related expenses. The tuition income is presented solely for informational purposes. WCU provides whatever funds are necessary to cover respective expenditures for this category and the numbers in this category are a more accurate way of presenting institutional support due to pay raises for faculty and staff mandated by their respective collective bargaining units.

The new university budget model is in place. Prior to the new budget model, funds were allocated to the Dean and the department throughout the year and a department could generate its own funds throughout the year that would return to the department. Under the new budget model, department budgets are allocated in the beginning of the year based on a three year average expenditure history plus an increase. This provides consistency and more equitable distribution of funds across departments. All department budgets now include new faculty start up packages (\$6,000 start up fee) and a pool of professional development funds (\$1,500 for each tenure/tenured track faculty). In addition, the university allocates 10% to the dean to "right size" department budgets as needed. The university manages new faculty lines; the department can request a new faculty hire from this university pool. These changes to the budget model allows the MPH Program more reliable budget projections in the future while being able to request additional faculty lines as needs arise. The result of this change is demonstrated with four approved faculty searches for the 2015/16 academic year.

- C. If the program is a collaborative one sponsored by two or more universities, the budget statement must make clear the financial contributions of each sponsoring university to the overall program budget. This should be accompanied by a description of how tuition and other income is shared, including indirect cost returns for research generated by public health program faculty who may have their primary appointment elsewhere.**

The MPH Program does not have collaborative agreements with other universities at this time.

- D. Identification of measurable objectives by which the program assesses the adequacy of its fiscal resources, along with data regarding the program's performance against those measures for each of the last three years. See CEPH Outcome Measures Template.**

The following measurable objectives and outcome measures are used to assess the adequacy of the fiscal resources for the MPH Program:

Table 1.6. D. - Outcome Measures for the Last Three Years – Fiscal Resources Outcome Data					
MPH Fiscal Resources Goal: The MPH Program will have sufficient financial resources to support the program for each academic year as approved by the Dean, College of Health Sciences and the Department of Health Chair.					
MPH Fiscal Resources Objective 1: The MPH budget reflects sufficient income to support the program activities designed to meet the mission, goals and objectives.					
Fiscal Resources Objective 1 Outcome Measure:	Target	2012/2013	2013/2014	2014/2015	Fall 2015
1.1 The MPH budget reflects sufficient income to support the program activities designed to meet the mission, goals and objectives.	The Department Chair is able to obtain adequate financial resources for the MPH Program for every academic year	Met	Met	Met	Met
MPH Fiscal Resources Objective 2: The MPH Program will provide alternative workload assignments (AWAs) for program administration to the MPH Program Director and graduate workload assignments to MPH Coordinators (based on collateral duties and track enrollments) for fall and spring semesters.					
Fiscal Resources Objective 2 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015	Fall 2015
2.1 A minimum of twenty-five (25%) AWA for MPH Program Director for each semester.	The MPH Program Director is assigned a minimum of 25% AWA for fall/spring semesters.	Met 50% release time per semester	Met 75% release time per semester	Met 75% release time per semester	Met 100% release time per semester
2.2 MPH Coordinators will be assigned graduate workloads based on collateral duties and track enrollments for each semester.	MPH Graduate Coordinators are assigned graduate workloads based on collateral MPH duties and Track enrollments	Met Dr Debra Bill, Dr. Stacie Metz Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)	Met Dr Debra Bill, Dr. Stacie Metz Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)	Met Dr Debra Bill, Dr. Stacie Metz Dr. Gopal Sankaran Dr. Mary Beth Gilboy (Assigned to 4 MPH Coordinators)	Met Dr Debra Bill, Dr. Harry Holt Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)
MPH Fiscal Resources Objective 3: The Department of Health will provide resources for professional growth and development for each academic year for all MPH faculty members.					
Fiscal Resources Objective 2 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015	Fall 2015
3.1 All (100%) faculty receive \$1,500/faculty member/year for faculty professional growth and development.	100%	Met 100%	Met 100%	Met 100%	Met 100%
3.2 Newly hired tenure track faculty receive \$6000 for professional growth and development (start-up funds for first two years).	Funds assigned to new tenure track hires	Met 1 new tenure track hire (Dr. Mary Bowen)	Met 1 new tenure track hire (Dr. Neha Sunger)	Met 2 new tenure track hires (Dr. Harry Holt, Dr. Mathias Akuoko)	Met 1 new tenure track hire (Dr. Whitney Katirai)

Adequate Resources for the MPH Program: Role of the Chair and MPH Program Director in the Budget Process for the MPH Program: The Chair has direct management control over the general operating budget of the Department, the separate educational services fees allocation, and any special or restricted funds received from the Dean, Provost or President. The Department budget includes new faculty development packages (\$6,000 start up fund over the 1st two probationary years) and a pool of professional development funds (\$1500/per year for each tenure track/tenured faculty). The total allocation to the Department of Health each year is shared by the Chair at an initial faculty retreat at the start of each year, and through regular updates throughout the year.

Program needs are solicited by the Chair from each program. If needs arise for which there are no dedicated funds, the Chair will carry that request to the Dean of College of Health Sciences for support. To date, no request for supplemental funds in support of the MPH program has been denied by the Dean, the Provost or the President.

Each year, the Program Director discusses personnel needs with the Chair. The Chair then brings the personnel needs to the Dean of the College of Health Sciences. The Dean makes the decision on which personnel requests to pursue in the college. The Dean then takes these personnel requests to the Provost who advocates for positions with the University Academic Budget Committee.

AWA Assignments for MPH Coordinators: The AWA assignment for MPH Track Coordinators is based on track enrollment and collateral duties at this time. For example: two MPH Tracks have large enrollments (Community Health and Health Care Management). The Track Coordinators, Dr. Debra Bill and Dr. Harry Holt have an AWA assignment at this time. In addition to her assignment as Community Health Track Coordinator, Dr. Bill is the Chair of the MPH Community Advisory Board and the MPH Community Service Committee. Dr. Holt is in the process of revising the direction and content of the Health Care Management Track. Dr. Stacie Metz served as the MPH Core Course Coordinator, and managed a significant number of changes to the MPH core courses with revisions of core course competencies, overseeing the development of competency based syllabi for the core courses and revisions of core course student post course surveys. Dr. Metz also had the additional task of revising assessment procedures in the MPH Program during the 2014/15 academic year. These are some of the examples of the collateral duties that were the responsibilities of these Track Coordinators. These assignments required additional time above the day-to-day management of track responsibilities and the faculty's teaching assignments. Therefore the Dean assigned AWAs to these MPH faculty.

E. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion has been met.

Criterion Strengths

- **Sufficient Funds for Program Administration:** This program receives sufficient resources to deliver a high quality curriculum. Funds are available to the Department of Health from the Provost's and Dean's offices

to enhance MPH faculty needs. In addition, the Dean's office has been highly supportive of the MPH program and has provided additional funds to enhance specific program needs.

Criterion Weaknesses

- There are no weaknesses in this criterion at this time.

Criterion Plans

- There are no plans at present to change how fiscal resources are allotted to the MPH Program.

1.7. Faculty and Other Resources. The program shall have personnel and other resources adequate to fulfill its stated mission and goals, and its instructional, research and service objectives.

Required Documentation: This self-study document includes the following:

- A. A concise statement or chart defining the number (headcount) of primary faculty employed by the program for each of the last three years, organized by concentration. See CEPH Data Template 1.7.1.**

Template 1.7.1 Primary Faculty by Specialty/Concentration Area (programs) for the last three years.

Template 1.7.1 Headcount of Primary Faculty				
Core Area/Specialty	2012/13	2013/14	2014/15	Fall 2015
Core Area/Specialty #1 Community Health	4	5	6	6
Core Area/Specialty #2 Health Care Management	3	3	4	4
Core Area/Specialty #3 Nutrition	3	3	3	3
Core Area/Specialty #4 Environmental Health	3	2	3	3
Core Area/Specialty#5 Integrative Health*	1	1	0	0

*The Integrative Health track has been closed since fall semester, 2014. The faculty headcount is listed in this table as this faculty member remained in the MPH Program until the closure of the track.

Update on Primary Faculty Head Count Fall Semester, 2015:

Community Health: Currently there are **six primary faculty** assigned to this track: Dr. Lynn Carson, Dr. Debra Bill, Dr. Whitney Katirai, Dr. Sharon De Joy, Dr. Mary Bowen and Dr. Christine Williams. As of fall semester, 2015, Dr. Stacie Metz transferred to the Graduate Social Work Department. A faculty search was approved for two additional tenure track positions in spring semester, 2015. One faculty search was a replacement for Dr. Metz and a new faculty hire was approved to increase the faculty numbers for this track. These faculty searches were successful with two new hires. Dr. Whitney Katirai is a new Community Health Track faculty member. The second hire, Dr.Chen-Chai Chen accepted the position and withdrew at a later date in the summer due to health problems. A new search was approved to replace Dr. Chen position at the start of fall semester, 2015. Expected hire date for this position is January, 2016. Additionally, another faculty search was approved for this track for the 2014/2015 academic year. The expected start date for this new hire is August, 2016. These new hires will bring the Community Health Track primary faculty head count to **eight**.

Health Care Management: In fall semester, 2012, **three primary faculty** were assigned to this track: Dr. Tanya Gatenby, Dr. Gopal Sankaran and Dr. David Delgado. Dr. Delgado resigned at the end of spring semester, 2014. A faculty search for Dr. Delgado's replacement and an additional faculty member was approved in fall semester, 2014 and these searches were successful with two tenure track

faculty hires (Dr. Mathias Akuoko & Dr. Harry Holt) for spring semester, 2015. These new hires bring the Health Care Management Track primary faculty head count to **four**. An additional Health Care Management faculty search was approved for the current academic year. The expected date of hire will be August, 2016. With this additional hire the faculty head count will be **five** for this track.

Environmental Health: At the start of fall semester, there are three **primary faculty** assigned to this track: Dr. Charles Shorten, Dr. Maura Sheehan and Dr. Neha Sunger. One faculty search has been approved for this track for the 2015/ 16 academic year. This new faculty hire will replace Dr. Maura Sheehan. Dr. Sheehan is retiring at the end of fall semester, 2015.

Nutrition: Currently there are **3 primary faculty** assigned to this track: Dr. Mary Beth Gilboy, Dr. Lynn Monahan and Dr. Joanne Christaldi.

- B. A table delineating the number of faculty, students and SFRs, organized by concentration, for each of the last three years (calendar years or academic years) prior to the site visit. Data must be presented in a table format (see CEPH Data Template 1.7.2) and include at least the following information: a) headcount of primary faculty, b) FTE conversion of faculty based on % time devoted to public health instruction, research and service, c) headcount of other faculty involved in the program (adjunct, part-time, secondary appointments, etc.), d) FTE conversion of other faculty based on estimate of % time commitment, e) total headcount of primary faculty plus other (non-primary) faculty, f) total FTE of primary and other (non-primary) faculty, g) headcount of students by department or program area, h) FTE conversion of students, based on definition of full-time as nine or more credits per semester,) student FTE divided by primary faculty FTE and j) student FTE divided by total faculty FTE, including other faculty. All programs must provide data for a), b) and i) and may provide data for c), d) and j) depending on whether the program intends to include the contributions of other faculty in its FTE calculations.**

Note: CEPH does not specify the manner in which FTE faculty must be calculated, so the program should explain its method in a footnote to this table. In addition, FTE data in this table must match FTE data presented in Criteria 4.1.a. (Template 4.1.1) and 4.1.b (Template 4.2.2).

Important Note: Data for Table 1.7.2 will be available for the Site Visit. Fall Freeze 2015 enrollment data is not available until after September 15, 2015. The HC, FTE and SFR need FTE calculations for fall semester, 2015 will be based on the Fall Freeze, 2015 data.

Template 1.7.2 Faculty, Students and Student/Faculty Ratios by Department (schools) or Specialty/Concentration Area (programs) (Fall Freeze Data, 2014 WCU Institutional Research)

Template 1.7.2 Faculty, Students and Student/Faculty Ratios by Department or Specialty Area Spring Semester 2015*										
	HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
Dept/Spec #1 Community Health	6	5.17	3	.30	9	5.47	68	47.5	9.2	8.7
Dept/Spec #2 Health Care Management	4	3.76	1	.10	5	3.86	57	37	10	9.6
Dept/Spec #3 Nutrition	3	2.06	3	.44	5	2.50	43	31.25	15	12.5
Dept/Spec #4 Environmental Health	3	2.36	1	.17	4	2.53	21	13.41	5.7	5.3

* Table must include footnote explaining the school/program's method for calculating faculty FTE. CEPH does not specify the manner in which this should be done for faculty FTE. For students, 1 FTE = 1 student taking 9 or more semester-credits per semester.

Refer to Criterion 1.7.b. for further explanation of template categories.

Key:

HC = Head Count

Primary = Full-time faculty who support the teaching programs FTE = Full-time-equivalent

Other = Adjunct, part-time and secondary faculty

Total = Primary + Other

SFR = Student/Faculty Ratio

Important Note: Calculation of Faculty FTE for the MPH Program: FTE faculty are based upon a State System of Higher Education definition that 1 FTE = 37.5 hours of work per week. Faculty FTE are calculated based on Snyder Data that tracks faculty time based on teaching (preparation and classroom hours), time spent on scholarship and service. Each faculty member submits his or her weekly hours in each area. The FTE is calculated by adding teaching, scholarship and service hours in the graduate program for a total and this total is divided by 37.5 hours for the FTE number. This is the FTE calculation that was used in reporting FTE data in the previous Self-Study documents (2006 & 2014) and subsequent reports. Based on FTE calculation, all of our primary faculty are currently at .50FTE or above for each track (see table below).

Faculty	Graduate Classroom Hours	Graduate Course Preparation Hours	Scholarship Hours	Service Hours	FTE
Community Health					
Lynn Carson	3	15	5	20	1.0
Debra Bill	6	13	8	10	1.0
Stacie Metz	6	8	10	24	1.0
Sharon DeJoy	3	6.75	7	2	.50
Christine Williams	3	9	10	10	.85
Mary Bowen	6	10	10	5	.82
Health Care Management					
Gopal Sankaran	9	18	12	10	1.0
Tanya Gatenby	6	8	12	7	.88
Harry Holt	9	20	15	2	1.0
Mathias Akuoko	3	12	12	6	.88
Nutrition					
Mary Beth Gilboy	6	12	8	6	.85
Lynn Monahan	6	8	5	2.5	.57
Joanne Christaldi	0	4	12	8	.64
Environmental Health					
Charles Shorten	3	3	14	8	.75
Maura Sheehan	6	16	10	5	1.0
Neha Sunger	0	8	10	5	.61

*** Important Note: This table will be updated with data for fall semester, 2015. These data will be available for the Site Visit.**

C. A concise statement or chart concerning the headcount and FTE of non-faculty, non-student personnel (administration and staff) who support the program.

Position	2012/13		2013/14		2014/15		Fall 2015	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Dean, College of Health Sciences	1	0.15	1	0.15	1	0.15	1	0.15
Associate Dean, College of Health Sciences	1	0.15	1	0.15	1	0.15	1	0.15
Administrative Support - MPH Secretary	1	1.0	1	1.0	1	1.0	1	1.0
Administrative Support - Department of Health Secretary	1	0.15	1	0.15	1	0.15	1	0.15
Graduate Assistants - MPH Program Administrative Support	1	1.0	2	2.0	2	2.0	2	2.0
Graduate Assistants - MPH Faculty Research Support	3	3.0	3	3.0	3	3.0	3	3.0

Dean - College of Health Sciences: Dr. Linda Adams joined the College of Health Science as the Dean in June, 2013. Dr. Adams has been a strong voice for the MPH program at the senior administrative level and she has been the leading administration voice in support of a new tenure track positions for the MPH Program. Dr. Adams provides funds each semester in support of faculty/student research, assists in international study opportunities for faculty and students and supports university - community interdisciplinary initiatives by providing funding for community based projects. Additionally, Dr. Adams works directly with the Chair in the Department of Health to ensure that the MPH program has the resources needed to continue its current growth and development.

Associate Dean - College of Health Sciences: Dr. Ray Zetts serves as the Associate Dean in the College of Health Science. Dr. Zetts oversees the day-to-day management of the College of Health Sciences and provides support with student issues in the MPH Program such as petitions for policy exemptions and working with students and faculty in resolving disciplinary problems. Dr. Zetts also works with students who file complaints about faculty or program policy and coordinates Graduate Assistant allocations and faculty work release time for MPH faculty.

MPH Program Secretary: Ms. Stephanie Kienle has been hired as the MPH Program secretary and she coordinates the administrative tasks for the MPH Program. These tasks include:

- Maintenance of student electronic files
- Preparation & sending of MPH welcome letters and materials to newly admitted students
- Administrative support for accreditation activities
- Maintenance of the MPH Program evaluation database for grades and course evaluations.
- Preparation of meeting agendas with the MPH Program Director, recording meeting minutes along with maintaining the files for meeting minutes.
- Maintenance of the MPH website and the MPH Facebook Page.

Department of Health Secretary: Ms. Jessica McMahan is the Department of Health Secretary and she coordinates the MPH course schedules for the program. Ms. McMahan works directly with the MPH Program Director in developing course schedules for all semesters throughout the academic year.

MPH Program Graduate Assistants (GAs): Each year the Department of Health has 8-9 GA's allocated for full and part-time positions. Of the 8-9 GA's allocated, 5-6 GAs are assigned to the MPH Program. The MPH Coordinator then assigns the GAs as Program or Faculty GAs. GAs assigned to the MPH Program provide support in program data management, coordination of program activities and participation in MPH recruiting events. GAs assigned to the MPH faculty assist in faculty research activities and/or community based projects. GAs are assigned by credit hours and full-time GAs (9 credits) work 15 hours per week. Part-time GAs work assignments are 3 credits and 5 hours or 6 credits and 10 hours of work per week.

D. Description of the space available to the program for various purposes (offices, classrooms, common space for student use, etc.), by location.

MPH Program Location: The MPH Program is housed in the Sturzebecker Health Sciences Center on South Campus, approximately one mile from the main campus (North Campus). All department and faculty offices and classrooms and laboratories, used for instruction in the MPH Program are located in this facility. The Sturzebecker Health Sciences Center has undergone significant renovations since 2002. The general condition of the building meets all code standards.

Offices and Workspace for Faculty: The Chair of the Department has a single occupancy office that contains bookcases, file cabinets, a desk, a computer and a printer.

During the past summer, the Nursing Department moved from Sturzebecker Health Sciences Center to another building. With this move, nine of the MPH faculty were placed in private offices (formally in the Nursing Department) as of the start of fall semester, 2015. These office assignments were based on faculty seniority and administrative assignments in the MPH Program. These offices are located on the first floor of the Sturzebecker Health Sciences Center.

The MPH faculty assigned to single offices include:

Dr. Lynn Carson	MPH Program Director
Dr. Debra Bill	Community Health Track Coordinator
Dr. Sharon DeJoy	Community Health Faculty/Director of the Undergraduate Public Health/Health Promotion Program
Dr. Charles Shorten	Environmental Health Track Coordinator
Dr. Maura Sheehan	Environmental Health Faculty
Dr. Harry Holt	Health Care Management Track Coordinator
Dr. Gopal Sankaran	Health Care Management Faculty
Dr. Mary Beth Gilboy	Nutrition Track Coordinator
Dr. Lynn Monahan	Nutrition Track Faculty

The remaining MPH faculty share office space with another faculty member on the third floor. These shared offices are larger than the single offices to provide enough space for two faculty members. If faculty have a single or shared office, each faculty member has his/her own desk, phone, and their own personal computer (provided by WCU) that is fully networked to all university resources and the Internet. Office sharing does not appear to be a major problem because faculty office mates usually arrange their office hours on different days and times which provides faculty with the privacy they may need to meet with students, to prepare for classes, and to conduct research. **Two conference rooms** on the second floor of the Sturzebecker Health Sciences Center are available for meetings, small group discussions and individual consultations.

Space is formally negotiated with the Dean by the Department Chairs and the CHS Long Range Planning Committee as a form of shared governance. Space allocation is decided through the input of the groups.

Classrooms: There are currently sufficient classrooms and instructional areas for the MPH Program. There are 18 classrooms in Sturzebecker Health Sciences Center located on the third floor and the basement. If additional classrooms are needed, MPH courses may be assigned to classrooms on North campus. The MPH courses are usually assigned to the classrooms on the third floors (classrooms 325, 328, 330 and 331). All of the classrooms are readily available and meet instructional needs. All classrooms in the Sturzebecker Health Sciences Center are multimedia classrooms with fully integrated computing, audio and visual projection capability. Faculty and students use these classrooms for regular classes and special presentations. Faculty who use these classrooms have participated in multimedia instruction through readily available in-service programs on campus. Students are permitted to use these rooms only as part of a class presentation while under the supervision of faculty who have undergone multimedia training. Additionally, laptop computers can be used in all other classrooms. A distance learning classroom has recently been completed and two wireless laptop carts, each containing 28 laptop PCs, have been added to the Sturzebecker resource area. All of the classrooms are equipped to accommodate additional audio-visual equipment as needed.

Smart Boards are in some classrooms and classrooms have the capability for video presentations. In addition, audio-visual equipment is stored on utility carts, which make all the units portable. There is very little difficulty moving the equipment from classroom to classroom and there is a projector in every classroom. An elevator enables faculty to move equipment between floors.

Common Space for Students: There is a Student Lounge on the second floor of Sturzebecker Health Sciences Center and this lounge is available to students for day and evening classes. The Student Lounge also contains The Pod, which provides sandwiches, salads and other food items for purchase. The Pod is open until 7:00pm on Monday through Thursday and Friday from 9am-5pm. There is ample seating (tables and chairs) for students. Additionally, if students need a space to meet, they may make arrangements to reserve one of the conference rooms on the second floor of the facility.

Student Access to Sturzebecker Health Science Center: Student access to the Sturzebecker Health Sciences Center is convenient. To facilitate access, WCU provides a bus service between the two campuses (North & South), which runs every ten minutes. There is ample parking for students, faculty and individuals with a disability. Nearby lots can accommodate additional cars when special programs are being held in the building.

E. A concise description of the laboratory space and description of the kind, quantity and special features or special equipment.

In support of the program, the Department maintains two specialized laboratories: a **Foods Laboratory** for nutrition and an **Environmental Health Laboratory**. Both are approximately 910 square feet in area. The nutrition lab is fully equipped with three facilities for study of quantity food preparation. The environmental laboratory is equipped with a UV/VIS spectrophotometer, a gas chromatograph, an atomic absorption spectrophotometer and supportive equipment and glassware, reagents and field equipment, especially for water quality monitoring and industrial hygiene.

F. A concise statement concerning the amount, location and types of computer facilities and resources for students, faculty, administration and staff.

The Information Services Division (<http://www.wcupa.edu/infoservices/>) provides computing, information, and network services to the entire campus community. A campus-wide network for data, voice, and video communication provides phone, data, and video connectivity for students, faculty, and staff. In addition to supporting many college and department-specific student computing labs, **the Academic Computing Center** on the ground floor of Anderson Hall serves as the focal point for instructional computing activity and manages public student labs totaling more than 200 workstations. Most labs, which post their open hours on the Web (refer to the link below for the Academic Computing Center website) have consultants on duty to assist students.

<http://www.wcupa.edu/services/stu/ramsEyeView/academicComputing.aspx>

All computers support general-purpose applications such as word processing, spreadsheets, graphics, and database management systems (Microsoft Office suite) plus course-specific software such as SPSS, SAS, Minitab, Mathematica, Quark, and others. Most labs also provide access to printers, graphic workstations, digitizers, and optical scanners. Information Services provides many resources and services to promote the use

of technology in the teaching and learning environment and more than 150 classrooms at WCU are equipped with presentation technologies.

Computer Facilities at Sturzebecker Health Sciences Center: A computer laboratory is located on the lower level of the Sturzebecker Health Science Building. The lab consists of 15 IBM compatible computers. The computers are wired into a network and students have access to word-processing, spreadsheet, presentation, database, and other instructional programs. The students can access the mainframe computer and have access to Internet and can send and receive e-mail using these computers.

Two computer cart laboratories are also available for classroom use in the Sturzebecker Health Sciences Center. Each consists of a mobile cart with electrical charging units and outlets for each of 28 laptop PCs. The IBM PCs contained within are equipped with the same operating system and software as are all computers on campus; currently this includes the full Microsoft Office Suite, along with current spyware and virus protection programs. Each PC is fully networked via wireless access points located throughout the building.

Each faculty, administration and clerical staff member has a University issued computer personally assigned to him or her. The computers are routinely upgraded (every five years) with current technology and each is maintained by the Academic Computing Center. Faculty members have the option of selecting the type of computer (laptop or desktop) and features best suited to their teaching, administrative and research needs. **The entire health sciences center has wireless Internet capability.**

Support for Online Course Instruction through the Office of Distance Education

Faculty Support: The Office of Distance Education offers faculty many development opportunities in distance learning. The Office of Distance education keeps faculty informed of best practices for online/blended teaching and emerging e-learning technology tools. This office offers a range of faculty workshops through face-to-face and online formats, as well as individual consultation. Topics include:

- Effective strategies for online course design, development and delivery
- Techniques to facilitate multiple forms of online communication, manage online group projects, and promote interaction
- Assessing online students and academic integrity issues
- Effective use of media and Web 2.0 tools to enhance your course
- E-learning technology trends and integration

MPH Faculty who are currently teaching online courses have participated in these workshops. Instructional designers at the Office of Distance Education work closely with online course instructors including support of online course design and course development from beginning to end. Consultation is provided for online pedagogy, syllabus construction, and effective online activities, and assessment. Additional the staff in the Office of Distance Education help faculty create online course materials and recommend or provide training on appropriate e-learning technology tools.

Student Support: The Office of Distance Learning offers the following support services for students enrolled in online courses.

- Online Orientation for D2L
- How to Succeed in Online Courses
- Technical Support

Refer to the link to the Office of Distance Education for additional information on the support services for faculty and students. <http://www.wcupa.edu/distancede/default.asp>

G. A concise description of library/information resources available for program use, including a description of library capacity to provide digital (electronic) content, access mechanisms, training opportunities and document-delivery services.

The Francis Harvey Green Library: West Chester University library facilities and resources compare favorably with those of similar public and private academic libraries, and they provide an excellent basis for student and faculty research and study. West Chester University has two libraries, the Francis Harvey Green Library at the corner of High Street and Rosedale Avenue, and the Presser Music Library, 121 Swope Music Building and the Performing Arts Center. Both libraries offer excellent environments for study and research.

The main library, the Francis Harvey Green Library, is a freestanding building located on the quad at the corner of High Street and Rosedale Avenue, provides an excellent environment for study and research. The six-story facility has a variety of seating including individual study carrels, faculty and graduate lounges, a coffee shop, group study and seminar rooms, and general reading areas. The full-time library staff of 40 includes the Director and Assistant Director of Library Services, the Library Systems Manager, 13 faculty librarians, and 24 library staff members. The building is ADA accessible, and there is a Special Services Room with scanning and other equipment for use by students with disabilities.

West Chester University library collections compare favorably with other major public and private libraries in the region. Total library holdings include more than 2.5 million items:

Print Materials

More than 762,187 print volumes
More than 2,000 print subscriptions

Audio-Visual Materials

More than 10,323 films, videos, and DVDs
More than 52,000 sound recordings

Internet-Accessible Materials

More than 640,000 electronic books
More than 16,145 electronic journal subscriptions
More than 2.2 million art images
More than 93,000 albums of streaming audio
Full text of articles from more than 113,000 journals through licensed databases

Microforms

More than 926,000 microfilms, microfiche, and micro cards

The library's Web site, (<http://www.wcupa.edu/library>), provides continually updated access to a wide array of resources and services, including PILOT, the library's catalog, and links to more than 180 specialized databases. Most library databases are available from any computer with Internet access, and they may be accessed from off campus by entering a valid WCU authentication number. Graduate students without a WCU network login or ID may request an authentication number on the library's Web pages. There is no charge for interlibrary loan, and materials not owned by the library may be requested over the Internet.

Special holdings in the Green Library include the Chester County Collection of Scientific and Historical Books, the Normal Collection (publications by faculty and alumni), and the Stanley Weintraub Center for the Study of Arts and Humanities. Important rare books include *The Biographies of the Signers to the Declaration of Independence* by John Sanderson and the first four Folios of Shakespeare. Also worthy of note are the collections of children's literature, instructional media, and the Philips Autograph Library in Philips Memorial Building.

The Francis Green Library houses a Starbucks store and the E.Z. Taylor Graduate Study Lounge (FHG 608). Access to the Graduate Study Lounge is available through the Graduate Student Association. Key library services include reference (in-person, telephone, and e-mail), library instruction, electronic reserves, interlibrary loan, wireless laptops for use in the library, and access to coin-operated photocopiers and microform copiers. Most articles requested on interlibrary loan are delivered by e-mail. Most books and other physical material requested on interlibrary loan from other libraries must be picked up at the Green Library.

Presser Music Library: The Presser Music Library contains the University's collection of scores as well as sound recordings, music books, periodicals, and microforms. Laptops are available for in-library use, and the facility also features the latest equipment for listening to sound recordings in analog and digital formats.

Library Services: West Chester students and faculty may take advantage of the library's many services, including reference, library instruction, computer workstations, wireless laptops, interlibrary loan, direct borrowing via the Web, copy machines, and networked printing from both the workstations and laptops. To add to the cultural enrichment of the college community, the library schedules informative displays and art exhibits throughout the year. The library maintains an extensive Web site, <http://www.wcupa.edu/library.fhg>, which provides comprehensive information on and access to library resources and services.

The Library Coordinator for Health: Each academic department is assigned a faculty librarian to serve as Coordinator. The Coordinator reviews the library collections, approves purchases, and, after consultation with department faculty, decides which materials shall be added and which weeded out. The Coordinator also serves as reference specialist and arranges library instruction sessions specifically for upper division and graduate classes. Dr. Walter Cressler is the Coordinator for Health, and he is also the library faculty member who coordinates the library's GIS services.

Library Support for Information Literacy: Helping West Chester University students develop information literacy skills is a requirement of Middle States Accreditation and a major goal of the library faculty and administration. The two strategies below are major

components of the university's plan to meet new the MSCHE standards for information literacy.

1. The library offers its own information literacy services. For example, Librarians arrange with faculty to instruct classes on library resources such as PILOT (the online catalog), computerized databases, and printed reference resources. This instruction is offered to students in General Education classes such as Effective Writing classes, which are required of all students, and it may be customized to meet the bibliographic needs of advanced students in specific majors. Workshops for both faculty and students are held periodically throughout the year as deemed appropriate. Additional services include printed and Web documents regarding enhancements in the automated catalog and other library technology; instruction on the use of newly acquired databases; one-on-one instruction at the reference desk; and printed and Web library guides on the online catalog and individual databases.
2. The Library also supports academic departments in their development of the information literacy standards and assessment required of all departments by the Middle States Accreditation rules.

H. A concise statement of any other resources not mentioned above, if applicable.

The WCU Writing Center: The WCU Writing Center (<http://www.wcupa.edu/academics/writingcenter/>) serves the entire university community: undergraduate and graduate students, faculty, and staff. The center welcomes writers from diverse academic disciplines and cultural settings. The goal of the center is to help visitors (either in person or online) to become better writers, readers, and critical thinkers. The WCU Writing Center offers the following services:

- A 30- or 60-minute session with a trained and knowledgeable writing tutor
- Discussions about ideas, writing strategies, strengths, and areas for improvement
- Options for organizing text; consideration of possible titles, introductions, and conclusions, voice and tone and discussion of generic conventions for writing assignments
- A review of rules for grammar, punctuation, syntax, and other aspects of correctness
- Discussion of guidelines for using, citing, and documenting sources.

MPH faculty often refer students to the WCU Writing Center for help with their writing assignments. The center is an important resource for many of our international students who are not native speakers of English language.

Additional resources for the MPH Program may be requested through the Department Chair, who will present this need to the Dean of the College of Health Sciences. Additionally, funds are available to students through the Graduate Student Association to provide resources for travel to conferences.

I. Identification of measurable objectives through which the program assesses the adequacy of its resources, along with data regarding the program’s performance against those measures for each of the last three years. See CEPH Outcome Measures Template.

Table 1.7. I. - Outcome Measures for the Last Three Years – Faculty and Other Resources

Table 1.7. I. MPH FACULTY AND OTHER RESOURCES (GOAL, OBJECTIVES AND OUTCOMES)					
MPH Faculty and Other Resources Goal: The MPH Program will provide personnel and other resources sufficient to fulfill its stated mission, goals and objectives.					
MPH Faculty and Other Resources Objective 1: Retain sufficient faculty and staff resources to maintain the MPH Program.					
Outcome Measures - MPH Faculty and Other Resources Objective 1	Target	2012/2013	2013/2014	2014/15	Fall Semester 2015
1.1 A minimum of 3 core faculty for each elective track.	3 Primary MPH Faculty per Track	Not Met CH 4 HC M 3 EH 3 Nutrition 3 IH 1 (14 faculty)	Not Met CH 5 HC M 3 EH 2 Nutrition 3 IH 1 (14 faculty)	Met CH 6 HC M 4 EH 3 Nutrition 3 (16 faculty)	Met CH 6 HC M 4 EH 3 Nutrition 3 (16 faculty)
1.2 A minimum of twenty-five (25%) AWA for MPH Program Director for each semester	The MPH Program Director is assigned a minimum of 25% AWA for fall/spring semesters.	Met 50% release time per semester	Met 75% release time per semester	Met 75% release time per semester	Met 100% release time per semester
1.3 MPH Coordinators will be assigned graduate workloads based on MPH collateral duties and track enrollments.	MPH Graduate Coordinators are assigned graduate workloads based on collateral MPH duties and Track enrollments	Met Dr Debra Bill, Dr. Stacie Metz Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)	Met Dr Debra Bill, Dr. Stacie Metz Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)	Met Dr Debra Bill, Dr. Stacie Metz Dr. Gopal Sankaran Dr. Mary Beth Gilboy (Assigned to 4 MPH Coordinators)	Met Dr Debra Bill, Dr. Harry Holt Dr. Mary Beth Gilboy (Assigned to 3 MPH Coordinators)
1.4 The MPH Program will have one full-time staff position to sufficiently support the administrative functions of the program (i.e. data management, curriculum support, communications, admissions management, student support, stakeholder involvement, workforce development).	1 full-time MPH staff member	Met 1 full-time MPH staff member	Met 1 full-time MPH staff member	Met 1 full-time MPH staff member	Met 1 full-time MPH staff member

MPH Faculty and Other Resources Objective 1: Retain sufficient faculty and staff resources to maintain the MPH Program.					
Outcome Measures - MPH Faculty and Other Resources Objective 2	Target	2012/2013	2013/2014	2014/15	Fall Semester 2015
2.1 All (100%) faculty have offices with computers and printers.	100%	Met 100%	Met 100%	Met 100%	Met 100%
2.2 Library resources will meet the needs of MPH faculty and students as documented in the minutes of the MPH Program Committee and MPH Student Advisory Committee.	100%	Met 100%	Met 100%	Met 100%	Met 100%
2.3 All (100%) classrooms will be equipped with computer access and computer projectors.	100%	Met 100%	Met 100%	Met 100%	Met 100%
2.4 All classroom space will meet the needs of MPH faculty and students with one classroom for each course (ratio: 1 classroom for 1 course)	100%	Met 100%	Met 100%	Met 100%	Met 100%
2.5 All (100%) faculty receive \$1,500/faculty member/year for faculty professional growth and development.	100%	Met 100%	Met 100%	Met 100%	Met 100%

J. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion has been met.

Criterion Strengths

- **MPH Primary Faculty:** From the time period of fall semester, 2012 to fall semester, 2015, six tenure track faculty have been hired to increase the numbers of primary faculty in the MPH Program. Four faculty searches are in process during the 2015/academic year. The Dean of the College of Health Sciences supports the need for additional faculty to manage increased enrollment and has worked with WCU administration to increase number of tenure track positions for the MPH Program.
- **Sufficient Funds and Resources for the MPH Program:** Funds are available for faculty professional development and resources are available to help develop and implement various aspects of the MPH Program. Funds for special projects are available to the MPH Program from the Dean of the College of Health Sciences, who is highly supportive of the MPH Program.
- **Sufficient Classrooms for the MPH Program:** At the present time there are enough classrooms for the MPH Program. There are 18 classrooms in Sturzebecker Health Science Center. All classrooms are equipped with computer access and computer projection.
- **Office Space/Computers and Printers:** All MPH faculty members share an office. Each faculty member has his/her own phone number with voice mail and each has his/her own University issues computer and printer.
- **Additional Computer Facilities:** Computer facilities are located in Sturzebecker Health Sciences Center and through the Academic Computer Center in Anderson Hall. These are well-equipped computer laboratories that enable students and faculty to work effectively and efficiently.

Criterion Weaknesses

- There are no significant weaknesses in this criterion at this time.

Criterion Plans

- **Monitoring Faculty Student Ratios (FSRs):** The MPH Program has experienced growth during the past three years, especially in the Community Health and Health Care Management Tracks. WCU administration is very enthusiastic about the growth of the MPH Program and has hired additional faculty to support the CEPH requirement of 10/1 FSR. The addition of five faculty during the past three years has improved our FSRs and continued improvement in these ratios is expected with the addition of two new hires in the Community Health Track. The faculty student ratios will continue to be monitored to ensure that it continues to remain within the 10/1 FSR. These FSRs will be included for each academic year in the MPH Annual Report.
- **Monitoring Resources for the MPH Program:** At the present time there are sufficient resources to maintain the MPH Program. The MPH Program resources will be monitored and reported in the MPH Annual Report to determine if any changes in resource allocation are needed in the future.
- **Plan for Primary Faculty Retention:** The WCU administration approved four new faculty searches for this academic year. Once a new faculty member is hired, faculty retention becomes the primary focus for faculty success during the five year probationary period. To ensure faculty success and retention, the following plan is in place to support faculty retention.
 1. **New Faculty Orientation:** All new faculty are required to attend the New Faculty Orientation. The orientation program starts in August with continuing sessions throughout the first academic year. The goals of this program include providing the new faculty member an overview of the mission, values, and strategic goals of the University along with information about what it takes to be successful at WCU. During the orientation program, new faculty have the opportunity to meet current faculty and administrators in key leadership roles. The elements of the orientation program have been carefully designed and selected to provide new faculty with critical information regarding both expectations of their appointment as well as benefits and resources available to tenure-track faculty members. (refer to the New Faculty Orientation website: <http://www.wcupa.edu/nfo/>)
 2. **Review of Faculty Performance Evaluations:** All tenure track faculty receive an annual evaluation with faculty are assessed in the areas of teaching, research and service. These evaluations are completed by the Department Chair and the Department Tenure/Promotion Faculty Committee. All tenure track faculty meet with the Chair and the Chair of the Department Tenure Promotion Committee. During these meetings

the Chairs provide direction for areas that need improvements. These annual evaluations are a CBA requirement.

When these faculty evaluations identify areas that need improvement all of the evaluators (the Dean, the Department Chair and the Chair of the department TEP Committee) provide direction and guidance for the faculty member to improve the specific identified area of weakness in teaching, research and/or service. Recommendations to improve performance can include: attending additional training in pedagogy, additional training for online courses, guidelines for increasing research production and guidelines for appropriate participation in service activities. The goal of these recommendations is to see improved performance in the identified areas during the next annual evaluation.

This annual evaluations are currently in place and will continue for each tenure/track faculty member. It is important to note that the evaluators can only provide recommendations to improve faculty performance. Faculty are self-directed and if they choose not to follow evaluation recommendations this may result in denial of tenure and promotion.

3. **Meetings with the Dean:** The Dean of the College of Health Sciences meet with faculty members to discuss progress toward tenure and promotion. The new faculty member can arrange a time to meet with the Dean at any time during the academic year. These meetings are very important for new faculty as the move toward tenure and promotion. These meetings are separate from evaluation meetings and provide a time for the Dean to provide supportive guidance for new faculty development for success. These meetings will continue as the request of the Dean or the faculty member.
4. **Meetings with the Department Chair:** The Department Chair will continue to meet with tenure track faculty throughout the academic year to check on progress in meeting standards in teaching, research and service.
5. **Formal and Informal Faculty Mentoring:** Formal mentoring for new faculty is provided by the WCU Faculty Mentoring Program (<http://www.wcupa.edu/facultymentoringprogram/>). This program is open to all tenure track faculty. In addition to formal mentoring, informal mentoring takes place within the department. The MPH Track Coordinators work with new faculty in their tracks to provide guidance for advising, course development along with guidelines for managing research and service. These mentoring opportunities are in place and are currently available to all tenure track faculty.
6. **CHS Faculty and Success and Retention Committee:** This committee is charged with the development of programs designed to improve retention of students and faculty. Examples of activities designed by faculty for faculty over the last two years are

brown bag research meetings, vitae workshops and poster development sessions.

- 1.8. Diversity. The program shall demonstrate a commitment to diversity and shall evidence an ongoing practice of cultural competence in learning, research and service practices.**

West Chester University's Commitment to Diversity

West Chester University (WCU) is committed to attracting, enrolling, and graduating students from a wide variety of educational, cultural, and economic backgrounds. We believe that a diverse campus community promotes a stimulating intellectual environment while preparing students to live and work in a multicultural society. The university has developed a variety of programs to eliminate gaps in the access and success rates for specific segments of the student population.

The Access to Success initiative is a project of the National Association of System Heads (NASH) and the Education Trust Fund. Its goal is to reduce the college-going and graduation gaps that exist for low-income and minority students. WCU met its performance indicator goals in 2012-13 in closing the access gap for first-time freshmen that are Pell Grant recipients as well as for first-time freshmen that are under-represented minority students.

Like Pennsylvania and the nation at large, WCU continues to grow more diverse. In the last six years, the student body reflects a 10% gain in the percentage of African-American students and a 50% gain in Latino students. In 2013, the African-American and Latino Male Student Retention Task Force was established to help more of these students succeed. The task force provides action steps to increase retention and graduation rates of these underrepresented minority males.

In the 2012-13 academic year, WCU achieved its highest first-year retention rate ever -- 86.1%, well above the national average, and our highest six-year graduation rate of almost 70%. Act 101 students (students whose family incomes are below 150% percent of the national poverty level) also are performing strongly in the six-year graduation rate. In the 2011- 12 academic year, Act 101 students had a six-year graduation rate of 73.8 percent.

Attracting and retaining a diverse administration, faculty, and staff also is one of the institutional priorities. WCU achieved its target goals in the faculty diversity performance indicator for 2012-13. WCU surpassed the university's Pennsylvania State System of Higher Education (PASSHE) accountability target for the percentage of full-time tenured or tenure-track faculty who are non-majority persons. The university also surpassed the year one target for the percentage of full-time tenure or tenure-track faculty who are female. WCU has almost 52% full-time tenure or tenure-track faculty members who are female compared to 43.59% in our peer institutions.

To ensure that progress continues in this area, the Office of Social Equity works with each search committee so that the recruitment process is executed effectively and fairly. In its role of ensuring fairness in hiring, Social Equity employs diversity recruitment plans, diversity recruitment consultants, and recruitment teams that have helped to increase the number of women and of persons of color applicants. (WCU Annual Report, 2014)

WCU recognizes that each individual member of the campus community brings a unique and diverse combination of background, experiences, and perspectives and we value the contributions of each individual to our collective diversity. All aspects of diversity are embraced including but not limited to race, religion, sex, gender, national origin, ancestry, age, sexual orientation, disability, veteran and socio-economic status. As a public university that promotes academic excellence and emphasizes global education, WCU is committed to providing educational and

employment opportunities to previously excluded, disadvantaged, challenged and marginalized populations.

The MPH Program's commitment to build on the diversity foundation set forth by WCU is documented in this narrative with a focus on recruiting and retaining a diverse community of MPH students and faculty. For the past three years we have exceeded our minority student recruitment targets of 35%. Now the focus is on recruitment of minority faculty to reach our minority faculty target of 20%. The opportunity to recruit minority faculty members continues with four approved faculty searches for the 2015/16 academic year. The MPH Program has an obligation to serve our minority students by ensuring the curriculum and faculty are reflective of diverse perspectives. The faculty and administration in the MPH Program have made a commitment to continue to recruit and retain diverse faculty and students.

Required Documentation: This self-study document includes the following;

- A. A written plan and/or policies demonstrating systematic incorporation of diversity within the program. Required elements include the following:**
 - i. Description of the program’s under-represented populations, including a rationale for the designation.**

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University will continue to make every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability, or veteran status. This policy applies to all members of the University community, including students, faculty, staff, and administrators. It also applies to all applicants for admission or employment and all participants in University-sponsored activities.

The Department of Health follows the University’s affirmative action policy when hiring new faculty, staff and during the student admission process. For purposes of affirmative action, the University follows the Affirmative Action-Equal Opportunity Policy (refer to this policy of the Office of Social Equity website: <http://www.wcupa.edu/admin/social.equity/affirmativeAction.aspx>) Minorities are defined as: African American, Latino, Asian/Pacific Islander, Native American and Multi-Racial. The following table provides an overview of the demographic profile of MPH students. **The updated tables for fall semester 2015 will be available for the Site Visit.**

MPH Track: Community Health						
Semesters	Fall 2012 – N = 77		Fall 2013-N=70		Fall 2014 – N = 68	
Gender and Race	N	%	N	%	N	%
<i>Male</i>	21	27.3	15	21.4	15	22
<i>Female</i>	56	72.7	55	78.6	53	78
<i>African American</i>	42	54.5	33	47	24	35.2
<i>Native American</i>	0	0	0	0	0	0
<i>Asian/Pacific Islander</i>	1	1.3	1	1.4	4	6
<i>Latino</i>	1	1.3	2	2.9	3	4.4
<i>White</i>	25	32.5	25	35.7	23	34
<i>Non-Resident Alien</i>	6	7.8	7	10	13	19.1
<i>Multi-Racial</i>	1	1.3	2	3	0	0
<i>Unknown</i>	1	1.3	0	0	1	1.3

MPH Track: Health Care Management						
Semesters	Fall 2012 – N =51		Fall 2013 – N = 50		Fall 2014 – N = 57	
Gender and Race	N	%	N	%	N	%
Male	17	33.3	16	32	21	36.9
Female	34	66.7	34	68	36	63.1
African American	14	27.5	22	44	23	40
Native American	0	0	0	0	0	0
Asian/Pacific Islander	4	7.8	3	6	4	7
Latino	0	0	2	4	2	4
White	23	45.1	18	36	20	35
Non-Resident Alien	10	19.6	4	8	3	5
Multi-Racial	0	0	1	2	3	5
Unknown	0	0	0	0	2	4
MPH Track: Nutrition						
Semesters	Fall 2012 - N=29		Fall 2013 = 39		Fall 2014- N= 43	
Gender and Race	N	%	N	%	N	%
Male	1	3.4	2	5.1	2	4.7
Female	28	96.6	37	94.9	41	95.3
African American	2	6.9	4	10.3	1	2.3
Native American	0	0	0	0	0	0
Asian/Pacific Islander	1	3.4	0	0	0	0
Latino	0	0	0	0	0	0
White	25	86.2	35	89.7	42	97.7
Non-Resident Alien	1	3.5	0	0	0	0
Multi-Racial	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
MPH Track: Environmental Health						
Semesters	Fall 2012 – N = 16		Fall 2013 = 23		Fall 2014 – N = 21	
Gender and Race	N	%	N	%	N	%
Male	8	50	12	52.2	10	52.4
Female	8	50	11	47.8	11	47.6
African American	5	31.1	8	35	6	28.6
Native American	0	0	1	4.3	0	0
Asian/Pacific Islander	1	6.3	1	4.3	1	4.8
Latino	1	6.3	0	0	0	0
White	9	56.3	12	52.1	10	47.6
Non-Resident Alien	0	0	1	4.3	4	19
Multi-Racial	0	0	0	0	0	0
Unknown	0	0	0	0	0	0
MPH Track: Integrative Health**						
Semesters	Fall 2012 – N = 17		Fall 2013 – N = 13		Fall 2014 – N = 3	
Gender and Race	N	%	N	%	N	%
Male	1	5.9	1	7.7	0	0
Female	16	94.1	12	92.3	3	100
African American	4	23.5	1	7.6	0	0
Native American	0	0	0	0	0	0
Asian/Pacific Islander	1	5.9	0	0	0	0
Latino	0	0	0	0	0	0
White	11	64.7	10	77	1	33.3
Non-Resident Alien	1	5.9	2	15.4	0	0
Multi-Racial	0	0	0	0	2	66.7
Unknown	0	0	0	0	0	0

*Data Freeze as of Fall 2012/2013/2014 – Data provided by Office Institutional Research –WCU.

** The Integrative Health Track has been closed to new students since fall semester, 2014.

- ii. **A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.**

The MPH Program Diversity Goals: The MPH Program Diversity Goals support the WCU Diversity Goals (**WCU Diversity Goals are listed on page 110 in this narrative**).

- Continue to develop effective strategies for recruiting and retaining a diverse MPH faculty and staff .

This MPH diversity goal supports the WCU Diversity Goal 3: Continue to Actively Recruit and Retain Diverse Faculty and Staff. Examples of reinforcement of this MPH and WCU Diversity Goal includes the following:

MPH Program strategies for recruiting diverse faculty.

MPH Program strategies for retaining diverse faculty.

(Descriptions of these recruitment and retention strategies are found on page 118 in this narrative).

- Promote cultural competence through curriculum content and course assignments in the MPH Program core and elective track courses and Applied Learning Experiences.

This MPH diversity goal supports the WCU Diversity Goal 2: Support Diversity on Campus. Examples of reinforcement of this MPH and WCU Diversity Goal includes the following:

MPH Courses: Three MPH core courses and twelve track courses offered in the MPH Program contain competencies, course objectives, course content and assignments that address cultural competency and working with diverse population groups. **(These courses are listed on page 123 in this narrative).**

The MPH Practicum and Major Project: The majority of our student's Applied Learning Experiences (ALE) and Major Projects take place in agencies that work with minority and at-risk population groups. Major Projects are designed to address public health issues that are found in underserved minority population groups.

Community Service Requirement: The addition of a Community Service Requirement with emphasis on student exposure to diverse population groups is in place for all MPH students (starting in fall semester, 2015). With the addition of this community service requirement the emphasis is placed on community service activities that expose students to diverse population groups and cultural diverse experiences

- Recruit, enroll and retain students from under-represented populations with a target minority enrollment of 35% for each academic year.

This MPH diversity goal supports WCU Diversity Goal 4: Continue to Retain, Recruit and Support Diverse Students. An example of reinforcement of this MPH and WCU Diversity Goal includes the following:

Meeting and Exceeding the MPH Student Diversity Objective: For the past three years the MPH Program minority student diversity enrollment objective exceeded the 35% target.

- Recruit, enroll and retain international students with a target enrollment of 10% for each academic year.

This MPH diversity goal reinforces WCU Diversity Goal 4: Continue to Retain, Recruit and Support Diverse Students. Examples of reinforcement of this MPH and WCU Diversity Goal includes the following:

Proactive MPH Administrators, Advisors and Faculty
 The Center for International Programs (CIP)
 Designated Graduate Assistantships for International Students
 Academic Support Services
(Description of these services for international students are found on page 121 of this narrative.)

The MPH Program's Diversity Goals are consistent with WCU's mission and values statements. Additionally, the WCU Values and Vision statements promote all forms of diversity:

West Chester University Values Statement

West Chester University is committed to attracting, enrolling, and graduating quality students from a wide variety of educational, cultural, and economic backgrounds. This endeavor requires the University to attract and retain highly qualified faculty and staff and to provide each member of the University community with learning and leadership development opportunities. To this end, the University supports and encourages programs that benefit all people and that seek to eradicate discrimination and injustice. We treasure what we believe to be the highest principles of American society: the worth and uniqueness of each individual, the belief that success is to be earned by individual effort put forth in an environment founded on equality of opportunity, and the appreciation of the ideal of an inclusive society. (Refer to this link for the detailed WCU Values and Vision Statement <http://www.wcupa.edu/president/valuesAndVision.aspx>)

The MPH Program Diversity Goals remain consistent with the goals and objectives for diversity found in the University's strategic plan, *Building on Excellence (2013)*. The strategic plan affirms the University's commitment to improving diversity, access, and equity and to fostering a climate that nurtures a

multicultural community of students, faculty, and staff. (refer to the Building on Excellence's Diversity Goals and Objectives below).

Diversity Goal 1: Diversity, Inclusion and Academic Excellence Council

Create a Council for Diversity, Inclusion, and Academic Excellence to assess the University's progress toward its diversity and inclusion goals and develop a plan to advance its progress in these areas and to improve campus climate.

- 1.1 The Council for Diversity, Inclusion, and Academic Excellence will provide campus-wide leadership in integrating diversity into all aspects of university life and in maximizing the visibility and support of diverse faculty, staff, administration and students as an integral part of academic performance and excellence.

Diversity Goal 2: Support Diversity on Campus

Recognizing the importance of diversity to the academic life and sustainability of the University, WCU will pursue the following objectives:

- 2.1 Continue to provide and strengthen support for offices and committees that serve diverse and marginalized populations on campus by providing resources and opportunities for both individual and collaborative activities.
- 2.2 Continue to create and implement cultural awareness programs for faculty, staff and students which incorporate the needs and experiences of the diverse groups that make up the WCU community and to provide programs that will improve the campus climate as well as enhance the experience of all faculty, staff and students.
- 2.3 Continue to support and expand programs for WCU students, faculty and staff to participate in global literacy, international education and cultural exchange.

Diversity Goal 3: Continue to Actively Recruit and Retain Diverse Faculty and Staff

A diverse faculty and staff reflect the demographics that WCU serves and contribute directly to student success, academic excellence and institutional sustainability. In order to maintain and develop these key groups the University will pursue the following objectives:

- 3.1 Foster awareness that institutional cultural diversity is the responsibility of all WCU faculty and staff.
- 3.2 Continue to apply proven and new strategies to recruit and retain a diverse faculty, staff, and administration.

Diversity Goal 4: Continue to Recruit, Retain and Support Diverse Students

WCU actively recruits a diverse student body. Its commitment to these students will be continued and enhanced to assure their success. To achieve this goal WCU will pursue the following objectives:

- 4.1 Continue to apply proven and new strategies to recruit and retain a diverse community of students.
- 4.2 Enhance collaborations with community colleges, historically black colleges and universities, school districts, and international communities to recruit and

support students from these communities and to establish collaborative programming.

The following departments, committees, commissions, institutes and training programs have been established to support diversity at WCU.

Office of Social Equity: The Office of Social Equity (OSE) provides university leadership, coordination, and information to assist the various departments and constituencies within the university in acting in accord with the principles of equity and diversity. The Director of Social Equity is a member of the President's Cabinet and thus provides direct input into leadership decisions. The OSE communicates and educates the campus on key university policies and procedures, such as the Americans with Disabilities Act, Affirmative Action/Equal Opportunity, the HIV/AIDS Policy, the Sexual Harassment Policy, and discrimination complaint procedures. In its role of ensuring fairness in hiring, the OSE has created outreach initiatives to increase the diversity of applicant pools. Recruitment resources—such as diversity recruitment plans, diversity recruitment consultants, and recruitment teams—have helped to increase the full utilization of women and of persons of color.

The OSE is well integrated into the campus community, providing presentations and information at orientation programs for new faculty, students, and staff; class presentations on various federal and local policies (the Americans with Disabilities Act, affirmative action, sexual harassment, and sexual assault, for example); and a lunchtime lecture series, among other activities. One example of this integration is an initiative in the Office of Purchasing and Contract Services, which implemented the Supplier Diversity Program to increase the number of diverse business enterprises supplying goods and services to WCU and the Pennsylvania State System of Higher Education. (Please refer to the OSE website <http://www.wcupa.edu/admin/social.equity/>).

There is a link for Diversity Data listed on the OSE website

<http://www.wcupa.edu/admin/social.equity/> .The Diversity Data Link on the OSE will take the reader to the Office of Institutional Research

(<http://www.wcupa.edu/infoservices/oir/>) The Office of Institutional Research collects and maintains the diversity data (gender and ethnicity) for students, faculty and staff. These data are updated every fall semester.

The Frederick Douglass Institute: Frederick Douglass gave his last public lecture on the WCU campus in 1895 and WCU is proud of our connection to Mr. Douglass. This connection was the impetus for the creation of the Frederick Douglass Institute (FDI) at WCU (in 1995) and the Frederick Douglass Collaborative, led by WCU's Frederick Douglass Institute, on all 14 PASSHE campuses (in 1999). A signature FDI program is the FDI Scholars Program, established in 1996, which prepares and supports advanced graduate students from historically underrepresented and underserved populations in becoming faculty members in higher education. Since 1996, 39 Frederick Douglass Scholars have taught at WCU, of which five currently hold WCU tenure-track and administrative positions. <http://www.wcupa.edu/academics/fdouglass/>

Multicultural Faculty Commission: The Multicultural Faculty Commission was established in 2004 to increase the visibility, inclusion, and professional development of the University's multicultural faculty and the MFC annual retreat produces recommendations for President's Cabinet. In 2009, the MFC recommended that the University engage in a campus climate survey, which the campus conducted its most recent climate survey in spring 2010.

<http://www.wcupa.edu/mfc/default.asp>

Office of Multicultural Affairs: The Office of Multicultural Affairs (OMA) promotes the academic achievement and personal wellbeing of students of color at WCU. The OMA provides a wide range of services, programs, and activities, including mentoring, leadership development, and advocacy. The Multicultural Center in the Sykes Student Union serves as a physical home base and coordination point for the OMA and other multicultural programs and services, including multicultural student organizations such as the Black Student Union, the Latino American Student Organization, the Asian Student Association, and Black Men United.

<http://www.wcupa.edu/SERVICES/stu.mca/>

WCU Veterans Center: Among the students for whom WCU has enhanced services and other aspects of the campus climate are those who have served the United States. The WCU Veterans Center provides a place for students with unique life experiences to come together and support one another, as well as to be supported by the University. A Veterans Advisory Board is being established to assist the University in continuing to elevate services needed to ensure the success of veterans who are now WCU students. To advance the important national Troops to Teachers program, which prepares veterans to become educators, WCU has become a regional, multistate center and has already been acknowledged nationally for its exceptional work.

<http://www.wcupa.edu/veteranscenter/>

Ally Training: Since 1994, the Lesbian, Gay, Bi-Sexual, Transgender, Queer, Questioning, Ally Services (LGBTQA) has engaged over 1,000 people in Ally Training, a program designed to provide individuals with the understanding and resources to be an advocate for and ally to LGBTQ students, faculty, and staff.

<http://www.wcupa.edu/services/stu.lgb/>

iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining/using these policies.

WCU supports a campus climate in which every student and faculty or staff member can thrive and accomplish his or her best work. In WCU's departments and offices and through campus-wide action steps, the University has continued to strengthen its campus climate in response to the 2010 Campus Climate Survey.

The Campus Climate Executive Summary is found in Resource File 1

Appendix J. In order to promote a campus climate free of harassment and free of discrimination, the **Campus Climate Intervention Team (CCIT)** was established in the fall of 1991 to foster an institution-wide climate free from acts of intolerance and to establish protocol for responding to and monitoring acts of intolerance should they occur. Co-chaired by the Executive Deputy to the President and the Associate Provost, the committee reviews, monitors, and

recommends actions to address climate issues and reported incidents. Please refer to the CCIT website:

<http://www.wcupa.edu/admin/social.equity/ccit.aspx>

MPH students, faculty and staff are encouraged to join or support groups such as Latin American Student Organization (LASO), the Black Student Union (BSU), LGBTQA, whose members work to educate, dispel myths, and sensitize the university community to the value of our differences. Students, faculty and staff can be involved with offices such as the Office of Multicultural Affairs to help promote campus diversity.

iv. Policies that support a climate for working and learning in a diverse setting.

The following policies are in place at WCU to support a climate for working and learning in a diverse setting:

Affirmative Action – Equal Opportunity Policy

West Chester University is committed to providing leadership in extending equal opportunities to all individuals. Accordingly, the University makes every effort to provide these rights to all persons regardless of race, religion, sex, national origin, ancestry, age, sexual orientation, disability, and veteran status. This policy applies to all members of the University community including students, faculty, staff and administrators. It also applies to all applicants for admission or employment and all participants in university-sponsored activities. All management and supervisory personnel are directed to adhere to our policy of Affirmative Action and to take positive, aggressive steps to ensure equal opportunities. This means, in particular, that management and supervisory personnel guard against unlawful discrimination in any personnel action, including but not limited to recruitment, appointment, promotion, training, separation, or terms of employment. Furthermore, management and supervisory personnel must take affirmative action to improve our utilization of those persons underrepresented.

This policy is in compliance with federal and state laws, including Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment of 1972, Section 504 of the Rehabilitation Act of 1972, Americans With Disabilities Act of 1972, Americans With Disabilities Act of 1990 and Executive Order of the Governor of Pennsylvania.

Overall responsibility for the implementation of the affirmative action-equal opportunity policy has been assigned to the Director of Social Equity. Any individual having suggestions, problems, complaints, or grievances with regard to equal opportunity or affirmative action is encouraged to contact the Director of Social Equity.

Every individual at WCU is expected to help make affirmative action-equal opportunity a reality for all persons.

Americans with Disabilities Act Policy

WCU is committed to equality of opportunity and freedom from discrimination for all students, employees, applicants for admission or employment, and all participants in public university-sponsored activities. In keeping with this commitment, and in accordance with the Americans with Disabilities Act of 1990 and the Rehabilitation Act of 1973, the University makes every effort to provide equality of opportunity and freedom from discrimination for all members of the University community and visitors to the University, regardless of any disability that an individual might have. Accordingly, the University has taken positive steps to make University facilities accessible to individuals with disabilities and has established procedures to provide reasonable accommodations to allow individuals with disabilities to participate in University programs.

The Director of the Office of Social Equity has been designated as the ADA Coordinator for the University. In this capacity, the Director of Social Equity works with the University ADA Committee to advance University policies and procedures that will provide equal educational and employment opportunities for individuals with disabilities. The OSE has an established process to investigate and address any complaints of discrimination on the basis of a disability. Any individual who has a suggestion, question, or complaint regarding ADA issues is encouraged to contact the Director of Social Equity.

WCU has also established the [Office of Services for Students with Disabilities \(OSSD\)](#), which operates as a centralized service for addressing the needs of students with diagnoses/disabilities and as a resource center for students, faculty, and staff. The policies and procedures used by the OSSD are contained in the *WCU Handbook on Disabilities*. A student who wants to request an accommodation and/or receive specialized services should contact the Director of the OSSD. WCU is involved in the ongoing process of renovating/modifying campus buildings to ensure accessibility for all individuals.

HIV/AIDS Policy

WCU is committed to providing educational awareness about HIV infection and AIDS for the campus community and promoting appropriate prevention and control programs. Such programs are consistent with applicable laws, including the Americans with Disabilities, the Pennsylvania Human Relations Act and Pennsylvania Act 148 of 1990 (Confidentiality of HIV-Related Information Act), and are guided by the recommendations of the U.S. Public Health Service, the Centers for Disease Control and Prevention, and the American College Health Association.

<http://www.wcupa.edu/admin/social.equity/hivAidsPolicy.aspx>

Sexual Harassment Policy and Procedures

WCU is committed to equality of opportunity and freedom from unlawful discrimination for all its students and employees. Sexual harassment is a form of unlawful discrimination based on sex and will not be tolerated in any form by faculty, staff, students or vendors. Upon official filing of a complaint, immediate investigation will be made, culminating in appropriate corrective action where

warranted, which may include termination of the relationship with the university. Retaliatory actions against persons filing a complaint of sexual harassment, or any person cooperating in the investigation of a complaint, are also prohibited. Acts of retaliation shall constitute misconduct subject to disciplinary action. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other harassing conduct of a sexual nature. All members of the University community are responsible for ensuring that their conduct does not sexually harass any other member of the University community. (Additional details on the Sexual Harassment Policy are found under the Office of Social Equity's website:
<http://www.wcupa.edu/admin/social.equity/sexualHarassment.aspx>.)

Discrimination Complaint Procedures

The procedures are established pursuant to WCU's Affirmative Action - Equal Opportunity Policy Statement and represent the University's method for responding to complaints of discrimination whether those complaints are formal or informal. For purposes of these procedures, discrimination is defined as an adverse employment or academic action or decision that is based on or motivated by an individual's race, color, religion, sex, national origin, ancestry, age, sexual orientation, disability, veteran status or other protected class status. Harassment, whether verbal, physical, or visual, that is based on any of these protected characteristics is discriminatory. This includes harassing conduct affecting tangible job benefits, interfering unreasonably with an individual's work performance, or creating what a reasonable person would sense is an intimidating, hostile, or offensive environment. The procedures for handling such matters involving students or student organizations are detailed in the Student Code of Conduct found in the Ram's Eye View Student Handbook and will be processed through the student judicial system. If a complaint alleges discrimination or harassment by an employee of the Office of Social Equity or the Office of the President, the complaint will be investigated by a party external to the University. (Further details on the Discrimination Complaint Procedures are found on the Office of Social Equity's website
<http://www.wcupa.edu/admin/social.equity/>).

v. **Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.**

The plans to increase opportunities for students to participate in courses or activities that build competency in diversity and cultural considerations include:

1. **Increasing the number of Special Topics Courses that Promote Service Learning with an emphasis on diversity and cultural considerations.**

Faculty may propose new electives listed as Special Topics courses that are open to all MPH students and may fulfill open elective options. Two examples of Special Topics Courses that provided service learning experiences addressing

diversity and cultural considerations in Jamaica and Mexico include the following:

- **HEA581 Special Topics Course: International Health Education Service Learning in Little Bay Jamaica (2013):** Dr. Debra Bill led a travel immersion course/program focused on international health education service learning, cross-cultural communication in health, and global citizenship for service learning from March 17- 23, 2013. Eight community health track MPH students interested in improving their understanding of service learning, and the history, culture, education and health system of Jamaica participated in the course. This course combined academic readings and discussions (pre and post trip) with a 6 day service learning immersion experience in Jamaica. The service learning project focused on health literacy and the planning and implementation of health education activities in a school setting in Little Bay, Jamaica.
- **HEA581 Special Topics Course: Mexican Culture and Health (2010):** Dr. Debra Bill led a travel immersion course in Mexican Culture and Health in March, 2010 to Guanajuato, Mexico. This travel course was designed for public health education students interested in improving their understanding of service learning along with the health care system in Mexico. Students combined academic readings and discussions (pre and post trip) with an immersion experience in local health care facilities in Mexico. As a result of the trip students developed a Latino project for the Cinco De Mayo Festival in Chester County.

Faculty will continue to offer these special topics courses with the service learning components focusing on diverse population groups and cultural immersion experiences.

2. The Addition of a Community Service Requirement with Emphasis on Student Exposure to Diverse Population Groups (i.e. minority and ethnic populations).

A community service requirement is in place for all MPH students (starting in fall semester, 2015). Students complete this requirement in a designated track course. With the addition of this community service requirement the emphasis is placed on community service activities that expose students to diverse population groups and cultural diverse experiences. **(refer to the Service Criteria 3.2 page 217 for specific details about the Community Service Requirement)**

3. Continue Course Offerings that Emphasize Cultural Competence and Diversity.

A number of courses are offered in the MPH Program as either core or elective track courses that contain MPH competencies, course objectives, content and assignments that address cultural competence and diversity. **A listing of these courses are found on page 123 of this**

narrative and copies of course syllabi are found in Resource File 2 Appendix A.

4. The MPH Practicum and Culminating Activity (The Applied Learning Experience and Major Project).

The majority of our student's Applied Learning Experiences (ALE) and Major Projects take place in agencies that work with minority and at-risk population groups. Major Projects are designed to address public health issues that are found in underserved minority population groups. Our ALE and Major Projects enable our students to gain real world work experience with a number of non-profit agencies that serve minority population groups in our region. **A list of ALE practicum sites with titles of Major Projects completed at the site are found under Resource File 2 Appendix B. Examples of students' Major Projects are found under Resource File No. 2 Appendix E.** Additional copies of ALE I and II Binders with projects that focus on minority population health issues will be available during the Site Visit.

vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.

The Role of Social Equity in Faculty Recruitment: The University's primary mission is assisting students to obtain a quality education and to provide an environment which meets their total needs. Meeting this mission is dependent upon the people who maintain WCU's physical, educational, and cultural environment (faculty and staff). Although applicants apply directly to each department, the University has implemented specific procedures to ensure equal employment opportunity for all applicants. The Office of Social Equity works collaboratively with each department throughout the search process. All recruitment efforts are required to provide a plan to the OSE that outline a path for a "good faith attempt" to achieve full utilization of underrepresented populations at every job classification level. Therefore, all recruitment processes are evaluated for their effectiveness to increase the University's work force by utilizing a merit based hiring system. This University's social equity compliance process is designed to develop the following competencies in hiring:

1. Recruit a well-qualified and diverse applicant pool.
2. Screen applicants efficiently and without bias, based on job related criteria.
3. Understand and institute all legal guidelines for interviewing and employment decisions.
4. Develop good interview techniques to acquire the best information from a candidate to help make sound hiring decisions.
5. Conduct a proper and complete reference check.

Developing and sustaining a diverse and qualified administration, faculty, and staff is a priority for WCU. The OSE works collaboratively with each search committee so that the recruitment process is understood and executed effectively and fairly. In its role of ensuring fairness in hiring, the OSE has created outreach initiatives to increase the diversity of applicant pools. Recruitment resources such

as diversity recruitment plans, diversity recruitment consultants, and recruitment teams have helped to increase the full utilization of women and of persons of color.

The OSE develops and presents technical hiring assistance workshops and provides support for all academic and administrative offices on topics that include:

1. How to cast a wide net to increase diversity in the applicant pool,
2. How to use internal multicultural consultants to assist with applicant screening and on-campus interview,
3. How to establish a welcoming environment for on-campus interviews, and
4. How to ensure a fair and equitable hiring process free from discrimination.

The MPH Program's Strategies for Diverse Faculty Recruitment and Retention

In addition to the policies and recruitment practices offered by the OSE, the MPH Program uses these strategies for recruitment and retention.

MPH Faculty Recruitment Strategies to Increase Diversity in Hiring

During the search process the Search Committee:

- Coordinates job advertisements that includes statements welcoming diverse applicants consistent within legal and institutional environment of the OSE.
- Coordinates job advertisements placed in publications and on listservs that serve diverse audiences approved by the OSE.
- Coordinates job advertisements sent to schools with concentrations of diverse graduate students approved the OSE.
- Coordinates phone calls made to program directors from schools with a diverse graduate student body to encourage applications from potential candidates.
- Utilizes evaluation criteria that promote an inclusive pool of candidates (all job application scoring sheets, and phone and on-campus interview questions are approved by the OSE).
- Includes underrepresented faculty as members of a search committee when possible.
- Documents why candidates are excluded from interviews as required by OSE guidelines.

Use of part time and full time diverse adjunct instructors: At the start of the 2013/14 academic year, the Dean of the College of Health Sciences approved a full-time adjunct position for the Department of Health to help us proactively recruit a minority faculty member. Aqeel Dix, MPH, ABD was hired to teach in the undergraduate Public Health/Health Promotion Program and the MPH Program (Community Health Track). Mr. Dix is African American and has seven years experience working as a community health educator at the Philadelphia Public Health Management Corporation/Health

Promotion Council in Philadelphia and is a graduate of the WCU MPH Program. Mr. Dix was encouraged to apply for one of the community health faculty tenure track positions that was advertised during spring semester, 2015. Mr. Dix was not selected as a final candidate for the community health faculty tenure track position.

Retention Strategies to Retain Diverse Faculty:

Providing support to new faculty and promoting faculty retention is critically important to the success of the MPH Program. The following activities and support systems are in place to increase diverse faculty retention in the MPH Program.

- **Support/Mentoring for New Faculty:** Probationary faculty members regularly meet with the Department Chair and the Department Tenure/Promotion Evaluation Committee to discuss progress in the tenure and promotion process. New faculty are encouraged to regularly meet with the Dean and Associate Dean of the CHS and Department Chair to discuss issues and needs during their five years of probationary status as tenure track faculty members.
- **New Faculty Orientation Program:** WCU offers a 3-Day New Faculty Orientation Program designed to assist new faculty to understand their role in teaching, service and research. The New Faculty Orientation program occurs in August and has continuing sessions throughout the academic year. This program provides new faculty with an overview of the mission, values, and special priorities of the University as well as guidelines for a successful transition as a new faculty member at WCU. All new faculty are required to participate in the New Faculty Orientation Program. (Refer to the New Faculty Orientation website <http://www.wcupa.edu/nfo/>).
- **WCU Faculty Mentoring Program (FMP):** The FMP is open to all full-time Academic and Administrative faculty as defined by the most recent CBA. Faculty in all the colleges in WCU are eligible to participate as mentees and to serve as mentors. A Call for Mentees and Mentors is issued early in the fall semester of the academic year. Prospective Mentees can examine mentor profiles posted on D2L, choose a mentor, and convey their choice to the FMP Coordinator. The program includes a one-time orientation session in the fall term and regular monthly meetings of mentoring pairs throughout the rest of the academic year. New MPH faculty can participate in the FMP (Refer to the FMP website. <http://www.wcupa.edu/facultymentoringprogram/>).
- **The Teaching, Learning and Assessment Center (TLAC):** The TLAC supports effective teaching and promotes student learning through the development of faculty and staff. The Center provides a number of workshops throughout the academic year to promote effective teaching. (Refer to the TLAC website <http://www.wcupa.edu/TLAC/default.asp>).

vii. Policies and plans to recruit, develop, promote and retain a diverse staff.

WCU maintains a strong commitment to the recruitment, development, promotion and retention of a diverse staff. The policy for staff recruitment is under the direction of the OSE and follows similar guidelines for the recruitment of faculty described above. A Department Search Committee for staff follows the policies for staff recruitment outlined by the Office of Social Equity.

The Department of Health has one department clerk/typist and the MPH Program has one clerk/typist assigned to the program. The Department of Health provides opportunities for professional development for both clerk/typists through training programs sponsored by the Human Resources Department at WCU.

viii. Policies and plans to recruit, admit, retain and graduate a diverse student body.

The MPH Program has made a commitment to pluralism, access, equity, and a supportive program climate for a diverse community of students and faculty. A diverse MPH Program promotes a stimulating intellectual environment, increases its students' understanding of different cultures and perspectives, and prepares students to live and work in a multicultural global society. As a public institution, WCU has a responsibility to provide access to previously excluded groups and embrace all forms of diversity including race, religion, age, gender, ethnicity, disability, nationality, and sexual orientation. The faculty and administration in the Department of Health and the MPH Program adhere to this policy in the admission and retention of students in the MPH Program. The following recruitment and retention strategies are in place to increase the number of diverse students in the MPH Program.

Strategies for Recruiting a Diverse Student Body

- **The MPH Program Website:** The MPH Website is updated with the current information about the MPH Program. Minority students may review the MPH Program components and reach out to the MPH Program Director and/or advisors for additional information about the program.
- **Advisors First Contact with Students:** All MPH advisors reach out to their new advisees as soon as they receive notification of the student's admission into the program. The first contact allows students the opportunity to plan for course selection that ensures a successful start of the academic career.
- **Graduate Open Houses:** Graduate Open Houses are scheduled during fall, spring and summer semesters. The majority of attendees at the Open Houses are African American and International students. The MPH Program Director and an MPH Faculty member attend these meetings and provide MPH Program information, advising and assistance with course selection.
- **The CHS Graduate Recruiter:** In April 2013, the College of Health Sciences hired a Graduate Recruiter, Ms. Marlaina Kloefer specifically

for the college graduate programs. The Recruiter works with the Office of Graduate Studies and Extended Education to participate in several multicultural recruitment events throughout the year and attends graduate college fairs at Historically Black Colleges and Universities. The Graduate Recruiter plans CHS recruitment events with underrepresented groups and also participates in the Chaka Fattah Higher Education Conference and Graduate School Fair.

Strategies for Retaining a Diverse Student Body

- **Proactive MPH Administrators, Advisors and Faculty:** All MPH administrators (MPH Program Director and Track Coordinators), advisors and faculty are available to provide support and guidance for all students in the MPH Program.
- **The Center for International Programs (CIP):** The Center for International Programs (CIP) provides language assistance, advising, and programming for members of WCU's international community. CIP staff are familiar with the challenges of living in a different culture and assist students with their adjustment to the United States during their stay at the University.
- **Designated Graduate Assistantships for International Students:** Every year the MPH Program receives two GA positions reserved for international students. The GA position provides international students with tuition remission and a stipend.
- **Academic Support Services: The Writing Center** offers writing consultation services to all WCU students, as well as to the entire campus community. At every stage of the writing process, from pre-writing to the final draft, writing consultants help writers identify their strengths and develop strategies to become better writers. The MPH faculty encourage students who need to work on their writing skills to utilize this service.
- **Probation Academic Plans:** All MPH faculty advisors provide assistance to their advisees placed on probation. The advisor meets with the student and agrees on an academic plan that will allow the student to achieve full academic standing by the end of the probation semester.

Our commitment to recruit, admit and retain a diverse student body is evident in our growing number of minority students during the past three years. The following tables demonstrate the growth in enrollment in minority students for the past three years (a table representing total MPH student enrollment by gender and race by elective tracks is found under section 1.8.A.i.) **The following tables will be updated for fall semester, 2015 and available for the Site Visit.**

Table 1.8. B. Demographic Profile of Active MPH Students – Total Enrollments (Gender and Race) Academic Years 2012-2014 (Fall Semester Enrollments)*						
Total Enrollments by Gender and Race						
Semesters	Fall 2012 N = 190		Fall 2013 N= 195		Fall 2014 N =192	
Gender and Race	N	%	N	%	N	%
Male	48	25	46	24	51	27
Female	142	75	149	76	141	73
African American	67	35	68	35	54	28
Native American	0	0	1	.50	0	0
Asian/Pacific Islander	8	4	5	3	9	5
Latino	2	1	4	2	5	3
White	93	49	100	51	96	50
Non-Resident Alien	18	10	14	7	20	10
Multi-Racial	1	.50	3	1.5	5	3
Unknown	1	.50	0	0	3	1

*Data Freeze as of Fall 2012/2013/2014 – Data provided by Office Institutional Research – WCU

Table 1.8.C. Total Minority Enrollment for Active MPH Students Academic Years 2012-2014 (Fall Semester Enrollments)*		
Academic Years	N	%
2012 (Total Enrollment 190)	78	41
2013 (Total Enrollment 195)	81	42
2014 (Total Enrollment 192)	73	38

*Data Freeze as of Fall 2012/2013/2014 – Data provided by Office Institutional Research – WCU

Minorities include: African American, Native American, Asian/Pacific Islander, Latino and Multiracial

Table 1.8. D. Total Gender Enrollments for Active MPH Students Academic Years 2012-2014 (Fall Semester Enrollments)*						
Semesters	Fall 2012 N = 190		Fall 2013 N= 195		Fall 2014 N = 192	
Gender and Race	N	%	N	%	N	%
Male	48	25	46	24	51	27
Female	142	75	149	76	141	73

*Data Freeze as of Fall 2012/2013/2014 – Data provided by Office Institutional Research – WCU

Table 1.8.E. Total International (Non-Resident) Enrollment for Active MPH Students Academic Years 2012-2014 (Fall Semester Enrollments)*		
Academic Years	N	%
2012 (Total Enrollment 190)	18	9.5
2013 (Total Enrollment 195)	14	7.2
2014 (Total Enrollment 192)	20	10

*Data Freeze as of Fall 2012/2013/2014 – Data provided by Office Institutional Research – WCU

- B. Evidence that shows that the plan or policies are being implemented. Examples may include mission/goals/objectives that reference diversity or cultural competence, syllabi and other course materials, lists of student experiences demonstrating diverse settings, records and statistics on faculty, staff and student recruitment, admission and retention.**

MPH Mission, Goals and Objectives: The MPH Program continues to be guided by its Mission, Goals and Objectives which reflects our commitment to diversity (refer to section 1.1.b. in this narrative).

Additionally, many of your MPH courses focus on content that reflects diversity and cultural competence.

Syllabi/Course Materials that Reflect Diversity:

The following courses are offered in the MPH Program and contain competencies, course objectives, course content and assignments that addresses cultural competency and working with diverse population groups. These courses include:

MPH Core Courses

HEA632 Social and Behavioral Aspects of Health
ENV530 General Environmental Health
HEA516 Health Care Management

MPH Elective Track Courses

Community Health

HEA543 Transcultural Health
HEA531 Community as a Basis for Health
HEA539 Health Promotion Program Planning
HEA544 Program Administration in Health and Management
Human Services
HEA581 Special Topics: Health Counseling in Health Promotion
HEA645 Global Health Promotion and Global Health Issues

Nutrition

NTD515 Public Health Nutrition
NTD600 Maternal, Child Nutrition
NTD610 Nutrition Assessment
NTD 625 Nutrition Policy & Programs

Health Care Management

HEA613 Advocacy and Quality of Health Care Services
HEA616 Strategic Leadership for Health Care

The syllabi for these courses can be found under Resource File 2 Appendix A. The syllabi include competencies, course objectives, content and assignments that demonstrate course emphasis on diversity and cultural competence.

List of Student Experiences Demonstrating Experiences in Diverse Settings:

The MPH Program strives to provide diverse experiences for students. The **Applied Learning Experience (ALE)** practice sites are found in a wide variety of organizations that reflect diversity and these sites include the local county health departments and various non-profits organizations located in underserved communities throughout the region. **Please refer to Resource File 2 Appendix B for a list of Applied Learning Experience sites with students' major projects.** The ALE projects reflect the types of student experiences that focus on minority health issues, health disparities and other topic areas related to underserved population groups.

MPH Faculty Diversity

The following table represents the demographic profile of the faculty in the MPH Program by race and gender. There are 16 faculty members in the MPH Program. **Of these 16 primary faculty members 3 are in the minority category. Female faculty comprise 75% and male comprise 25% of the MPH faculty. At the start of fall semester 2015, 81% of the faculty are Caucasian and 19% of the faculty are in the minority category (Asian/Pacific Islander and African).**

The fall, 2014 faculty searches (two faculty for the Health Care Administration Track) resulted in successful hires. One of these hires, Dr. Mathais Akuoko is African.

Table 1.8.F MPH Faculty Demographic Profile by Race and Gender in the MPH Program Fall Semester 2015			
Faculty Member	Race	Gender	MPH Elective Track
Carson, Lynn	Caucasian	Female	Community Health
Bill, Debra	Caucasian	Female	Community Health
Katirai, Whitney	Caucasian	Female	Community Health
DeJoy, Sharon	Caucasian	Female	Community Health
Williams, Christine	Caucasian	Female	Community Health
Bowen, Mary	Caucasian	Female	Community Health
Gilboy, Mary Beth	Caucasian	Female	Nutrition
Monahan, Lynn	Caucasian	Female	Nutrition
Christaldi, Joanne	Caucasian	Female	Nutrition
Gatenby, Tanya	Caucasian	Female	Health Care Management
Sankaran, Gopal	Asian/Pacific Islander	Male	Health Care Management
Akuoko, Mathais	African	Male	Health Care Management
Holt, Harry	Caucasian	Male	Health Care Management
Sheehan, Maura	Caucasian	Female	Environmental Health
Shorten, Charles	Caucasian	Male	Environmental Health
Sunger, Neha	Asian/Pacific Islander	Female	Environmental Health

The most recent faculty searches during spring semester, 2015, (two faculty for the Community Health Track) resulted in one successful hire.

MPH Program Staff: The Department of Health has one secretary (Ms. Jessica McMahan) and the MPH Program has one secretary (Ms. Stephanie Kienle) at this time. Both secretaries are Caucasian.

MPH Student Diversity

Student Admissions and Retention: The MPH Program has demonstrated a strong commitment to diversity in the admission and retention of minority students. **For the past three years we have exceeded our minority recruitment targets of 35%.** The Department of Health has the highest minority enrollments in the College of Health Sciences. Presently the Department of Health, in particular the MPH Program, exceeds the University’s goal for minority recruitment and retention. The program has an obligation to serve our minority students by ensuring the curriculum and faculty are reflective of diverse perspectives. Beyond that, the nonminority students in the MPH Program benefit from a high level of diversity as they are exposed to other students' perspectives

and experiences. The faculty and administration in the MPH Program have made a commitment to continue to recruit and retain a diverse student population.

C. Description of how the diversity plan or policies were developed, including an explanation of the constituent groups involved.

An entity owned by the Commonwealth of Pennsylvania, the PASSHE is governed by all laws, rules, policies and procedures determined by the legislature prohibiting discrimination on the basis of age, gender, race, disability, sexual orientation or national orientation. As part of PASSHE, WCU conforms to State policy and procedures and, as a result, the MPH Program conforms to all University policies and procedures.

The MPH Program strategies for diversity represent current actions in practice at this time. The MPH Program diversity goals and objectives are monitored and evaluated in an ongoing basis as part of the overall administration of the MPH Program. As diversity practices and policies change the changes will be documented through revised diversity objectives and outcomes by the MPH Program Committee. The MPH Program strategies for faculty and student diversity are reviewed by the MPH Program Committee and MPH Community Advisory Board as needed.

D. Description of how the plan or policies are monitored, how the plan is used by the program and how often the plan is reviewed.

The OSE monitors the University's Diversity Plan to ensure compliance with the federal affirmative action and equal employment opportunity laws. The OSE monitors the University's Diversity Plan on an annual basis and prepares their annual report for review by the University administration. Additionally the MPH Program continues to monitor compliance with the University's Diversity Plan by ensuring the program adheres to affirmative action policies for hiring faculty, staff and through the admission of students. The MPH Program complies with university policies to ensure that the faculty and students are able to achieve academic and professional success in a diverse learning environment. Diversity issues are integrated throughout the curriculum in individual course assignments, the practicum and the culminating activity. Additionally, the MPH Primary Faculty reviews diversity outcomes and policies during the Department of Health Annual Retreat and ongoing monthly MPH Program Meetings.

- E. Identification of measurable objectives by which the program may evaluate its success in achieving a diverse complement of faculty, staff and students, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Data Template 1.8.1. At a minimum, the program must include four objectives, at least two of which relate to race/ethnicity. For non-US-based institutions of higher education, matters regarding the feasibility of race/ethnicity reporting will be handled on a case-by-case basis. Measurable objectives must align with the program's definition of under-represented populations in Criterion 1.8.a.**

Diversity Objectives and Outcomes for the MPH Program:

MPH Student Diversity Objective 1: Students enrolled in the MPH Program will represent minority population groups.

Outcome 1.1: At least 35% of enrolled MPH students will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial).

MPH Student Diversity Objective 2: The majority of students enrolled in the MPH Program will represent women.

Outcome 2.1: At least 60% of enrolled MPH students will be women.

MPH Student Diversity Objective 3: Students enrolled in the MPH Program will represent international population groups.

Outcome 3.1: At least 10% of the students enrolled in MPH Program will represent international population groups.

MPH Faculty Diversity Objective 4: MPH faculty will represent minority and women population groups.

Outcome 4.1: At least 20% of the MPH faculty will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial).

Outcome 4.2: At least 60% of the MPH Faculty will represent women.

Template 1.8.G. Diversity Outcomes Measures

Template 1.8.G. Diversity Outcome Measures - Summary Data for Faculty, Students and/or Staff						
Category/Definition	Method of Collection	Data Source	Target	Year 1 2012/13	Year 2 2013/14	Year 3 2014/15
Students –Female Student Diversity Outcome 1.1	Fall Freeze Enrollment Report from Office of Institution Research	WCU Enrollment Data	60%	Met 75%	Met 76%	Met 73%
Students - Minority Student Diversity Outcome 2.1	Fall Freeze Enrollment Report from Office of Institution Research	WCU Enrollment Data	35%	Met 41%	Met 42%	Met 37%
Students - International* Student Diversity Outcome 3.1	Fall Freeze Enrollment Report from Office of Institution Research	WCU Enrollment Data	10%	Not Met 9.5%	Not Met 7.2%	Met 10%
Faculty – Minority Faculty Diversity Outcome 4.1	Self-Report	WCU Human Resources	20%	Not Met 14%	Not Met 14%	Not Met 19% 3/16
Faculty - Female Faculty Diversity Outcome 4.2	Self-Report	WCU Human Resources	60%	Met 71% 10/14	Met 79% 11/14	Met 75% 12/16

*** Important Note About International Students:** The international student percentages presented in this table are based on the international students who are non-residents and reported to the WCU Office of Institutional Research at the time of admission. However, the MPH Program has a large number of students who are permanent US residents that do not fit the university's official category for international students (non-residents). Many of our permanent US students are reported in the minority category. A more accurate percentage of international students should include both US permanent international residents and non-resident international students. US permanent residents who are from other nations are not included in the university's definition of international students at this time. Therefore these students are not included in the international enrollment by the Office of Institutional Research. **This table will be updated for fall semester, 2015 and available for the Site Visit.**

F. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Criterion Strengths

- **Strong Foundation of University Administrative Units and Programs that Promote Campus Diversity and Cultural Competence:** WCU has a strong foundation that promotes campus diversity and cultural competence. The OSE takes the lead in monitoring efforts in campus diversity and cultural competence programs.
- **Diverse Student Population:** The MPH Program has a diverse student population and has consistently met and exceeded minority and gender enrollment targets for the past three years.
- **MPH Curriculum that Emphasizes Diversity and Cultural Competence:** The MPH program provides a supportive environment for diversity and cultural competence within the MPH Program and is evidenced through course competencies, objectives, content and course assignments. Additionally, the majority of our ALE placements are in agencies that serve diverse population groups.

- **Successful Minority Faculty Hires:** Three new faculty were hired during the last two semesters. One new faculty member was hired in spring semester, 2014 and two more in fall semester, 2014. Two of these new faculty members represent minority groups (Dr. Neha Sunger is Asian/Pacific Islander and Dr. Mathias Akuoko is African). **Spring 2015 Faculty Search Updates:** Two new faculty were hired at the end of spring semester, 2015 with their start dates of August, 2015. One of the faculty hires, Dr.Cheng-Chia Chen (Asian/Pacific Islander) accepted the position and then withdrew due to health problems. With the hiring of Dr. Whitney Katirai, the Faculty Female Diversity Outcome continues at 75% (12 female and 4 male faculty).

Criterion Weaknesses

- There are no weaknesses in this criterion at this time.

Criterion Plans

- The Pennsylvania State System of Higher Education (PASSHE) offers summer teaching opportunities to graduate students entering the final year of terminal degree and doctoral programs and preparing to be college teachers. The summer teaching positions are available at WCU through the **Frederick Douglass Summer Scholars Program**. Selected scholars teach and/or co-teach one course during the Summer Sessions. At the discretion of individual campuses, Douglass scholar applications may be considered for full or partial year appointments. In keeping with the spirit of public service exhibited by Douglas, the Frederick Douglass Teaching Scholars Summer Program is designed to provide graduate students teaching experiences and potential employment opportunities within university settings that are strongly committed to cultural diversity. The MPH Program will work with administrators of this program for the opportunity for a summer scholar to teach one of the graduate summer courses for summer, 2016. This would enable the MPH Program to work with a summer scholar and establish a relationship that might lead to a minority faculty hire for the MPH Program in the future.
- **Plans to Continue to Recruit and Retain a Diverse Student Population:** The MPH Program will continue to recruit students that represent a diverse population group. The majority of the MPH Program students are females. Additionally, the target of 35% minority enrollment is met. The international student enrollment is anticipated to increase. The MPH Program has a number of students from various countries in Africa, who are now permanent residents in the U.S. Retention of minority students has been successful and a very small number of minority students are placed on probation or dismissed from the program at the end of each academic year. The MPH Program faculty work with students who are placed on probation to create an academic improvement plan to ensure improvement in course grades during the following semester.

Criterion 2.0: Instructional Programs

The MPH Program **Overview of Instructional Programs**

The MPH Program provides students with a strong foundation in the recognized core areas of public health. All students must complete core courses in epidemiology, biostatistics, environmental health, health care management, social and behavioral science, along with selecting an elective track. A research methods course was added to the MPH core courses when the program requirements were revised from 36 credits to 45 credits. This new core course was added to help students consolidate the skills needed to complete the Applied Learning Experience and the Major Project in the MPH Program. Students now must complete a minimum of 45 credits to obtain the MPH degree (18 credits of core courses, 21 credits of track courses, and 6 credits in an Applied Learning Experience). The MPH Program offers four elective tracks: community health, environmental health, health care management, and nutrition. Within each elective track there are additional course requirements. In the final semesters before graduation, students undertake a minimum 300-hour Applied Learning Experience I and II (ALE I – 100 hours and ALE II – 200 hours).

ALE I and II are the practicum/culminating experience for MPH students. The ALE is a carefully planned, supervised and evaluated learning experience (supervisors include faculty and site supervisors). Students in the accelerated format complete ALE I and II in one semester while students in the traditional format complete the requirements over two semesters. During this capstone experience, students work on a major project that is their culminating activity. Examples of major projects or culminating activities include: research projects, community needs assessments, program development, program evaluation, and development of health education curriculum. Additionally, students are required to work on professional practice activities to gain experience as public health professionals. All students are responsible for completing the major project and professional practice activities along with presenting a poster of their work at the end of each semester. The purpose of this practicum and culminating activity is to allow students to integrate core MPH competencies with selected MPH Track specialties and to employ newly acquired skills and knowledge to a current public health problem in a community setting (hospitals, health departments, government agencies, non-profit agencies, and corporate sites).

Students have the option of being enrolled in the MPH Program as a full-time (9-12 credits a semester) or part-time (3-6 credits a semester) student and can take up to six years to complete the degree. Most students complete the degree within two/three years. There are faculty advisors for each track (community health, environmental health, health care management and nutrition) and students regularly meet with their academic advisor to plan for the core courses and elective track courses.

The MPH Undergraduate Fast Track Program for West Chester University Undergraduate

Students: The MPH Undergraduate Fast Track Program enables qualified undergraduates to enroll in two graduate MPH courses during their senior year along with two approved 400 level health or 400 level nutrition courses (nutrition track only). In this format, students may complete 12 credits that meet the MPH Program requirements by the end of the senior year. Undergraduate students select their track during their junior year and work with their undergraduate and graduate advisors to ensure a smooth transition from undergraduate course work to graduate course work. These students apply for the MPH Program in their senior year and begin their graduate work as full time students in the semester after graduation. With a combination of summer, fall, winter term and spring courses, students may complete their degree during the year following spring graduation. The WCU policy for undergraduate enrollment in graduate courses allows students to count the graduate courses for either undergraduate or graduate credit. The MPH Fast Track Program for WCU undergraduates was approved by the CEPH Board of

Councilors through a Substantive Change Report submitted in May 2010. Details about the MPH Fast Track Program can be found in the MPH Student Handbook in Resource File 2 Appendix C.

In 2010, the Department of Health developed a MPH Fast Track Program designed to accept qualified undergraduate students to begin their graduate studies in their senior year. Students complete 12 credits that meet the MPH Program requirements by the end of the senior year. The courses for the MPH Fast Track taken in senior year apply to the undergraduate degree and these courses also meet the requirements for the graduate degree. The WCU policy for undergraduate enrollment in graduate courses allows students to count the graduate courses for either undergraduate or graduate credit. The majority of students in the fast track program count the graduate courses as credit in their undergraduate program. In some cases, students have more than the 120 credits needed for their undergraduate degree, these students have the option to apply these graduate courses for graduate credit. The Fast-Track program is designed so that admitted students may complete their MPH Program approximately a year following completion of their undergraduate degree. This program was approved in this format by CEPH through a Substantive Change Report in July, 2010. The following table provides the MPH core and track courses with course number and title.

Table 2.0 - Overview of the MPH Program Curriculum – 45 Credits		
MPH Core Courses (All students must take these core courses for 18 credits)		
Course Title and Number	Credits	Core Courses Meet These CEPH Requirements
HEA520 Public Health Epidemiology	3	Epidemiology
HEA526 Biostatistics in Public Health	3	Biostatistics
ENV530 General Environmental Health	3	Environmental Health
HEA516 Health Care Management	3	Health Administration
HEA632 Social and Behavioral Aspects of Public Health	3	Social/Behavioral Science
HEA 648 Research Methods	3	
MPH Elective Tracks (Students select one of the following elective tracks - 21 credits)		
Community Health (21 Credits)		
Course Title and Number	Credits	Courses Meet These Elective Track Requirements
HEA531 Community as Basis for Health	3	Community Health
HEA543 Transcultural Health	3	Community Health
HEA538 Evaluation of Health Programs	3	Community Health
HEA539 Health Promotion Program Planning	3	Community Health
HEA544 Program Administration in Health and Human Services	3	Community Health
HEA645 Global Community Health Promotion	3	Community Health
Health Elective (one course - under advisement)	3	Community Health
Health Care Management (21 Credits)		
Course Title and Number	Credits	Courses Meet These Elective Track Requirements
HEA513 Legal Aspects of Health Care	3	Health Care Management
HEA514 Approaches to Health Care Delivery	3	Health Care Management
HEA612 Health Care Financial Analysis and Management	3	Health Care Management
HEA613 Advocacy and Quality of Health Care Services	3	Health Care Management
HEA614 Health Care Technology/ and Information Management	3	Health Care Management
HEA616 Strategic Leadership in Health Care	3	Health Care Management
Health Elective (one course - under advisement)	3	Health Care Management
Nutrition (21 Credits)		
Course Title and Number	Credits	Courses Meet These Elective Track Requirements
NTD 503 Human Nutrition	3	Nutrition
NTD 515 Public Health Nutrition	3	Nutrition
NTD 600 Maternal, Child Nutrition	3	Nutrition
NTD 610 Nutrition Assessment	3	Nutrition
NTD 625 Nutrition Policy & Programs	3	Nutrition
Nutrition/Health Elective (one course - under advisement)	3	Nutrition
Nutrition/Health Elective (one course - under advisement)	3	Nutrition
Environmental Health (21 Credits)		
Course Title and Number	Credits	Courses Meet These Elective Track Requirements
ENV524 Industrial Hygiene	3	Environmental Health
ENV545 Risk Assessment	3	Environmental Health
ENV547 Environmental Regulations	3	Environmental Health
ENV551 Environmental Toxicology	3	Environmental Health
GEO5534 Geographic Information Systems	3	Environmental Health
6 Credits from the following courses (under advisement)		
ENV575 Bioterrorism and Public	3	Environmental Health
ENV533 Water Quality and Health	3	Environmental Health
ENV553 Occupational Health	3	Environmental Health
ENV570 Emergency Preparedness	3	Environmental Health
ENV581 Special Topics	3	Environmental Health
GEO584 Applications of Geographic Information Systems	3	Environmental Health
GEO__ Environmental Modeling with GIS	3	Environmental Health
Final Degree Requirements (6 Credits)		
Practicum and Culminating Activity (All students must take these courses for a total of 6 credits)		
HEA649 Applied Learning Experience I (100 Hours- 3 Credits) HEA650 Applied Learning Experience II (200 Hours - 3 Credits)		

- 2.1. **Degree Offerings:** The program shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master’s degree. The program may offer a generalist MPH degree and/or an MPH with areas of specialization. The program, depending on how it defines the unit of accreditation, may offer other degrees, if consistent with its mission and resources.

Required Documentation: This self-study includes the following:

A. The Instructional Matrix

The MPH Program in the Department of Health is a professional degree. The areas of specialization within the degree are identified in Template 2.1.1. The elective tracks are not identified on the degree or transcript since the university considers these tracks as elective areas. Graduates in the program receive the MPH degree but no specialty is stated in their diploma.

Template 2.1.1. Instructional Matrix

Template 2.1.1. Instructional Matrix – Degrees & Specializations		
Masters Degrees	Academic	Professional
Specialization/Concentration/Focus Area		Degree
Community Health		MPH
Health Care Management		MPH
Environmental Health		MPH
Nutrition		MPH

B. The bulletin or official publication that describes all degree programs listed in the instructional matrix.

The official publication that describes the MPH Program is found in the West Chester University Graduate Catalog 2014-2015 (please refer to the link below for a copy of the graduate catalog.

<http://www.wcupa.edu/INFORMATION/OFFICIAL.DOCUMENTS/GRADUATE.CATALOG/>

C. Assessment of the extent to which this criterion is met and analysis of the program’s strengths, weaknesses and plans related to this criterion.

This criterion has been met.

Criterion Strengths

The MPH Program provides students with knowledge and skills in public health through the core/foundation courses (biostatistics, epidemiology, health care administration, health behavior and environmental health). In addition, an extra core course (HEA 648 Research Methods) has been added to further strengthen the research and practice skills of future public health professionals. All students participate in a practicum and culminating experience. Three tracks (community health, health care management, environmental health) have been offered to students from the start of the MPH Program and an elective track in nutrition was added in 2009. The nutrition track was added based

on the need for public health nutritionists in our region and the nation. The Integrative Elective Track was closed at the start of spring semester, 2014 due to low enrollment.

It is important to note that even though there are four elective tracks within the MPH Program, all students receive a diploma that states that they are awarded the Master of Public Health degree. Track information is not included in the diploma. All MPH students, irrespective of their track, receive training in the common core areas of public health, additional training in research methods, and complete an Applied Learning Experience, and a Major Project (culminating learning activity).

Criterion Weaknesses

There are no weaknesses in this criterion at this time.

Plans for this Criterion

The MPH Program will continue to provide these tracks for our students. The tracks are strong and thriving with large enrollment numbers in the Community Health Track, the Health Care Management Track and the Nutrition Track. The Environmental Health Track has a relatively lower enrollment than the other Tracks at this time, but is experiencing growth. This track will see increased enrollments since West Chester University has made a commitment to increase graduate enrollments through the provision of marketing resources and use of graduate recruiters both at college and university levels.

2.2 Program Length: An MPH degree program or equivalent professional master's degree must be at least 42 semester-credit units in length.

Required Documentation: This self-study includes the following:

A. Definition of credit with regard to classroom/contact hours.

The number of credits for one course is three with 45 contact hours per course per standard semester.

B. Information about the minimum degree requirements for all professional public health master's degree curricula shown in the instructional matrix.

The MPH Program in the Department of Health is a 45-credit unit degree program.

C. Information about the number of professional public health master's degree awarded for fewer than 42 semester unit credits.

The MPH Program in the Department of Health is a 45 credit degree program.

D. Assessment of the extent to which this criterion is met with an analysis of the program's strength and weaknesses.

This criterion has been met.

Criterion Strengths

The MPH Program is a 45 credit program with 18 credits for required core courses, 21 credits for elective track courses and 6 credits for the practicum/culminating experience.

Criterion Weaknesses

There are no weaknesses in this criterion at this time.

Plans for this Criterion

The MPH Program will continue to provide a 45 credit degree with core course requirements, elective track specialty areas and the practicum/culminating experience.

2.3. Public Health Core Knowledge: All graduate professional public health degree students must complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge.

Required Documentation: This self-study includes the following:

- A. Identification of the means by which the program assures that all graduate professional public health degree students have the fundamental competence in the areas of knowledge basic to public health. If this means is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance of each. See CEPH Data Template 2.3.1.**

All students in the MPH program are required to pass five public health core courses and the Applied Learning Experience I and II. The five core courses address the broad areas of public health (epidemiology, biostatistics, environmental health, health administration, and social/behavioral aspects of health). A research methods course was added to the core curriculum when the program credits were increased to 45. This course was added to help students strengthen further their skills for independent research and practice for their culminating activity (Major Project Plan and Report) that is completed during the ALE I and II. **(Refer to Template 2.3.1 in this section).** ALE I and II are designed for the student to incorporate their core public health knowledge with the skills acquired from their elective track courses.

The syllabi for the core courses and ALE I and II indicate specific course objectives and core competencies for each student **(these syllabi are included in Resource File 2 Appendix A)**. Objectives are linked to core competencies and the assignments that enable students to meet the core competency in a table included in each course syllabus. Students are evaluated using a variety of methods including written examinations, group and individual projects, case studies, research papers, projects and presentations. Course assignments are listed in core course syllabi.

Template 2.3.1 Core Public Health Knowledge

Template 2.3.1 Required Courses Addressing Public Health Core Knowledge Areas for MPH Degree		
Core Knowledge Area	Course Number & Title	Credits
Biostatistics	HEA526 Biostatistics for Public Health	3
Epidemiology	HEA520 Public Health Epidemiology	3
Environmental Health Sciences	ENV530 General Environmental Health	3
Social & Behavioral Sciences	HEA632 Social and Behavioral Aspects of Health	3
Health Services Administration	HEA516 Health Care Management	3
Research Methods	HEA648 Research Methods in Public Health	3
MPH Practicum/Culminating Activity	HEA649 Applied Learning Experience I	3
MPH Practicum/Culminating Activity	HEA650 Applied Learning Experience II	3

B. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans related to this criterion.

This criterion has been met.

Criterion Strengths

The MPH is a professional degree with four elective tracks: community health, environmental health, health care administration, and nutrition.

The following list includes the six major core courses and two practicum courses. These courses address the core competencies and the basic knowledge areas of public health.

The complete core course syllabi with course core competencies and course objectives are found in Resource File 2 Appendix A.

- **Biostatistics:** HEA526 Biostatistics for Public Health
- **Epidemiology:** HEA520 Public Health Epidemiology
- **Environmental Health Sciences:** ENV530 General Environmental Health
- **Health Services Administration:** HEA516 Health Care Management
- **Social and Behavioral Sciences:** HEA632 Social and Behavioral Aspects of Public Health
- **Research Methods:** HEA648: Research Methods in Public Health
- **MPH Practicum:** HEA649: Applied Learning Experience I
- **MPH Practicum:** HEA650: Applied Learning Experience II

Important Note: Since 2009, an **MPH Core Course Coordinator** has been providing oversight and management of the MPH Core Courses. The core courses are the foundation of the MPH Program and contain the majority of content that is addressed in the Certified Public Health (CPH) exam. The addition of an MPH Core Course Coordinator has strengthened this central component of the MPH Program. The coordinator is responsible for monitoring the courses so that they meet the standards of the MPH Core Competencies Model (ASPH), curriculum revisions, core course syllabi management, core course evaluations, preparing the MPH Core Coordinator report for the MPH Annual Report and coordinating MPH Core Course Meetings.

To strengthen the course content of the MPH core courses all relevant syllabi have been revised to reflect the discipline specific competencies from the MPH Core Competency Model of the Association of Schools of Public Health.

To standardize the MPH core curriculum, the MPH Program Director, the MPH Core Coordinator and MPH Program Committee decided to incorporate the core course competencies as course objectives from the MPH Core Competencies Model (ASPH).

The MPH Core Coordinator assumed the key role of oversight during this revision process. The MPH Core Coordinator worked with core course instructors and the MPH Program Director to complete the revision process. Now there is a coordinator to monitor and maintain the quality of the MPH core courses and to ensure that all students receive consistent public health foundation preparation throughout all MPH core courses.

Criterion Weakness

There are no weaknesses in this criterion at this time.

Plans for this Criterion

The MPH Core Coordinator will continue to monitor the core courses and work with the MPH Program Director and the MPH Program Committee to ensure that the core courses meet the standards of the MPH Core Competencies Model (ASPH). This will include any revisions, additions or deletions of core course competencies and objectives along with content to keep MPH core courses up to date. A MPH Core Competency Review will take place in spring semester 2016. After review of the data from Exit Surveys and ALE Student Selected Competencies, the MPH Core Competency Committee will review the data and recommend changes or revisions to the MPH Program Committee at the end of spring semester, 2016.

2.4. Practical Skills: All graduate professional public health degree students must develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students' areas of specialization.

***Program Definitions for the MPH Practicum and Culminating Activity:**

Applied Learning Experience I and II (ALE I and II): This is the name of the practicum experience in the MPH Program. During the practicum students are responsible for participation in professional practice activities (PPAs) and development/implementation of the Major Project (culminating activity).

Major Project: The Major Project is the culminating activity for the MPH Program. Students complete the Major Project Plan during ALE I and implement the Major Project in ALE II. All students present their projects during an MPH Poster Session at the end of each semester.

To promote clarity throughout this Self-Study, Applied Learning Experience (ALE I and II) is used when referring to the MPH practicum and Major Project when referring to the MPH culminating activity. The acronym PPAs are used for Professional Practice Activities.

Overview of the Practice Experience (ALE I and II)

The Applied Learning Experience is a 300-hour experience designed to help students apply the knowledge and skills developed during the theoretical aspects of the MPH curriculum to the working world. The practicum, consists of courses HEA649 – Applied Learning Experience I (ALE I) and HEA650 – Applied Learning Experience II (ALE II). ALE I and II is a planned, supervised and evaluated practice experience.

Students have the option to complete ALE I and II in the following formats:

Traditional Format: In the traditional format, students complete ALE I (100 hours) and ALE II (200 hours) over two semesters with part time hours distributed over 30 weeks in two consecutive semesters. This format is the best option for the students who are employed as they can arrange an ALE on-site schedule that works with their employment time commitments. In this format in ALE I, students complete their ALE site selection and approvals within the first seven weeks of the semester. On-site ALE I practice hours begin during the second half of the semester.

Accelerated Format: Students in the accelerated format have the option to complete ALE I and II in one semester with full time hours distributed over 15 weeks. Students complete ALE I (100 hours) within the first seven weeks of the semester and ALE II (200 hours) within the second half of the semester. This format is the best option for full-time students who are not employed. In this format, students are responsible for securing their ALE sites and required approvals (site, major project, etc.) before the start of the ALE I and II accelerated semester. ALE I on-site practice hours begin during the second week of the semester.

All students enrolled in ALE participate in weekly seminars to prepare for ALE I and II during the first half of the semester in ALE I.

The purpose of the practice component of the ALE is to allow students to integrate core MPH competencies with track specialties and to employ newly acquired skills and knowledge to a current public health problem at the work site. The ALE practice experience includes student involvement in PPAs. PPA activities include student observation and participation in site supervisors and staff work activities, interacting with clients/patients/population groups, attending meetings (agency and coalition meetings) and providing support for agency activities. Copies of completed Student PPAs will be available during the Site Visit along with the new Professional Practice and Competency Attainment Report format that is in place for the 2015/16 academic year).

During ALE I students are expected to develop a working relationship with their Site Supervisor. The expectation includes the ability to accept guidance from the Site Supervisor and staff, to relate to agency populations groups, to organize and maintain an effective work schedule and to relate theory into practice. Students are expected to participate in PPAs throughout ALE I and II. Students are expected to continue their PPAs in addition to completing their Major Project.

To document student participation in the PPAs, students complete weekly journal entries/ logs where they describe the activities that are completed. At the end of ALE I and II, students complete a **Professional Practice Activities and Competency Attainment Report** that documents the types of PPAs completed and how participation in these activities contributed to their professional growth and development along with competency attainment.

Due to our location in the Philadelphia Metropolitan area, our students do have the opportunity to participate in a wide variety of practice experiences. At our approved ALE sites students are exposed to the public health practitioner functions in a wide variety of roles. In the hospital setting, students experience many facets of patient education, community outreach, or health care administration. In the county health departments, students can work in disease control, environmental health, and public health administration. In the voluntary health agencies, students experience projects that have a direct impact on the community through coordination of programs for specific target populations within an agency's service area. Sites available for the ALE practice experience include county and city health departments, community health agencies, non-profit agencies, hospitals and placements in the private sector. Hospital sites include some of the premier hospital systems in Philadelphia (e.g., The University of Pennsylvania Hospital System, the Fox Chase Cancer Hospital System and the Jefferson Health Care System) and elsewhere (e.g., the Main Line Health). Examples of community health care agencies include the local chapters American Heart Association, the March of Dimes, the American Cancer Society, and Planned Parenthood.

An in-depth description of policies and requirements for the ALE I and II is contained in the ALE I and II Guidelines and Appendices. The ALE I and II Guidelines include the course syllabi with competencies and objectives for ALE I and II. The appendices section includes all of the forms needed for the ALE (i.e., application forms, major project summary and competency selection forms, mid-semester progress reports, final evaluation for student, faculty and site supervisors and other forms related to successful completion of the practicum). **Please refer to Resource File 2 Appendix D for a copy of the ALE I and II Guidelines and Appendices or refer to the course syllabi for HEA649 ALE I and HEA650 ALE II under Resource File 2 Appendix A.**

The Role of the ALE Coordinator and the ALE Committee: The ALE Coordinator and ALE Committee ensures compliance with CEPH Criteria and MPH Program goals, objectives,

outcomes and evaluation related to the MPH culminating activity and the practicum experience. The ALE Committee also collects ALE data focusing on the sites, Site Supervisors, Faculty Supervisors and student evaluations. The ALE Coordinator with the support of the ALE Committee approves ALE sites and site supervisors (particularly in reference to their qualifications). The Committee continues to monitor the progress of the ALE and revises ALE requirements (as needed) along with establishing ALE priorities for the following year. The **MPH ALE Committee Annual Report** serves as the reporting and documentation mechanism for this committees' work throughout the academic year. This annual report is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

Required Documentation: This self-study includes the following:

A. Description of the program's policies and procedures regarding practice placements including:

MPH Selection of Sites

ALE Sites are selected based on the qualifications of the Site Supervisor (refer to the section on Methods for Approving Preceptors, listed below). Additionally, ALE Sites need to meet the following criteria.

ALE Sites need to:

1. Provide the needed supervision of the student with an assigned Agency Site Supervisor.
2. Provide an Orientation for the student to the facility, the staff and to others with whom the student may interact.
3. Provide a climate suitable for learning, desk space, access to a telephone and other essential items.
4. Provide student experiences of attending committee meetings, working on a committee(s), attending Board Meetings and other professional service activities (PPAs). Determine the types of PPAs for student participation and complete the Professional Practice Activities Form.
5. Work with the student to develop the Major Project to be completed during the Applied Learning Experience I and II, complete the Major Summary Project Form, and forward the form to the ALE Faculty Supervisor.
6. Provide the student access to the necessary information required to accomplish assigned tasks.
7. Allow the student to be incorporated into the daily routine of the office or department to the extent possible during their assigned hours.
8. Allow the student an opportunity to utilize his/her creative ability as well as expand his/her competencies.
9. Provide reimbursement of expenses for job-related travel according to agency policies.
10. Identify the need for liability coverage to the student and communicate the same to the ALE Faculty Advisor.
11. Complete the Mid-Term Progress Report and the Final Evaluation and discuss the progress reports/evaluations with the student before forwarding them to the ALE Faculty Advisor.

Student Process for Site Selection: ALE I and II is completed during the final semester(s) of the MPH program and students select their sites during the 3rd or 4th week of the ALE I seminar (traditional format) and before the start of the ALE I (accelerated format). ALE Faculty Supervisors schedule advising appointments to discuss the student's career goals, review ALE opportunities, and help students select sites (from a list of approved site) that provide the maximum educational learning experience possible for the students. Following site selection, the student is responsible for setting up and completing an on-site interview. A list of approved ALE sites, by track, is now posted on the MPH website (**refer to the Student Resource tab and Applied Learning Experience tab on the MPH Website**).

<http://www.wcupa.edu/ACADEMICS/HealthSciences/health/mph/studentResources.aspx>

It is important to note that students secure their own practicum sites from an approved ALE Site List. Students are not required to find their own sites. However, if a student does have a site preference that is not on the approved list, the ALE Faculty Supervisor will work with the site to obtain approval. Once approved this new ALE site is added to the approved ALE site list. If the site is not approved, the student meets with the ALE Faculty Supervisor for review of current approved sites for an alternate choice.

ALE at the Student's Place of Employment: Students who are employed at an agency/institution/facility may complete their ALE at their place of employment. However, the experience cannot be related to their current job responsibilities. For example, a student who is working in a county health department in the area of maternal/infant health may not complete his/her practicum/major project in that division or department. The student may select a different department (i.e., chronic disease prevention and control) with a site supervisor not related to the student's current position to complete his/her project. The ALE Faculty Supervisor needs to approve this placement to ensure that the student is working on a major project and practice experience that is not related to his/her current employment or supervisor.

Methods for Approving Preceptors

An ALE Site Supervisor Approval Form is in place for approvals of current and new site supervisors. The approval forms will be sent to all current site supervisors during the fall semester, 2015 with approval renewals completed every two years by the ALE Coordinator. The ALE Coordinator, along with the ALE Committee, is responsible for coordinating the site supervisor approval process. **Refer to Resource File 2 Appendix F for a copy of the ALE Site Supervisor Approval form.**

All site supervisors should have a master's degree in a health-related field. If they do not have a master's degree, they must have at least five years experience at their current position. The Site Supervisor must agree to participate in direct student supervision as well as prepare a Mid-Semester Progress Report and Final Evaluation for the student. The supervisor must agree to participate in meetings with the ALE Faculty Supervisor and the student to discuss student progress either by phone or through a site visit.

Opportunities for Orientation and Support for Preceptors

Many of our ALE Sites are located throughout six counties in Pennsylvania (Berks, Chester, Delaware, Lancaster, Philadelphia and York Counties) while some of our students use sites in New Jersey and Delaware and Washington, DC. Since the MPH Program's Site Supervisors are distributed throughout the region and Site Supervisors provide supervision on a volunteer basis, it is not feasible to expect that they can take time away from their job duties to attend an orientation. Currently orientation is provided to each Site Supervisor through a phone conversation or site visit and ALE Faculty Supervisors provide immediate support to Site Supervisors with concerns through phone/electronic conferences.

To assist Site Supervisors, the ALE Coordinator, ALE Faculty Supervisor and a Graduate Assistant developed an ALE Site Supervisor Orientation PowerPoint Presentation. The Power Point presentation will be active at the start of fall semester, 2015. This presentation will provide details on the purpose of the ALE, the Site Supervisor's role in supervision of MPH Program students, the ALE Faculty Supervisor's role in the ALE along with the student responsibilities in completing their practice hours and their Major Project. Evaluation methods will be reviewed during this presentation. **A copy of this presentation will be available during the Site Visit.** When completed the Site Supervisor Orientation will be placed on the MPH Website and a link will be emailed to all current ALE Site Supervisors.

Approaches for Faculty Supervision of Students

Each Track Faculty member can serve as supervisor for the ALE and all current ALE Faculty Supervisors have extensive experience in undergraduate and/or graduate internship supervision including site approval, site supervisor orientation, student placement, site visits, student evaluation and problem solving. During the past three years, the program has added an ALE Coordinator and ALE Committee to centralize faculty supervision of ALE I and II. The ALE Coordinator with the support of the ALE Committee is responsible for approval of sites, conducting ALE preparation classes and serving as the ALE Faculty Supervisor during fall/spring/summer semesters. However, other faculty can serve as ALE Faculty Supervisors throughout the year – primarily in the nutrition and environmental health tracks. ALE Faculty Supervisors work under the direction of the ALE Coordinator to ensure that all students, regardless of track, follow the requirements and assignments for the ALE. Additionally, based on need, adjunct faculty might be hired to serve as ALE Faculty Supervisors (for example, when tenured or tenure-track MPH faculty are needed for course instruction). In these instances, adjunct faculty that have served as site supervisors for community health agencies are recruited to serve as ALE Faculty Supervisors since they have a thorough understanding of how the ALE practicum works in our MPH Program.

New faculty supervisors (adjunct or full-time faculty) are prepared for the ALE supervision under the guidance of the ALE Coordinator and ALE Faculty Supervisors. Before beginning supervision, a new ALE faculty advisor works closely with the ALE Coordinator and/or an ALE Faculty Supervisor to learn the various components of ALE supervision. Working with a seasoned ALE Faculty Supervisor enables the new ALE Faculty Supervisor to become familiar with supervision of students participating in ALE.

Faculty and Site Supervisor Supervision of Students During ALE I and II

Each student is under the direct supervision of the ALE Site Supervisor while at the practice site. Students and Site Supervisors receive a copy of the ALE I and II Guidelines and Appendices. Within two weeks of the start of ALE I (traditional format), the student and the site supervisor complete a Major Project Summary and Competency Selection Form that outlines student expectations and a description of the project with selected core and track competencies related to the Major Project. Students in the ALE accelerated format complete the same form and approvals but this process takes place before the start of the ALE I semester. The Major Project Summary and Competency Selection Form is returned to the ALE Faculty Supervisor for approval. In addition, the ALE Faculty Supervisor meets with the student and the site supervisor either on-site or through phone conference, email contacts or electronic meetings. These meetings are scheduled during mid-semester and at the end of the semester and are documented by completion of an ALE Faculty Supervisor Contact Form (**Refer to Resource File 2 Appendix F for a copy of this form**). Student performance is reviewed and both the Site supervisor and the ALE Faculty Supervisor. They provide feedback and offer guidance for improving performance to the student. The Mid-Semester Progress Report and Final Evaluation forms are reviewed with the student by the Site Supervisor. The Mid-Semester Progress Report and Student Professional Performance Final Evaluation forms provide two formal mechanisms for the student to receive feedback and guidance in ALE I and II.

Means of Evaluating Student Practice Performance During ALE I and II

- 1. ALE I and II - Student Professional Performance – Site Supervisor Evaluation:** Students are assessed on their practice performance in ALE I and II. The Site Supervisor assesses the student's ability to develop a working relationship with him/her, accept guidance from him/her, accept guidance from the staff, relate to agency clients, organize and maintain an effective work schedule and relate theory to practice. In ALE I and II, students are expected to participate in PPAs. The PPAs include student observation and participation in supervisor work activities, student observation and participation in staff work activities, interacting with clients/patients, attending agency and coalition meetings and providing support for agency activities. The Site Supervisor completes a **Mid-Semester Progress Report (ALE I and II)** and a **Final Evaluation (ALE I and II)** on professional performance with points assigned for the final evaluation. Selected student competencies are assessed and assigned points during this final evaluation. Site Supervisors meet with students to review the Mid-Semester Progress Report and the supervisors make suggestions for any areas needing improvement. At the end of the semester, Site Supervisors meet with students to review the Final Evaluation on Professional Performance and points are applied to the student's final grade at this time. **Copies of the Mid-Semester Progress Report and Final Evaluation forms are found in the ALE I and II Appendices in Resource File 2 Appendix D.**
- 2. Faculty Supervisor Assessment of PPAs through the Professional Practice Activities and Competency Attainment Report.** This report focuses on the PPAs and Major Project activities completed during ALE I and II. The purpose of these reports is student documentation of the types of PPAs and Major Project activities and how participation in these activities contributed to the student's professional growth, development and competency attainment. The ALE Faculty

Supervisors review the report and assign points that are applied to the student's final grade. **A copy of the evaluation format is included under the ALE Faculty Supervisor's Final Evaluation in the ALE I and II Appendices found in Resource File 2 Appendix D.**

Evaluating Practice Placement Sites and Preceptor Qualifications

- 1. Student Evaluation of Practice Sites:** Students evaluate the practice placement by completing an **Evaluation of the ALE Form** at the end of ALE I and II. Students assess their ability to meet practicum competencies and objectives at the site, the quality of supervision from the Site Supervisor and the ALE Faculty Supervisor. **This evaluation form can be found in the ALE I and II Appendices in Resource File 2 Appendix D.**
- 2. Evaluation of ALE Site by ALE Coordinator and ALE Faculty Supervisors:** The ALE Coordinator and/or a designated ALE Faculty Supervisor assesses the quality of the ALE Site and Site Supervisor based on review of student evaluations of the ALE site. The **Evaluation of the ALE Site and Site Supervisor Form** documents student ratings and comments of the ALE Site and the quality of site supervisor's student assessment (based on reviews of the ALE Site Supervisor's Mid-Semester Progress Report and Final Evaluation). **Refer to evaluation form in Resource File 2 Appendix D.** Formal evaluation of all sites (currently used by students for the past three years) will occur during the fall semester, 2015. The ALE Coordinator will prepare a report for the ALE Committee which will be submitted to the MPH Program Director for the MPH Annual Report. Final decisions about site continuation/discontinuation will be made at the first ALE Committee Meeting each fall semester.
- 3. Evaluation of Preceptor Qualifications:** All site supervisors should have a master's degree in a health-related field. If they do not have a master's degree, they must have at least five years experience at their current position. The site supervisor must agree to participate in direct student supervision as well as prepare a Mid-Semester Progress Report and Final Evaluation for the student. The supervisor must agree to participate in meetings with the ALE Faculty Supervisor and the student to discuss student progress either by phone or through a site visit. There is a formal application process in place and Site supervisors must complete an ALE Site Supervisor Approval Form (**refer to Resource File 2 Appendix F for a copy of this form.**) A review of preceptor qualifications will occur during fall semester, 2015 and will be completed every two years under the direction of the ALE Coordinator and the ALE Committee.

Criteria for Waiving, Altering or Reducing the Experience, if Applicable

All MPH students participate in the practice experience. No waivers to this requirements have been issued for any student during the past three years. Currently, there is no criteria for waiving the practice experience.

B. Identification of agencies and preceptors used for practice experiences for students by specialty area, for the last two academic years.

The MPH Program has over 60 practicum sites and the ALE Tables identify these practice sites by specialty area (Community Health, Health Care Management, Environmental Health, and Nutrition) for the academic years of 2012/13, 2013/14 and 2014/15. Student names, site supervisors, faculty supervisors and ALE Major Project Titles are included in these tables. **Due to the length of these tables, the tables are placed in Resource File 2 Appendix B.**

C. Data on the number of students receiving a waiver of the practice experience for each of the last three years.

All MPH students participate in the practice experience at this time. No waiver has been issued to any student over the past three-years.

D. Data on the number of preventive medicine, occupational medicine, aerospace medicine and general preventive medicine and public health residents completing the academic program for each of the last three years, along with information on their practicum rotations.

The MPH Program does not have any physicians in the specialties listed above in practicum rotations.

E. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans related to this criterion.

This criterion has been met.

Criterion Strengths: This ALE I and II is a planned, supervised and evaluated practice experience. The strengths of this practice experience include the following:

- **Practice Sites:** A variety of practice sites are available to students for completion of the ALE experience. Sites available include hospitals, health departments, voluntary agencies and corporate sites. Currently there are more than 60 practice sites for MPH Program students.
- **Supervision:** ALE Faculty and Site Supervisors have experience in supervision of graduate students.
- **ALE Coordinator and the ALE Committee:** The addition of an ALE Coordinator that oversees the ALE Practicum and works with ALE Faculty and Site Supervisors, ensures consistent ALE experiences for all students from all four MPH elective tracks.
- **ALE Preparation Seminar:** All ALE students participate in ALE preparation classes to obtain directions on how to complete a successful ALE I and II. Preparation includes guidelines for Professional Practice Activities and the Major Project.

- **ALE I and II Guidelines and Appendices:** Well developed ALE I and II Guidelines with appropriate ALE forms (found in ALE I and II Appendices) provide detailed program requirements and policies for students, ALE Faculty and Site Supervisors.
- **Options to Complete the ALE in the Accelerated or Traditional Format:** Flexibility for students to complete ALE I and II in the accelerated (one semester) or traditional (two semester) formats.
- **Student Performance Evaluations:** Site Supervisors evaluate students' professional performance on-site and the ALE Faculty Supervisors assess the quality of students' professional performance through the Professional Practice Activities Report.
- **Preceptor and ALE Site Approval Applications and Formal Evaluation Process:** ALE sites and site supervisors for the practicum are approved the ALE Coordinator and ALE Committee. The ALE Coordinator and/or designated ALE Faculty Supervisor are responsible for coordinating the site and site supervisor approval process. The new sites will need to go through the approval process and the sites used in the past will go through the approval process during fall semester, 2015.
- **Student Evaluation of the ALE:** Students evaluate the practice placement site for ALE I and II. The evaluation asks students to assess their ability to meet practicum objectives at the site and assess the quality of supervision from the Site Supervisor and ALE Faculty Supervisor

Criterion Weaknesses: The areas that need improvement in the practicum include the following:

1. Development of online ALE evaluation formats.
2. The need for an Online Site Supervisor Orientation.
3. Addressing student competency attainment in practice.
4. ALE Site and Site Supervisor evaluation formats.

Plans for this Criterion: To continue to strengthen the practicum based on the areas that need improvement the following plans will be implemented during the next academic year:

1. **Plans for Development of Online ALE Evaluations:** The next step in improving the practicum evaluations is the development of an electronic format for student, site supervisor and ALE faculty supervisor evaluations. The MPH Program Director will work with the Department Chair and the Dean of the College of Health Sciences for resources to complete the electronic format for these evaluations. Completion of online conversion of these evaluation forms will take place by the end of spring semester, 2016.
2. **Completion of the Online Site Supervisor Orientation:** An online "Site Supervisor Orientation" PowerPoint Presentation has been developed during the past academic year. This presentation will be sent to ALE site supervisors

through email and it will be posted on our MPH website. The purpose of this orientation is to provide details of the ALE, the Site Supervisor's role in supervision, the ALE Faculty Supervisors role in the ALE, the student responsibilities in completing their practice hours and student responsibilities in completing their Major Project. Evaluation methods are reviewed during this presentation. The Orientation Power Point Presentation has been completed and is being processed into a professional format by the WCU Media Center for distribution. The Site Supervisor Orientation will be placed on the MPH Website and the email link will be sent the ALE Site Supervisors. **This presentation will be available for review during the Site Visit.**

3. **Addressing Student Competency Attainment in Practice:** All students complete an Exit Survey at the completion of ALE II. Students provide ratings on overall MPH core and track competency attainment at that time. To address specific competency attainment during ALE I and II, students will select three MPH core and track competencies that will be the focus of their PPAs and their Major Project. These competencies are identified on the student's Major Project Summary and Competency Selection Form. Students will evaluate competency attainment on their ALE Student Evaluation. ALE Site Supervisors will assess the student's identified competency attainment during the Mid-Semester Progress Report and Final Evaluation. ALE Faculty Supervisors assess student competency attainment through review and grading of the student's Professional Practice Activities and Competency Attainment Report. The current evaluations have been revised to address these competencies and can be found in Resource File 2 Appendix D. Student competency selection during ALE I has starting in fall semester, 2015.
4. **ALE Site and Site Supervisor Evaluations:** A formal process for ALE site evaluations is now in place. The ALE Coordinator and/or a designated ALE Faculty Supervisor will evaluate the ALE Site and Site Supervisors based on review of each student's evaluation of their placement site. This evaluation of the ALE Site and Site Supervisor documents student ratings and comments along with recommendations for actions to continue the site or terminate the site. The review of this evaluation will be prepared by the ALE Coordinator for formal review by the ALE Committee during spring semester, 2016. Site evaluation and continuation is based on the student evaluation of the practicum sites and the quality of site supervisor evaluation of student performance. The formal evaluation of the sites will take place during the fall semester, 2016. The ALE Coordinator will prepare a report for the ALE Committee which will be submitted to the MPH Program Director for the MPH Annual Report. Final decisions about site continuation and or discontinuation will be made at the ALE Committee Meeting in spring, 2016. **The forms for this ALE Site and Site Supervisor assessment are found in Resource File 2 Appendix F.**

- 2.5. **Culminating Experience:** All graduate professional degree programs identified in the instructional matrix shall assure that each student demonstrates skills and integration of knowledge through a culminating experience.

Overview of the MPH Major Project (The MPH Culminating Activity*) for Applied Learning Experience I and II

During Applied Learning Experience (ALE) I and II, students in all four tracks (community health, environmental health, health care management, and nutrition) complete a Major Project. The Major Project is the culminating activity for the MPH Program and includes the project planning phase, completed during ALE I, and the project implementation phase, completed during ALE II. All students are responsible for completing the Major Project along with presenting a professional poster of their work at the end of the semester in which they complete ALE II. Some examples of major projects include research projects, program plans and/or program evaluations, needs assessments, quality assurance reviews, development of health education curriculum and case studies. The purpose of completing the Major Project during ALE I and II is to allow students to integrate MPH core competencies with elective track specialties, while employing newly acquired skills and knowledge to a current public health problem in a field setting. Results of student work from Major Projects have been used by the ALE Site Supervisors for grant proposals, annual reports, publications, professional presentations, program planning and implementation, and research projects along with community needs assessments.

***Program Definitions for the MPH Practicum and Culminating Activity:**

Applied Learning Experience I and II (ALE I and II): This is the name of the practicum experience in the MPH Program. During the practicum students are responsible for participation in professional practice activities (PPAs) and development/implementation of the Major Project (culminating activity).

Major Project: The Major Project is the culminating activity for the MPH Program. Students complete the Major Project Plan during ALE I and implement the Major Project in ALE II. All students present their projects during an MPH Poster Session at the end of each semester.

To promote clarity throughout this Self-Study, we use Applied Learning Experience (ALE I and II) when referring to the MPH practicum and Major Project when referring to the MPH culminating activity. The acronym PPAs are used for Professional Practice Activities.

MPH Applied Learning Experience (ALE) Committee: This committee ensures overall compliance with MPH Program goals, objectives, outcomes and evaluation related to the MPH culminating activity and the practice experience. The ALE Committee ensures compliance with CEPH Criteria related to the culminating activity and practice experience and collects data for the **ALE Committee Annual Report**. The data focus on the ALE sites, ALE Faculty Advisors, ALE Site Supervisors, and student evaluations. This committee continues to monitor the progress of the ALE, continues to revise ALE requirements (as needed) along with establishing ALE priorities, provides recommendations for ALE improvement, develops action plans and prioritizes action plans for the upcoming academic year. The **MPH/ ALE Committee Annual Report** serves as the reporting and documentation mechanism for this committees' work throughout the academic year and is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

Required Documentation: This self-study includes the following:

- A. **Identification of the culminating experience required for each professional health degree program. If this is common across the program's professional degree program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.**

Important Note: All MPH students regardless of track complete their Major Project and are required to meet the requirements outlined below. The ALE I and II Guidelines and Appendices provide important details of the ALE policies and requirements for students, ALE Faculty Supervisors and Site Supervisors. **These guidelines and appendices are found in Resource File 2 Appendix D. Additionally, the course syllabi for HEA649 ALE I and HEA650 ALE II are found in the ALE I and II Guidelines and in the Syllabi Appendices in Resource File 2 Appendix A.**

ALE I Project Binder – Completed During ALE I (Phase I of the Major Project)

At the completion of ALE I students are responsible for submitting a professionally prepared binder. The professional binder will demonstrate the students' writing and organizational skills, ability to adhere to guidelines and attention to detail and it may be used as a project sample during the students' employment interviews. **Components numbered 3 (Major Project Summary Form), 7 (the Agency Report) and 9 (the Major Project Plan) are the core assignments of the Major Project All of the other components are related to the PPAs that students complete during their practicum.** (Examples of ALE I Major Project Binders are found under Appendix E Additional binders will be available for review during the Site Visit). Additional Binders will be available for review during the Site Visit.

The components of the ALE I Binder include:

1. **ALE I Application Form:** Students complete the Applied Learning Experience I Application Form and attach a current transcript to the application. This application is completed and given the ALE Faculty Advisor in the first week of the semester.
2. **Letter of Agreement for ALE I and ALE II:** This letter is an agreement between West Chester University and the agency where the student will perform ALE I and II. The Letter of Agreement is signed by the site supervisor, the MPH Program Director, the Chair of the Department of Health and the ALE Faculty Advisor. The Letter of Agreement is signed when the student accepts the offer to complete his/her experience at the agency. The original is placed in the student's ALE I Binder and a copy is returned to the site supervisor.
3. **Major Project Plan Summary and Competency Selection Form for ALE I and ALE II:** After selection of the ALE site, each student indicates the competencies (under advisement with the ALE Faculty Advisor and ALE Site Supervisor) that will be addressed or enhanced during ALE I and II. These competencies are the focused competency areas during the completion of the assignments for ALE I and II. The student will select three MPH Core Competencies (**for all MPH students**) and three MPH Track Competencies. These competencies will be listed on the Major Project Plan Summary and Competency Selection Form

and the MPH Competency Check List. (Copies of these forms are found in Resource File 2 Appendix D) The checklist is attached to the Major Project Plan Summary and Competency Selection Form. At the end of the ALE I and II students will have the opportunity to document progress in competency attainment through the ALE Assignment: **Professional Practice Activities and Competency Attainment Report**. This report is a self-evaluation of experiences that demonstrate student mastery of these competencies. Additionally, all students will be able to assess progress in mastering all of the MPH Core and Track Competencies through the MPH Exit Survey at the end of HEA650 ALE II. Students continue to work on the same three MPH Core and Track Competencies during the completion of their Major Project and Professional Practice Activities in ALE I and II.

4. **PPA Form for ALE I and ALE II:** Students are assessed by the site supervisor on their professional performance during the implementation and completion of the Major Project and their PPAs. Assessment includes the ability to relate with the staff, to ask for and accept guidance, to relate to agency populations groups, to organize and maintain an effective work schedule and to relate theory to practice. Other PPAs that should be demonstrated throughout the ALE I & II include student observation and participation in supervisors and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities. The student and site supervisor agree on student participation in PPAs and complete the PPA Form for ALE I and II when the placement site is finalized. This form lists the types of PPA assignments for during ALE I and II. The completed form is included in the ALE I Binder.
6. **On Site Agency Hours Agreement Form for ALE I and ALE II:** The student and Agency Site Supervisor must agree on the time requirements needed on site. The On Site Agency Hours Agreement Form is completed at the time when the placement is finalized and is included in the ALE I Binder.
7. **Agency Interview Reaction Paper:** Students are required to provide a reaction to their interview with the site supervisor and the visit to the agency. Students should address their reasons for selecting the site, their expectations of completing their ALE at this site and how this experience will facilitate their professional growth and career development.
8. **Agency Report:** After selection of the practice site, students are required to complete an agency report that addresses the history of the agency, the agency's mission, goals and objectives, the structure of the agency, an overview of the Board of Directors (if applicable), a list of successful programs, current agency challenges, an overview of the agency's budget and funding sources, the geographic service area, the target population served by the agency and a minimum of three interviews with agency staff to examine their roles within the agency.
9. **Professional Practice Activities and Competency Attainment Report ALE I:** Students will need to complete a Professional Practice Activities and Competency Attainment Report that describes the PPAs and competency attainment completed during ALE I. The purpose of this report is to document the types of PPAs and Major Project activities and how participation in these

activities contributed to the student's mastery of their selected core and track competencies.

10. **Major Project Plan and Paper:** The Major Project Plan developed during ALE I, serves as the foundation for project implementation during ALE II. This plan includes an introduction to a public health problem/issue, a relevant literature review, a detailed description of project methods (target population analysis, project goal and objectives, proposed project activities, plans for data collection/analysis, and project timeline), and a reference page with a list of sources consulted. Students must address how the project meets the mission of the agency.
11. **Student Journals/Logs for ALE I:** Students track their daily hours, weekly hours, cumulative hours and activities completed each week as journal entries. Students complete a minimum of 100 work hours during ALE I. Hours include classroom hours, time spent on research, visits to the agency, completion of course assignments and Professional Practice Activities. The entries are emailed to the ALE Faculty Advisor every two weeks. In addition to the daily log of activities, the student writes a minimum of one "insight" for each week. The "insight" describes a reflective thought or/discovery the student has made regarding his/her working as a public health professional. Journal/Logs are signed by the Site Supervisor when the student begins working at the site during the second half of the semester. All logs are included in the project binder.
12. **Major Project Paper Draft Reviews by Site Supervisors:** Student major project papers are reviewed by the Site Supervisor and the review form is placed in the ALE I Binder.
13. **Student Professional Performance – Site Supervisor Evaluation:** Students are assessed by the site supervisor on their performance during the planning phase of the Major Project and their PPAs. Assessment includes the ability to relate with the staff, to ask for and accept guidance, to relate to agency population groups, to organize and maintain an effective work schedule and to relate theory to practice. Other PPAs that should be included throughout the ALE I & II include student observation and participation in supervisor's and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities. Student competency attainment is included in these evaluations. The site supervisor completes a **Mid-Semester Progress Report** and a **Final Evaluation** on professional performance (points are assigned on the final evaluation). These forms are placed in the student's binder.
14. **ALE Faculty Supervisor Evaluation of Student Performance:** Students are evaluated in a **Mid-Semester Progress Report and Final Evaluation Report** by the ALE Faculty Supervisor. The final evaluation focuses on the quality of the completed ALE I Binder, the completed Major Project Plan, the student logs and the student's professional performance. These evaluations are included in the ALE I Binder.

15. **Student Evaluation of ALE I:** Each student completes an evaluation of the ALE I at the end of the semester. The completed evaluation form is placed in the ALE I Binder. Students provide a self-assessment of their selected competency attainment during ALE I.

ALE II Project Binder – Completed During ALE II (Phase II of the Culminating Activity)

At the completion of ALE II students are responsible for submitting a professionally prepared binder. The professional binder demonstrates the students' writing and organizational skills, ability to adhere to guidelines and attention to detail. This binder is often used as a project sample during the students' employment interviews. **Components numbered 1 (Major Project Report), 4 (Major Project Paper and Poster Draft Reviews by Site Supervisors), 8 (Samples of Student Work) and 9 (Student Major Project Posters) are the core assignments of the Major Project or culminating activity. All of the other components are related to the PPAs that students complete during their practicum.** (Examples of ALE II Major Project Binders are found under Appendix E Additional binders will be available for review during the Site Visit).

The components of the ALE II Binder include:

1. **Major Project Report:** Each student produces a report on the implementation phase of their Major Project. This report includes an introduction to the public health problem, the literature review, the completed methods section on the project implementation, data analysis, and the discussion/conclusion. Additionally, the student will complete a section on how their major project continues to meet the mission of the agency.
2. **Student Journal /Logs for ALE II:** Students track their daily hours, weekly hours, cumulative hours and activities completed each week as journal entries. Students complete a minimum of 200 work hours during ALE II. Hours include classroom hours, time spent on research, visits to the agency, completion of the planned project and PPAs. In addition to the daily log of activities, the student writes a minimum of one "insight" for each week. The "insight" describes a reflective thought or/discovery that the student has made regarding his/her working as a professional.
3. **Professional Practice Activities and Competency Attainment Report ALE II:** Students will complete a Professional Practice Activities and Competency Attainment Report that describes the PPAs and competency attainment completed during ALE II. The purpose of this report is to document the types of PPAs and Major Project activities and how participation in these activities contributed to the student's mastery of their selected core and track competencies.
4. **Major Project Paper and Poster Draft Reviews by Site Supervisors:** The Site Supervisor reviews the student major project paper and the review is placed in the end ALE II Binder. Since the name of the agency is placed on the major project and the poster (along with the name of the ALE Faculty Supervisor), the reviewer is required to ensure that the project and poster accurately represents the agency and the scope of the major project.
5. **Student Professional Performance – Site Supervisor Evaluation:** Students are assessed by the site supervisor on their performance during the implementation

phase of the Major Project and their PPAs. Assessment includes the ability to relate with the staff, to ask for and accept guidance, to relate to agency populations groups, to organize and maintain an effective work schedule and to relate theory to practice. Other PPAs that should be included throughout the ALE II include student observation and participation in supervisor's and staff work activities, interacting with clients/patients, attending meetings (agency and coalition meetings) and providing support for agency activities. Student competency attainment are included in these evaluations. The site supervisor completes a **Mid-Semester Progress Report** and a **Final Evaluation** on professional performance (points are assigned for the final evaluation). These forms are placed in the student's binder.

6. **ALE Faculty Supervisor Evaluation of Student Performance:** Students are evaluated in a **Mid-Semester Progress Report** and **Final Evaluation report** by the ALE Faculty Supervisor. The final evaluation focuses on the quality of the completed ALE II Binder, the completed Major Project Report, the student logs, and the student's professional performance. These evaluations are included in the ALE II Binder.

B. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans related to this criterion.

This criterion has been met.

Criterion Strengths: The Major Project culminating activity completed in conjunction with the practicum has been in place for several years in the MPH Program. The strengths of the current culminating activity include:

- **The ALE Coordinator and Committee:** The ALE Coordinator and Committee provide administrative oversight of ALE I and II.
- **Connecting the Major Project to the Practice Experience:** MPH students, ALE Faculty Supervisors and Site Supervisors participate in the development and implementation of the Major Project. Connecting the culminating activity with the student's practice experience has worked effectively for the MPH Program. Completing the Major Project helps students to make the connection between their Major Project and their ALE sites' mission, goals and objectives.
- **Major Project Research Component:** Completing the Major Project Plan and Major Project Report with a research component enables students to relate theory to practice and provide evidence-based foundations for the development of the Major Project Plan and Major Project Report.
- **The ALE I and II Guidelines and Appendices** are in place and revised every year, if needed. The ALE Coordinator is responsible for maintaining the guidelines. ALE I and II Guidelines and Appendices are posted on the MPH website and on each ALE course section on D2L. The guidelines were created to provide clear direction for the practicum and Major Project for students, ALE Site Supervisors and ALE Faculty Supervisors. The Appendices contain all of the forms needed during ALE I and II. **A copy of the ALE I and II Guidelines and Appendices are found in Resource File 2 Appendix D.**

- **The MPH Poster Session:** Students are required to present the results of their Major Project during the MPH Poster Session at the end of ALE II. The Poster Session enables fellow students, all MPH and Department of Health faculty, College of Health Sciences' staff and administration, MPH alumni/ae, MPH Community Advisory Board members and ALE Site Supervisors to learn about and share in each student's Major Project experience.
- **Benefits of Completing the Major Project at the Practice Site:** Students have reported the benefits of completing their Major Project through their evaluations. The results of students' work from Major Projects have been used by ALE Site Supervisors for grant proposals and related grant activities, annual reports, publications, professional presentations, program planning and implementation, and community needs assessments.
- **Committed ALE Faculty and Site Supervisors:** The ALE Faculty Supervisors provide support to students throughout the practicum experience. Students can reach out to the ALE Faculty Supervisor for guidance and advice with their Major Projects and professional practice skills. Many ALE Site Supervisors have served in this capacity for several years and enjoy working with the MPH students. Many of the MPH alumni/ae employed throughout the region serve as Site Supervisors and request practicum placements with MPH students from WCU. Site Supervisors have expressed the belief that they are providing an important role in the student's professional growth and development. Alumni/ae that currently serve as ALE Site Supervisors are employed at sites such as the Chester County Health Department, the Montgomery County Health Department, Holcomb Behavioral Health and the Chester County Hospital.

Criterion Weaknesses

- There are no weaknesses in this criterion at this time.

Plans for this Criterion

- **Competency Assessment:** The ALE Coordinator and ALE Committee will continue to monitor the Major Project requirements and work with the MPH Program Committee to ensure that the Major Project continues to meet the standards of this criterion. The ALE Coordinator and the ALE Committee will review the use of student competency selection in spring semester, 2016 through review of ALE Faculty Supervisor, Site Supervisor and student evaluation data.

- 2.6. **Required Competencies:** For each degree program and area of specialization within each program identified in the instructional matrix, there shall be clearly stated competencies that guide the development of degree programs. The program must identify competencies for graduate professional, academic and baccalaureate public health degree programs. Additionally, the program must identify competencies for specializations within the degree programs at all levels (bachelor’s, master’s and doctoral).

Required Documentation: This self-study includes the following:

- A. **Identification of a set of competencies that all graduate professional public health degree students and baccalaureate public health degree students, regardless of concentration, major or specialty area, must attain. There should be one set for each graduate professional public health degree and baccalaureate public health degree offered by the program (e.g. one set each for BSPH, MPH and Dr.PH).**

All students regardless of their elective tracks need to meet the following MPH core competencies.

MPH CORE COMPETENCIES*	
MPH Core Competencies: <i>Upon completion of the MPH Program, the graduates will:</i>	
1. Biostatistics	Apply the concepts of biostatistics in the collection, retrieval, analysis and interpretation of health data along with designing health related surveys/experiments and apply the concepts of statistical data analysis to community populations.
2. Epidemiology	Demonstrate knowledge of the principles of epidemiology through the study of distribution and determinants of disease, disabilities and death in human populations, the characteristics and dynamics of human populations along with the natural history of diseases in community populations
3. Environmental Health	Interpret and analyze the impact of environmental issues including the biological, physical and chemical factors that affect the health of a community.
4. Health Care Management	Understand the role of the health care delivery system in the organization, cost, financing, quality, policy issues and equity of health care along with the role of the health care delivery system in maintaining the health of populations.
5. Social and Behavioral Aspects of Health	Demonstrate knowledge of the concepts of social and behavioral theories relevant to the identification and solution to public health problems.
6. Research	Synthesize literature in an area of public health, including identification of gaps in knowledge and strengths and limitations in study design.
7. Needs Assessment	Analyze and synthesize various available resources and data to determine the public health needs in a community setting.
8. Planning and Evaluation	Demonstrate proficiency in design, development, implementation and evaluation of public health projects/programs in the community setting.
9. Communication and Informatics	Collect, manage and organize data to produce information and present information to different audiences through information technologies or through media channels to demonstrate how information and knowledge can be utilized to achieve specific objectives.
10. Professionalism	Subscribe to a professional code of ethics and apply ethical standards to public health issues along with demonstrating professional, culturally competent knowledge and practice.

***MPH Core Competencies are adapted from the MPH Core Competency Model from the Association of Schools and Programs in Public Health (ASPPH).**

B. Identification of a set of competencies for each concentration, major or specialization (depending on the terminology used by the program) identified in the instructional matrix, including professional and academic degree curricula and baccalaureate public health degree curricula.

To meet the needs of the individual elective track areas, each elective track has its own set of competencies. These competencies have been adapted from each elective track's professional affiliations.

Community Health Track Competencies*

Upon completion of the Community Health Track, graduates will be able to:

- Assess needs, assets and capacity for health education.
- Plan health education.
- Implement health education.
- Conduct evaluation and research related to health education.
- Administer and manage health education.
- Serve as a health education resource person.
- Communicate and advocate for health and health education.

***Community Health competencies are adopted from The National Commission for Health Education Credentialing, Inc., Responsibilities and Competencies.**

Health Care Management Track Competencies

Upon completion of the Health Care Management Track, graduates will be able to:

- Effectively transfer information in oral, written, and non-verbal form to others, including the ability to judge what needs to be communicated, when it needs to be communicated, to whom, how and how much, and where this communication should take place.
- Formulate the right questions and answers, think logically and independently, conceptualize and problem solve in an unstructured environment.
- Develop an understanding of planning and decision-making, organizing, leading, and controlling an organization's human, financial, physical, and information resources to achieve organizational goals in an efficient and effective manner.
- Recognize and analyze health system and sub-system properties, processes, and outputs, and the dynamic interactions within the system and with the external environment.
- Develop, implement, manage, and evaluate economic and financial models in order to plan and guide the organization to achieve its strategic goals and objectives.

***The competencies for the Health Care Management follow the criteria set forth by the Commission on Accreditation of Healthcare Management Education (CAHME).**

Environmental Health Track Competencies*

Upon completion of the Environmental Health Track, graduates will be able to:

- Identify illness and injury causing agents in workplaces, residences, health care facilities and other institutions, and the outdoor environment.
- Measure biological, chemical and physical disease agents in any environment and assess compliance with environmental regulations and professional standards.
- Analyze, interpret and evaluate toxicological, epidemiological and environmental exposure data.
- Quantitatively assess risk using mathematical models.
- Communicate risk information to the populations they serve.
- Plan and manage emergency preparedness programs.
- Integrate, implement and evaluate control strategies to reduce environmental risks
- Lead, manage and administer environmental health programs.
- Apply appropriate research principles and methods in Environmental Health.
- Advance the profession of Environmental Health.

***The competencies for Environmental Health are an adaptation of the requirements for industrial hygiene practice set up by the American Board of Engineering Technology (ABET) which accredits industrial hygiene programs. These industrial hygiene concepts have been broadened to include the whole field of environmental health and some aspects of emergency preparedness.**

Nutrition Track Competencies*

Upon completion of the Nutrition Track, graduates will be able to:

- Apply the science of food and nutrition to support optimal nutritional status in individuals, groups and populations.
- Manage nutrition care for diverse population groups.
- Assesses and prioritizes nutritional problems of individuals, groups and populations using appropriate nutritional assessment techniques.
- Develop, implement and evaluate effective community-based food and nutrition programs that promote optimal health and disease prevention.
- Utilize the nutrition care process with individuals and groups.
- Apply appropriate research principles and methods in community and public health nutrition.
- Communicates accurate, evidence-based nutrition information at levels appropriate for various audiences.
- Advocate for public policy at local, state and national levels in food and nutrition areas.
- Advance the profession of community and public health nutrition.

***Nutrition track competencies are adapted from the American Dietetic Association's, Public Health/Community Nutrition Practice Group guidelines and American Dietetic Association's knowledge, skills and competencies for community nutrition emphasis.**

- C. A matrix that identifies the learning experiences (e.g. specific course or activity within a course practicum, culminating experience or other degree requirement) by which the competencies defined in Criteria 2.6.a and 2.6.b are met. If these are common across the program a single matrix for each degree will suffice. If they vary, sufficient information must be provided to assume compliance by each degree or specialty area. (see CEPH Data Template 2.6.1)

Examination of Table 2.6.1 indicates how the MPH Core Competencies are addressed throughout the core courses. It is also important to note that there is significant integration of MPH core competencies throughout the MPH core courses. Table 2.6.1 demonstrates the interaction between the MPH core courses in providing primary and reinforcing course content and assignments.

Primary Designation: The Primary designation is assigned to MPH core courses when core competencies are primarily addressed through course content, activities and assignments in that particular course. Students demonstrate proficiency in these core competencies through graded assignments and related course activities. Course faculty are responsible for evaluating student performance through graded assignments and review of student competency ratings in the Student Post Course Survey.

Reinforcing Designation: The Reinforcing designation is assigned to MPH core courses that use other core competencies to reinforce and support related core course material for the particular core course. For example, HEA648 Research Methods course content will refer to course concepts from the Biostatistics or Epidemiology courses, therefore reinforcing the Biostatistics and Epidemiology course concepts during the Research Methods course.

Template 2.6.1: Courses and activities through which MPH core competencies are met (MPH Core competencies found in Criteria 2.6.a)

Template 2.6.1 Courses and other learning experiences by which the MPH core competencies are met P = Primary, R = Reinforcing					
MPH Core Competencies	Course # and Name	Course # and Name	Course # and Name	Course # and Name	Other Learning Experiences
1. Biostatistics: Apply the concepts of biostatistics in the collection, retrieval, analysis and interpretation of health data along with designing health related surveys/ experiments and apply the concepts of statistical data analysis to community populations.	HEA526 Biostatistics for Public Health(P)	HEA520 Public Health Epidemiology (R)	ENV530 General Environmental Health (R)	HEA648 Research Methods (R)	ALE I and II Practicum (R) ALE I and II Culminating Activity: Major Project Plan and Major Project Report (P)
2. Epidemiology: Demonstrate knowledge of the principles of epidemiology through the study of distribution and determinants of disease, disabilities and death in human populations, the characteristics and dynamics of human populations along with the natural history of diseases in community populations	HEA520 Public Health Epidemiology (P)	HEA526 Biostatistics for Public Health(R)	ENV530 General Environmental Health (R)	HEA648 Research Methods (R)	ALE I and II Practicum (R) ALE I and II Culminating Activity: Major Project Plan and Major Project Report (P)
3. Environmental Health: Interpret and analyze the impact of environmental issues including the biological, physical and chemical factors that affect the health of a community.	ENV530 General Environmental Health (P)				ALE I and II Practicum (R) ALE I and II Culminating Activity: Major Project Plan and Major Project Report (R)
4. Health Care Management: Understand the role of the health care delivery system in the organization, cost, financing, quality, policy issues and equity of health care along with the role of the health care delivery system in maintaining the health of populations.	HEA516 Health Care Management (P)				ALE I and II Practicum (R) ALE I and II Culminating Activity: Major Project Plan and Major Project Report (R)

MPH Core Competencies	Course # and Name	Course # and Name	Course # and Name	Course # and Name	Other Learning Experiences
5. Social and Behavioral Aspects of Health: Demonstrate knowledge of the concepts of social and behavioral theories relevant to the identification and solution to public health problems.	HEA632 Social and Behavioral Aspects of Health (P)				ALE I and II Practicum (R) ALE I and II Culminating Activity: Major Project Plan and Major Project Report (R)
6. Research: Synthesize literature in an area of public health, including identification of gaps in knowledge and strengths and limitations in study design.	HEA648 Research Methods (P)	HEA520 Public Health Epidemiology (R)	HEA526 Biostatistics for Public Health(R)	ENV530 General Environmental Health (R)	ALE I and II Practicum (R) ALE I and II Culminating Activity: Major Project Plan and Major Project Report (P)
7. Needs Assessment: Analyze and synthesize various available resources and data to determine the public health needs in a community setting.	HEA526 Biostatistics for Public Health(R)				ALE I and II Practicum (R) ALE I and II Culminating Activity: Major Project Plan and Major Project Report (P)
8. Planning and Evaluation: Demonstrate proficiency in design, development, implementation and evaluation of public health projects/programs in the community setting.	HEA526 Biostatistics for Public Health(R)	HEA632 Social and Behavioral Aspects of Health (R)	HEA648 Research Methods (R)		ALE I and II Practicum (R) ALE I and II Culminating Activity: Major Project Plan and Major Project Report (P)
9. Communication and Informatics: Collect, manage and organize data to produce information and present information to different audiences through information technologies or through media channels to demonstrate how information and knowledge can be utilized to achieve specific objectives.	HEA516 Health Care Management (R)	HEA520 Public Health Epidemiology (R)	HEA526 Biostatistics for Public Health(R)	ENV530 General Environmental Health (R)	ALE I and II Practicum (P) ALE I and II Culminating Activity: Major Project Plan and Major Project Report (P)
10. Professionalism: Subscribe to a professional code of ethics and apply ethical standards to public health issues <i>along</i> with demonstrating professional, culturally competent knowledge and practice.	HEA516 Health Care Management (R)	HEA520 Public Health Epidemiology (R)	ENV530 General Environmental Health (R)	HEA648 Research Methods (R)	ALE I and II Practicum (P) ALE I and II Culminating Activity: Major Project Plan and Major Project Report (P) MPH Community Service Requirement (P)

MPH Track Competency Tables

The following MPH Track Competency Tables demonstrate how the Track Competencies are integrated throughout the four elective tracks (community health, environmental health, health care management and nutrition) with **primary or reinforcing** course content. Each track syllabus now contains the MPH Core and Competency Tables that link competencies with course objectives and assessment methods. **(To see these tables in each syllabus, refer to MPH Track Syllabi found under Resource File 2 Appendix A).**

Primary Designation: The Primary designation is assigned to MPH track courses when track competencies are addressed through course content, activities and assignments. Students demonstrate proficiency in these track competencies through graded assignments and related course activities. Course faculty are responsible for evaluating student performance through graded assignments and review of student competency ratings in the Student Course Surveys.

Reinforcing Designation: The Reinforcing designation is assigned to MPH track courses that use other track competencies to reinforce and support related track course material for the particular track course.

Table 2.C.1 Community Health Track Competencies Addressed in the Community Health Track Courses						
Community Health Track Competencies (P - Primary and R - Reinforcing)	Community Health Track Courses					
	HEA531: Community as a Basis for Health	HEA543: Transcultural Health	HEA539 Health Promotion Program Planning	HEA538 Evaluation of Health Programs	HEA544 Program Admin. Health - Human Service	HEA645 Global Community Health Promotion
1. Assess needs, assets and capacity for health education.	Primary	Primary	Primary	Reinforcing	Primary	Primary
2. Plan health education.	Primary	Primary	Primary	Reinforcing	Primary	Primary
3. Implement health education.	Primary	Primary	Primary			Primary
4. Conduct evaluation and research related to health education.	Primary	Reinforcing	Reinforcing	Primary	Primary	Primary
5. Administer and manage health education.	Primary	Reinforcing	Primary	Reinforcing	Primary	Primary
6. Serve as a health education resource person.	Primary	Primary	Primary	Primary	Reinforcing	Primary
7. Communicate and advocate for health and health education.	Reinforcing	Primary	Reinforcing	Primary	Reinforcing	Primary

Table 2.C.2 Environmental Health Track Competencies Addressed in the Environmental Health Track Courses				
Environmental Health Track Competencies (P - Primary and R - Reinforcing)	Environmental Health Track Courses			
	ENV524 Industrial Hygiene	ENV545 Risk Assessment	ENV547 Environmental Regulations	ENV551 Environmental Toxicology
1. Identify illness and injury causing agents in workplaces, residences, health care facilities and other institutions, and the outdoor environment.	Primary	Primary		Primary
2. Measure biological, chemical and physical disease agents in any environment and assess compliance with environmental regulations and professional standards.	Primary	Primary		Primary
3. Analyze, interpret and evaluate toxicological, epidemiological and environmental exposure data.	Primary	Primary	Primary	Primary
4. Quantitatively assess risk using mathematical models.	Reinforcing	Primary		Reinforcing
5. Communicate risk information to the populations they serve.	Primary	Primary		Reinforcing
6. Plan and manage emergency preparedness programs.	Reinforcing			
7. Integrate, implement and evaluate control strategies to reduce environmental risks	Primary		Reinforcing	Reinforcing
8. Lead, manage and administer environmental health programs.	Reinforcing		Reinforcing	
9. Apply appropriate research principles and methods in Environmental Health.	Primary		Reinforcing	Primary
10. Advance the profession of Environmental Health.	Primary	Reinforcing	Primary	Primary

Table 2.C.3 Health Care Management Track Competencies Addressed in the Health Care Management Track Courses						
Health Care Management Track Competencies (P - Primary and R - Reinforcing)	Health Care Management Track Courses					
	HEA513 Legal Aspects of Health Care	HEA514 Approaches to Health Care Delivery	HEA612 Health Care Financial Analysis and Management	HEA613 Advocacy and Quality of Health Care Services	HEA614 Health Care Tech. and Information Management	HEA616 Strategic Leadership in Health Care
1. Effectively transfer information in oral, written, and non-verbal form to others, including the ability to judge what needs to be communicated, when it needs to be communicated, to whom, how and how much, and where this communication should take place.	Primary	Primary	Primary	Primary	Primary	Primary
2. Formulate the right questions and answers, think logically and independently, conceptualize and problem solve in an unstructured environment.	Primary	Primary	Primary	Primary	Primary	Primary
3. Develop an understanding of planning and decision-making, organizing, leading, and controlling an organization's human, financial, physical, and information resources to achieve organizational goals in an efficient and effective manner.	Primary		Primary	Primary	Primary	Primary
4. Recognize and analyze health system and sub-system properties, processes, and outputs, and the dynamic interactions within the system and with the external environment.	Primary		Primary	Primary		Primary
5. Develop, implement, manage, and evaluate economic and financial models in order to plan and guide the organization to achieve its strategic goals and objectives	Primary		Primary	Primary		

Table 2.C.4 Nutrition Track Competencies Addressed in the Nutrition Track Courses					
Nutrition Track Competencies (P - Primary and R - Reinforcing)	Nutrition Track Courses				
	NTD 503 Human Nutrition	NTD 515 Public Health Nutrition	NTD 515 Public Health Nutrition	NTD 610 Nutrition Assessment	NTD 625 Nutrition Policy & Programs
1. Apply the science of food and nutrition to support optimal nutritional status in individuals, groups and populations.	Primary	Primary	Primary	Primary	
2. Manage nutrition care for diverse population groups.				Primary	
3. Assesses and prioritizes nutritional problems of individuals, groups and populations using appropriate nutritional assessment techniques.		Reinforcing		Primary	Primary
4. Develop, implement and evaluate effective community-based food and nutrition programs that promote optimal health and disease prevention.			Primary		Reinforcing
5. Utilize the nutrition care process with individuals and groups.		Primary		Reinforcing	
6. Apply appropriate research principles and methods in community and public health nutrition.	Reinforcing	Reinforcing		Primary	
7. Communicates accurate, evidence-based nutrition information at levels appropriate for various audiences.	Reinforcing		Reinforcing	Primary	Primary
8. Advocate for public policy at local, state and national levels in food and nutrition areas.					Primary
9. Advance the profession of community and public health nutrition.	Primary		Primary	Reinforcing	

D. Analysis of the completed matrix included in Criterion 2.6.1.c. If changes have been made in the curricula as a result of observations and analysis, such changes should be described.

In updating the MPH curriculum during the past nine years, course revisions, additions and deletions have occurred in order to meet the needs of students and the community.

The following changes in MPH core and track curricula were made during the time frame of spring semester 2013 to spring semester 2015:

MPH Core

- Revision of MPH Core Competencies
- Revision of all MPH core course syllabi to competency based syllabi format.
- Linkage of MPH core course competencies to MPH core course assignments for assessment of competency attainment.
- Revision of assessment procedures to reflect changes in MPH core competencies (i.e. core course syllabi, student post course surveys, exit interviews, alumni and employer surveys).

Community Health Track

- Linkage of CH track competencies to CH course assignments for assessment of competency attainment
- Revision of all track syllabi to competency based syllabi format.
- Revision of assessment procedures to reflect changes in CH track competencies (i.e. core course syllabi, student post course surveys, exit interviews, alumni and employer surveys).

Environmental Health Track

- Revision of track competencies
- Linkage of EH track competencies to EH course assignments for assessment of competency attainment
- Revision of all track syllabi to competency based syllabi format.
- Revision of assessment procedures to reflect changes in EH track competencies (i.e. core course syllabi, student post course surveys, exit interviews, alumni and employer surveys).

Health Care Management

- Revision of track competencies
- Linkage of HCM track competencies to HCM course assignments for assessment of competency attainment
- Revision of all track syllabi to competency based syllabi format
- Revision of assessment procedures to reflect changes in HCM track competencies (i.e. core course syllabi, student post course surveys, exit interviews, alumni and employer surveys).

Nutrition Track

- Revision of all track syllabi to competency based syllabi format.
- Linkage of Nutrition track competencies to Nutrition course assignments for assessment of competency attainment
- Revision of assessment procedures to reflect changes in Nutrition track competencies (i.e. core course syllabi, student post course surveys, exit interviews, alumni and employer surveys).

ALE I and II

- Revision of ALE I and II syllabi to competency based syllabi format.
- Addition of core and track competencies for student's Major Project and Professional Practice Activities.
- Revision of ALE I and II Site Supervisor and Student Evaluations to measure competency attainment.
- Revision of Major Project Summary Form, Professional Practice Activities Report to include addition of competencies.

MPH Committee Responsibilities for Curriculum Changes/Revisions: The MPH Core Course Coordinator and MPH Core Course Committee is responsible for changes in core course competencies and curriculum components. The Track Coordinators and Track Committees are responsible for changes in track competencies and curriculum components. The Track Committee recommends changes in curriculum based on review of course grades, student competency ratings assessed in the Student Course Surveys, and discussions with ALE Site Supervisors, alumni, current students, the Community Advisory Board, the Department Chair and the MPH Program Director. When competency and curriculum changes are approved by the MPH Coordinators and Committees, these changes are reviewed by the MPH Program Committee and the Community Advisory Board before final changes are put in place for implementation.

E. Description of the manner in which competencies were developed, used and made available to students.

Overview of the MPH Core Competencies

The MPH core competencies were developed to reflect the fundamental concepts of public health. It is important to note that the set of shared of core competencies are found throughout the MPH core and track courses. The set of shared competencies serve to unify the MPH program and enable our graduates to complete the degree with a common skills and competencies. The MPH Program core competencies prepare students for their role as public health professionals in the practicum setting.

Additionally, there is a set of MPH elective track competencies that were adapted from each track's professional organizations. All students are expected to meet the MPH core and elective track competencies.

Development of MPH Core Competencies and Elective Track Competencies

The competencies for the MPH core and track courses were developed to reflect the fundamental concepts of public health and are listed in a competency based syllabus format for core and track courses. (Please see the description below on the development of competency-based syllabi for the MPH core and track courses). During the past academic year the MPH Track Coordinators and Track Committees completed an extensive review of course syllabi. As a result of this review all MPH core course syllabi contain the MPH core competencies taught in that course. The MPH track syllabi now contain the core and track competencies that are addressed in each particular course.

Use of Competency Based Syllabi for MPH Core and Elective Track Courses

MPH core and elective track course syllabi contain tables that identify the course competencies addressed in that course. MPH core course syllabi have a table identifying the core competencies addressed in each core course and elective track syllabi identify which core and track competencies are addressed in that particular track course. An additional table connects each competency to a course objective and assessment method. All course syllabi have been revised so that there are very clear connections between competencies, objectives and assessment methods. The tables listed below provide an example of the table format from one of the track courses in the Community Health. All MPH courses now contain similar tables with competencies, course objectives and assessment methods linked. Identification of competencies and their connection to course objectives and assessment methods allows our students to clearly understand which competencies are being addressed in each course. **Refer to MPH Course Syllabi for the competency tables for all courses, found in Resource File 2 Appendix A.**

Example of Competency Tables in a Course Syllabus: HEA544: Program Administration in Health and Human Service (track course - Community Health)

MPH Core Competencies Addressed in this Course	
6. Research	Synthesize literature in an area of public health, including identification of gaps in knowledge and strengths and limitations in study design.
8. Planning and Evaluation	Demonstrate proficiency in design, development, implementation and evaluation of public health projects/programs in the community setting.
9. Communication and Informatics	Collect, manage and organize data to produce information and present information to different audiences through information technologies or through media channels to demonstrate how information and knowledge can be utilized to achieve specific objectives.
Community Health Track Competencies Addressed in this Course	
1. Assess Needs, Assets and Capacity for Health Education	5. Serve as a Health Education Resource Person
2. Plan Health Education	6. Communicate and Advocate for Health and Health Education
4. Conduct Evaluation and Research Related to Health Education	7. Communicate and advocate for health and health education.

MPH Core and Community Health Track Competencies, Course Objectives and Assessment Methods		
MPH Core Competencies and Community Health (CH) Track Competencies This course will address the following competencies:	Course Objectives: Students who successfully complete this course will be able to:	Assessment Methods: To meet the MPH Core and CH Track Competencies in this course, students will successfully complete the following assignments:
CH Track Competencies: 1, 7	1. Describe the role of nonprofit agencies in health and human services.	Worksheet 1: Agency Rationale/Need (Group Assignment)
MPH Core Competency: 8 CH Track Competencies: 1, 2, 7	2. Discuss the strategic planning process and identify the appropriate steps needed to develop a strategic plan along with the need for mission statements, principle statements, goals and objectives in agencies.	Worksheet 2: Agency Mission, Goal, Strategic Objectives and Values Statement, (Group Assignment), Nonprofit Agency Presentation (Group Assignment), Completed Non-Profit Agency Plan (Group Assignment)
CH Track Competencies: 5, 6, 7	3. Describe the staffing needs of an agency along with the differences between paid and volunteer staff along with assessing the needs and role of the Board of Directors in an agency.	Worksheet 3: Board of Directors, Agency Staff, Volunteers, Nonprofit Agency Presentation (Group Assignment), Completed Non-Profit Agency Plan (Group Assignment)
CH Track Competencies: 1,5	4. Evaluate various financial management strategies for an agency (budgeting, fundraising and grant procurement).	Worksheet 10: Financial Management and Budget (Group Assignment), Worksheet 4: Agency Fund Raising (Group Assignment), Nonprofit Agency Presentation (Group Assignment), Completed Non-Profit Agency Plan (Group Assignment)
MPH Core Competencies: 6, 8, 9 CH Track Competencies: 1, 2, 4, 7	5. Describe how an agency determines program development based on target population need.	Worksheet 5: Overview of Target Population Served (Group Assignment), Worksheet 6: Types of Agency Services (Group Assignment), Nonprofit Agency Presentation (Group Assignment), Completed Non-Profit Agency Plan (Group Assignment)
MPH Core Competencies: 8, 9 CH Track Competencies: 1, 2, 5, 7	6. Illustrate the importance of community collaborations within an agency.	Worksheet 7: Community Collaborations (Group Assignment), Nonprofit Agency Presentation (Group Assignment), Completed Non-Profit Agency Plan (Group Assignment)
CH Track Competencies: 5, 7	7. Determine the role of marketing and public relations to promote the agency's programs.	Worksheet 9: Marketing and Public Relations (Group Assignment) Nonprofit Agency Presentation (Group Assignment), Completed Non-Profit Agency Plan (Group Assignment)
CH Track Competencies: 7	8. Determine the importance of political Action and advocacy to promote the mission on an agency.	Worksheet 8: Advocacy and Political Action (Group Assignment), Nonprofit Agency Presentation (Group Assignment), Completed Non-Profit Agency Plan
MPH Core Competencies: 9 CH Track Competencies: 5,6	9. Identify funding sources for grant proposals through government and private sectors and describe the agency's role in obtaining and managing grant funds.	Grant Funding Source List (Individual Assignment)
MPH Core Competencies: 9 CH Track Competencies: 1, 4	10. Complete an individual grant review and serve as a member of the group grant review.	Individual Grant Review Assignment Group Grant Review Assignment
MPH Core Competencies: 6, 8, 9, CH Track Competencies: 1, 2, 4, 5, 6, 7	11. Develop the complete components of a grant proposal including: concise goals and measurable program objectives along with methods, evaluation, budget (with budget justification), a proposal abstract, title page, table of contents, cover letter and appendix.	Individual Grant Proposal (Individual Assignment)

Development of the MPH Core Competencies

The current MPH Core Competencies have expanded from 5 to 10. The revised core competencies guide the development and implementation of MPH core courses. The MPH Core Competencies are adapted from the MPH Core Competency Model from the Association of Schools and Programs in Public Health. The MPH Core Competencies

are found throughout the MPH core courses. Additionally, these core competencies are reinforced throughout the track courses.

Since 2009, an MPH Core Course Coordinator has played a key role in the oversight of the MPH Core Courses and facilitated management of the courses that are the foundation of the MPH Program. The recent addition of the MPH Core Course Committee strengthens this component of the MPH Program as both the coordinator and the committee provides administrative oversight of the MPH core competencies. The core competencies continue to reflect the discipline specific competencies from the MPH Core Competency Model from the Association of Schools and Programs in Public Health.

The MPH Core Competencies are developed and revised by the MPH Core Course Coordinator and the MPH Core Course Committee. The current revisions occurred in fall semester, 2014. The competency changes were reviewed by the MPH Program Committee and the Community Advisory Board and put in place during spring semester, 2015.

Development of the Community Health Elective Track Competencies

The Community Health elective track uses the entry-level competencies for health education specialists (National Commission for Health Education Credentialing) as a framework and guide in providing students with an appropriate scope and sequence of the necessary knowledge and skills needed for a student completing a master's degree. The competencies for this track are taken directly from the seven responsibilities for entry-level health educators. The competencies for each area of responsibility are addressed in the community health elective courses. Additionally, MPH core competencies are found throughout the Community Health track courses to reinforce identified core course content in these track courses.

The Community Health Track Competencies are developed and revised by the Community Health Track Coordinator and the Community Health Track Committee. No major revisions of these competencies occurred in this accreditation cycle. Any future changes will be reviewed by the MPH Program Committee and the Community Advisory Board.

Development of the Environmental Health Elective Track Competencies

The competencies for the Environmental Health Elective Track are an adaptation of the requirements for industrial hygiene practice set by the American Board of Engineering Technology (ABET), which accredits industrial hygiene programs. The industrial hygiene concepts have been broadened to include a broad field of environmental health and some aspects of emergency preparedness. The ABET influenced competencies are addressed in the Environmental Health Track courses and the MPH core competencies are found throughout the track courses to reinforce identified core course content.

The Environmental Health Track Competencies are developed and revised by the Environmental Health Track Coordinator and the Environmental Health Track Committee. Revisions of these competencies occurred in the 2013/14. These changes were reviewed by the MPH Program Committee and the Community Advisory Board.

Development of the Health Care Management Elective Track Competencies

The competencies for the Health Care Management Track follow the criteria set forth by the Commission on Accreditation of Healthcare Management Education (CAHME). These competencies are addressed in the Health Care Management Track courses. Additionally MPH core competencies are found throughout the Health Care Management track courses to reinforce identified core course content in these track courses.

The Health Care Management Track Competencies are developed and revised by the Health Care Management Track Coordinator and the Health Care Management Track Committee. Revisions of these competencies occurred in the 2013/14. These changes were reviewed by the MPH Program Committee and the Community Advisory Board.

Nutrition Elective Track Competencies

Nutrition elective track competencies are adapted from the American Dietetic Association's, Public Health/Community Nutrition Practice Group guidelines and American Dietetic Association's knowledge, skills and competencies for community nutrition emphasis. The Commission on Dietetic Registration (CADE) House of Delegates of the American Dietetic Association (ADA) conducted a Future Vision of Dietetics Practice study and identified wellness and prevention services as preferred practice roles for future Registered Dietitians (RD). The Task Force also identified two specialty areas of advanced practice for the RD:

- In health promotion/disease prevention which is described as a nutrition expert and member of a public health team or private corporation and
- In advanced practice public policy in which RDs are nutrition experts and members of the public policy team. The MPH Nutrition elective track competencies address these advanced practice roles of the RD.

These competencies are addressed in the Nutrition Track courses. Additionally MPH core competencies are found throughout the Nutrition Track courses to reinforce identified core course content in these track courses.

The Nutrition Competencies are developed and revised by the Nutrition Track Coordinator and the Nutrition Track Committee. No major revisions of these competencies took place in this accreditation cycle. Any future changes will be reviewed by the MPH Program Committee and the Community Advisory Board.

Administration and Management of MPH Core and Track Competencies

The *MPH Coordinators and Track Committees* are responsible for the management of the MPH core and track competencies throughout the MPH courses. The effective management of competencies includes:

- revising core or track syllabi to meet the new format of the competency based syllabi.
- determining competency effectiveness through review of core and track course grades, course assignments and student course surveys and WCU-MPH Assessment Report data.

Any changes to core or track competencies are the responsibility of the MPH Coordinators, the MPH Track Coordinators, the Track Committees and the MPH Program Director.

Making Competencies Available to Students

The MPH core competencies and competencies for each elective track are made available to students through the MPH Program web site, the MPH Student Handbook, the Applied Learning Experience I and II Guidelines and MPH course syllabi. (refer to the MPH website link for access to the MPH Core and Track Competencies.)

<http://www.wcupa.edu/ACADEMICS/HealthSciences/health/mph/overview.aspx>

- F. Description of the manner in which the program periodically assesses changing practice or research needs and uses this information to establish competencies for its educational programs.**

The Role of the MPH Track Coordinators, Track Committees and MPH Faculty

The MPH Track Coordinators, Track Committees and faculty continue to address changes in public health practice and research through curriculum revision. The Track Coordinators and Track Committees are now responsible for review and revision of competencies in the core or the elective tracks. Competency review will occur every two years and the most recent Core competency revision occurred in Fall, 2014. Review of competencies may occur sooner if data demonstrate an immediate need for competency revisions. This can include feedback from students, ALE supervisors, employers, alumni and professional organizations. When change is essential, then the respective Track Coordinator works with the Track Committee and course faculty on revisions and to ensure that these revisions are reflected in course syllabi. The MPH Program Committee reviews competency changes and competency revisions are shared with the Community Advisory Board for review and approval (Reviewed in May 1, 2015 CAB Meeting).

The Role of the Community Advisory Board

The reconfiguration of courses and content undergo regular assessment to ensure that the program successfully addresses the changing needs of the profession. To assist with review, the Community Advisory Board reviews the program's mission statement, values, goals and objectives and provides feedback about MPH Program competencies and course content. The Community Advisory Committee includes public health practitioners from each specialty represented in the program as well as the Dean of the

College of Health Sciences, the Department Chair, the MPH Program Director, and the Track Faculty. The Community Advisory Board continues to provide feedback to enable the MPH Program to remain current and up-to-date. The Committee meets once during the fall and spring semesters and program competencies, objectives and outcomes are reviewed. The Community Advisory Board reviewed the core competencies revision during the spring semester meeting in May, 2015.

MPH Student Post Course Surveys

At the conclusion of each course, students assess each competency and objective. The Student Course Surveys are included as data for six outcomes in the WCU MPH Assessment Plan (refer to the WCU Assessment Process below). The survey data are now used by the Track Coordinators, Track Committees and course instructors for determining the need for course revisions to improve student competencies.

West Chester University Assessment Process - the WCU-MPH Assessment Plan

Additionally, the MPH Program participates in the University's assessment process. The Institutional Assessment Plan at West Chester University examines student-learning outcomes to provide direct feedback to faculty, departments, and programs for the purpose of improving classroom and student activity performance. The assessment data are tracked and stored in the Trac-Dat System. The department's Assessment Coordinator for Graduate Programs is responsible for preparing the MPH Program Assessment Report for the University. The WCU-MPH Assessment Plan was revised during the winter/spring semesters, 2015 and the Assessment Report is used by the Track Coordinators and Track Committees to identify competencies needing revision and/or adjustment.

In the WCU-MPH Assessment Plan, we address the following education and research objectives and outcomes that are directly related to MPH Program competencies. Additional objectives and outcomes are included in the MPH Program's assessment plan. The objectives and outcomes listed below are specifically linked to measurement of the MPH Program's competencies in the areas of education and research.

Education Objective 2: Students will gain relevant public health knowledge and skills through MPH core/track courses and related practicum.

- 2.1 Of all students taking the MPH **core** post-course surveys, 80% of these students will report 'good to excellent' confidence in being able to apply course objectives and core competencies in practice.
- 2.3 Of all students taking the MPH **track** post-course surveys, 80% of these students will report 'good to excellent' confidence in being able to apply course objectives and core competencies in practice.
- 2.5 From matriculation to the end of the Applied Learning Experience 80% of MPH students will report improvement in core and track competencies in the exit survey.

Education Objective 3: Graduates of the MPH program will be valuable skilled professionals in the public health-related workforce.

- 3.3 80% of ALE II site-supervisors will report MPH students are meeting professional standards on the site supervisor final evaluation form.
- 3.4 75% of the employers responding to the employer survey or reporting in the Community Advisory Board, will report MPH graduates as 'moderately to completely' prepared to apply core competencies in practice.

Research Objective 2: MPH students will participate in Research Methods (HEA 648), Applied Learning Experience (ALE) and/or individual faculty led research projects.

- 2.2 80% of MPH students will rate that they are confident/extremely confident in Research and Planning and Evaluation competencies in the exit survey.

G. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion has been met.

Criterion Strengths: The MPH Program has identified competencies for the MPH core and elective tracks the MPH Core and elective tracks courses. The strengths of this criterion include:

- **Well defined MPH Core and Track Competencies:** Well defined MPH Core Competencies are found throughout MPH core and elective track courses. The MPH Core Competencies are adapted from the MPH Core Competency Model from the Association of Schools and Programs in Public Health (ASPPH). Well defined MPH Track Competences are adapted from each track's professional organization's competencies.
- **A Strong Administrative Base:** A strong administrative base to manage and oversee the competencies of the MPH Core (MPH Core Course Coordinator and MPH Core Course Committee) and the track competencies (Track Coordinators and Track Committees) is in place. The MPH coordinators and committees play an important role in monitoring the competencies to ensure that the competencies are current. These coordinators and committees also provide direction when competencies need revision and provide direction on competency review for the MPH Program Committee and the MPH Community Advisory Board.
- **Use of Competency Based Syllabi and Elective Track Competencies Linkages:** Elective Track competencies are linked to elective track course syllabi learning objectives and course assignments. **MPH Core Competencies Linkages:** MPH Core competencies are linked to MPH core course syllabi learning objectives and assessments. These core competencies are also linked to track course syllabi learning objectives and course outcomes.

- **Availability of All MPH Competencies to Students:** MPH core competencies and track competencies are made available to students through the MPH Program website, the MPH Student Handbook, the Applied Learning Experience Guidelines I and II and course syllabi.
- **MPH Core and Elective Track Competency Assessment:** There are a number of methods to evaluate student competency attainment through completion of course and practicum assignments, student course surveys, the alumni and employer surveys. Additionally, the MPH core competencies and track competencies are assessed to ensure that these competencies are meeting the changing research and practice needs in public health. When revisions of core and track competencies are needed, these revisions are under the direction of the MPH Track and MPH Core Course Committees.

Criterion Weaknesses:

This criterion has no weaknesses identified at this time.

Plans for this Criterion:

- **Competencies Update and Revisions:** Competencies will continue to be monitored by the MPH Coordinators and Committees and they will be reviewed every two years. Revisions will occur based on data from Student Course Surveys, course grades, data from the WCU-MPH Assessment Plan Report or due to changes in the professional standards. The most recent review of the core competencies occurred during fall semester, 2014 and revisions were made. The next competency review will take place during fall semester 2016.
- **Availability of Competencies to Students:** Competencies will continue to be made available to students through the MPH Student Handbook, the ALE I and II Guidelines, the MPH Program website and the course syllabi. Additionally track faculty present track specific competencies in course content throughout elective track courses.

- 2.7. **Assessment Procedures:** There shall be procedures for assessing and documenting the extent to which each student has demonstrated achievement of the competencies as defined for his or her degree program and area of concentration.

Required Documentation: This self-study includes the following:

- A. **Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice and culminating experiences.**

The process for monitoring and evaluating student progress in achieving the expected competencies are accomplished by utilizing a variety of assessment methods at different stages in the MPH Program. All course syllabi list competencies, course objectives and course assignments that are linked. Linking identifies the competencies and course objectives that are attained through each course assignment. **(Refer to Resource File 2 Appendix A for copies of all MPH Competency Based Syllabi).**

The following methods are used to assess student competency attainment throughout the MPH Program.

1. **Faculty Assessment of Student Competency Attainment in MPH Core and Track Courses**

- **MPH Core Courses:** Throughout the MPH Program, students are assessed through a variety of methods that include examinations, individual/group presentations, problem solving activities, review and critical evaluation of case studies. Student attainment of core competencies is addressed in the course assignments.
- **Community Health Track:** In the Community Health track, student competency attainment is monitored through portfolio development. The student portfolio includes a community health needs assessment, a community health program plan, a health-marketing plan, a grant proposal, and a plan to develop a community based non-profit agency. Each course within this track requires students to complete a project that becomes part of this portfolio. This portfolio enables instructors to determine student competence and preparation for their career and demonstrates the student's ability to perform a wide variety of skills, which can be very helpful during job interviews and career advancement.
- **Environmental Health Track:** Elective course work in Environmental Health stresses content, critical thinking, skill development, team building, and problem solving. Competencies relating to content are assessed through examination, individual/group presentations, and technical reports based on field and/or laboratory work. Skill development includes designing and conducting monitoring programs for natural and indoor environments, sample analysis, and remedial interventions. These skills are assessed through laboratory reports, developing sampling/monitoring protocols for indoor/outdoor environmental settings, demonstrating the capacity to use laboratory and field analytical instrumentation, and projects/reports using computer simulations of environmental hazards. Critical thinking and

problem solving are assessed through examinations, individual and group projects, and in extensive evaluation of case studies. Team building is assessed through group projects in the laboratory, in the field, in the indoor setting, and through drills and rehearsals, such as those associated with evacuations and hazardous materials response.

- **Health Care Management Track:** Courses in the Health Care Management Track allow students to develop skills and competence through examinations, case studies, group projects and research projects. Critical thinking and problem solving are assessed through examinations, individual and group projects, and evaluation of case studies. Skill development is linked to experiential learning and is assessed through oral/written reports on interactions with health care management practitioners in the field.
- **Nutrition Track:** In the Nutrition Track, student students gain competency in content, critical thinking, skill development, team building, and problem solving. Competencies relating to content are assessed through examination, individual/group presentations, projects and case studies. Skill development and team building occur in projects focusing on program planning and management, policy development and case studies. Critical thinking and problem solving are assessed through examinations, individual and group projects, and in extensive evaluation of case studies.

2. **Student Assessment of Competency Attainment in MPH Courses**

- **Student Post-Course Surveys:** At the completion of the MPH core and track courses students self-report on attainment of competencies within each course through Student Post-Course Surveys. The MPH Program added these core and track competencies to these surveys for the spring 2015 survey administration. Likewise, the program implemented a new administrative process in which the Assessment Coordinator and MPH Program Secretary disseminated the post-course survey Qualtrics link to students enrolled in all core and track courses to ensure consistent administration. **(Examples of these Student Post-Course Surveys are available for review at the time of the Site Visit).**

3. **Student and ALE Faculty/Site Supervisor Assessment of Competency Attainment in Practice (ALE I and II) and the Major Project*:**

***Important Note:** At the start of ALE I in fall semester, 2015, all students will identify at least three core and track competencies that will be the focus of their PPAs and Major Plan and Major Project Report. The ALE I and II assessments have been revised to measure student competency attainment. (refer to Resource File 2 Appendix D for a copy of the revised evaluations. Copies of these evaluations will also be available for review during the Site Visit).

- **ALE I and II - Student Professional Performance – Site Supervisor Evaluation:** Students are assessed by the Site Supervisor on the following:

1. participation in PPAs
2. development of the Major Project Plan (ALE I) and implementation of the Major Project (ALE II)
3. evaluation of student attainment of competencies identified in Student Major Project Summary and Competency Attainment Form.

Evaluation of the professional practice component (PPAs) of ALE I and II includes three components: student professional performance, student participation in PPAs and assessment of student selected competency attainment (student competency assessment scheduled for fall semester, 2015). Site Supervisors complete a **Mid-Semester Progress Report** and a **Final Evaluation (this Site Supervisor's Final Evaluation allows Site Supervisor to assess student competency attainment) Refer to the Site Supervisor Final Evaluation Forms for ALE I and II in Resource File 2 Appendix D.**

- **ALE Faculty Supervisor Assessment of Professional Practice Activities – ALE II:** Students complete a **Professional Practice Activities and Competency Attainment Report** that focuses on the students' PPAs and Major Project activities completed during ALE I and II. These reports provides student documentation on the types of PPAs and Major Project activities and how participation in these activities contributed to the student's professional growth, development and competency attainment (the first group of students' competency assessment for ALE I is scheduled for the end of semester, fall 2015). **Refer to the Professional Practice Activities and Competency Attainment Report Form in Resource File 2 Appendix D .**
- **ALE Faculty Supervisor Competency Assessment of the Major Project:** The ALE Faculty Supervisor completes a Final Evaluation for the components of the Major Project Plan (ALE I) and the Major Project Report (ALE II). The ALE Faculty supervisor completes a rubric for ALE I and II. Student selected competencies is included in this rubric to assess competency attainment in the completion of the Major Project Plan and Report (competency assessment for ALE I scheduled for the end of semester, fall 2015). **Refer to the ALE Faculty Supervisor Final Evaluation Form in Resource File 2 and Appendix D**

- **ALE I and II Student Evaluations (Competency Assessment in Practice):** Students will provide feedback on attainment of identified competencies at the end of ALE I and II (the first group of student competency assessment is scheduled for the end of fall semester, 2015). Students will provide their ratings on their identified competency attainments at the completion of their Major Project Plan (ALE I) and their Major Project Report (ALE II). The students' selected competency self-assessment are included in students' evaluation of the ALE. **Refer to the Student Evaluation of ALE I and II in Resource File 2 Appendix D.**

Copies of all the current ALE evaluation forms (including Mid-Semester Progress Reports and Final Evaluations for Site and Faculty Supervisors and Student Evaluation forms) are found in the ALE I and II Appendices under Resource File 2 Appendix D). These revised evaluation forms include competency assessments with the related rubrics. A copy these evaluation forms will also be available during the Site Visit.

4. Student Assessment of Competency Attainment at the End of the MPH Program and as MPH Alumni

- **MPH Exit Survey:** Students provide feedback on their overall attainment of core and track competencies at the end of the program through the Exit Survey administered at the end of HEA650 ALE II. In spring 2015, the MPH Program revised the Exit Survey to contain a retrospective student assessment of the core and track competencies. Prior to spring 2015, the Exit Survey assessed the five core public health course competencies along with professional skills. The Exit Survey also asks students to provide ratings and open-ended feedback on other MPH Program components. **Refer to the Exit Survey in Resource File 1 Appendix I.**
- **MPH Alumni Survey:** MPH Alumni can provide additional feedback on MPH core and track competency attainment through the Alumni Survey. The survey enables alumni to provide responses on how competency attainment played a role in their career paths and development. The MPH Program revised the Alumni Survey prior to the spring 2015 survey administration to contain the core and track competencies. Prior to spring 2015, the Alumni Survey assessed the five core public health course competencies along with professional skills. **Refer to the Alumni Survey in Resource File 1 Appendix H.**

5. Employer Assessment of MPH Alumni Competency Attainment

MPH Employer Survey: This survey allows employers of WCU MPH Program Alumni/ae an opportunity to provide feedback about the MPH Program's ability to prepare MPH students for their careers in public health practice. The survey lists MPH core competencies and asks employers to provide ratings on WCU MPH Alumni's ability to put core competencies into practice within a satisfactory level at the worksite. **Refer to the Employer Survey found in Resource File 1 Appendix G.**

6. **The Role of the WCU-MPH Assessment Plan and Competency Assessment**

- The WCU MPH Assessment Plan, inclusive of competency assessment, is used for both CEPH and WCU Assessment purposes. The outcomes that address competencies in the WCU-MPH Assessment Plan include competencies 2.1, 2.3, 2.5, and 3.4. The data for these competency measures are tracked and submitted on Trac Dat at the end of each academic year.

7. **Additional Assessment Activities to Monitor Student Progress:**

- **Degree Candidacy:** In addition to the assessment activities described above, students must apply for Degree Candidacy through the Office of Graduate Studies after the completion of 12 – 15 graduate credits while maintaining a 3.0 CGPA. Faculty advisors can check on student progress at the time of Degree Candidacy review. The MPH Program Director and Track Coordinators review student transcripts and approve the Degree Candidacy. Notifications of Degree Candidacy are sent to students from the Office of Graduate Studies and Extended Education.
- **Student Advising:** Students receive informal assessments throughout the advising process. Advisors will review grades and ask students about their progress, plans for their ALE placements and career goals.

8. **MPH Education Objectives and Outcomes Focusing on Competency Attainment**

The following table lists the education goals, objectives and outcomes for the MPH Program. The outcomes in the table in bold (**numbers 2.1, 2.3, 2.5, and 3.4**) focus on student competency attainment. All of the education objectives and outcomes are related to monitoring and evaluating student progress from the start to the end of the program. Also included are the outcomes that address the data from the MPH Alumni and Employer surveys.

Post Course Surveys and Student Response Rates: The student response rate for the post course surveys vary from course to course (refer to outcomes 2.1 and 2.3 in the table below). It is important to note that post course surveys were offered to students through either Survey Monkey (prior to spring semester 2015) or through Qualtrix (at the end of spring semester, 2015). Prior to spring semester 2015, some courses provided surveys in pencil/paper format. If surveys were offered electronically, email notifications were sent to students with the date of survey availability and a deadline for survey completion. **Refer to the Section F Strengths and Weaknesses on page 194 for plans to address the response rates for these Post course surveys.**

MPH EDUCATION (GOAL, OBJECTIVES, OUTCOMES)				
Education Goal: To provide students with relevant marketable skills that prepare graduates for successful careers in the field of public health.				
Education Objective 1: To recruit and retain qualified graduate students.				
Outcome Measures - Education Objective 1	Target	2012/2013	2013/2014	2014/2015*
1.1. 90% of newly enrolled students will meet the minimum GPA requirement of 2.8. (this GPA is based on the 4.0 grade system)	90%	Met 80 enrolled- meeting CGPA (95%) 4 accepted as provisional (5%) Total Enrolled 84	Met 89 enrolled- meeting CGPA (95%) 5 accepted as provisional (5%) Total Enrolled 94	Met 59 Enrolled- meeting CGPA (92%) 5 accepted as provisional (8%) Total Enrolled 64
1.2. 60% of the students accepted into the MPH program will fully matriculate as MPH students	60%	Met 60% Accepted - 139 - Enrolled - 84	Not Met 59% Accepted - 160 Enrolled - 94	Met 62% Accepted - 104 Enrolled - 64
1.3. 80% of the matriculated MPH students will successfully complete graduation requirements.	80%	Met 91.7% in the 2006 MPH student cohort graduated by 2012 (within 6 years)	Not Met 75% in the 2007 MPH student cohort graduated by 2013 (within 6 years)	Met 84.2% in the 2008 MPH student cohort graduated by 2014 (within 6 years)

* Data from Fall New Graduate Students Applications, Acceptances and New Enrollment Reports - WCU Office of Institutional Research

Education Objective 2: Students will gain relevant public health knowledge and skills through MPH core/track courses and related practicum.				
Education Objective 2 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
2.1. Of all students taking the MPH core post-course surveys, 80% of these students will report 'good to excellent' confidence in being able to apply course objectives and core competencies in practice.	80%	Met 3/3 administered core courses HEA516- n/a HEA520- n/a HEA526- 94.8% (n=65/97) ENV530- 94.4% (n=79/93) HEA632- n/a HEA648- 98.3% (n=26/78) HEA649- n/a HEA650- n/a n/a = survey not administered by course instructor	Met 4/4 administered core courses HEA516- n/a HEA520- n/a HEA526- 96.4% (n=54/100) ENV530- 95.5% (n=50/67) HEA632- 100% (n=8/33) HEA648- 84.1% (n=14/27) HEA649- n/a HEA650- n/a n/a = survey not administered by course instructor	Met 6/6 administered core courses as of Fall 2014 HEA516- 95.1% (n=27/32) HEA520- 95.5% (n=48/56) HEA526- 90.3% (n=43/52) ENV530- 92.3% (n= 37/53) HEA632- 94.0% (n=10/26) HEA648- 98.8% (n=29/47) HEA649- n/a HEA650- n/a Not Met 5/6 administered core course as of Spring 2015 HEA516- 64.9% (n=19/47) HEA520- 91.9% (n=44/50) HEA526- 96.1% (n=58/66) ENV530- 94.6% (n=47/47) HEA632- 100% (n=53/47) HEA648- 98.8% (n=29/47) HEA649- n/a HEA650- n/a n/a = survey not administered by course instructor <i>NOTE: Post-Course Surveys revised to contain competencies in Fall-Winter 14 and administered in S15 by Assessment Coordinator to secure consistent administration</i>

2.2. 90% of MPH students will complete the MPH core courses with a grade of B or better.	90%	<p align="center">Partially Met</p> <p>(6/8 Core Courses Met)</p> HEA516- 94% (n=91) HEA520- 95.8% (n=97) HEA526- 82.3% (n=97) ENV530- 74% (n=93) HEA632- 98.7% (n=80) HEA648- 96.7% (n=78) HEA649- 95.3% (n=33) HEA650- 97.1% (n=91)	<p align="center">Partially Met</p> <p>(5/8 Core Courses Met)</p> HEA516- 90% (n=122) HEA520- 83.5% (n=96) HEA526- 96.3% (n=100) ENV530- 78% (n=99) HEA632- 95.7% (n=96) HEA648- 89.7% (n=76) HEA649- 98.5% (n=69) HEA650- 97.1% (n=75)	<p align="center">Partially Met</p> <p>(6/8 Core Courses Met)</p> HEA516- 90% (n=77) HEA520- 82.3% (n=85) HEA526- 90.8 (n=109) ENV530- 89 % (n=93) HEA632- 96% (n=99) HEA648- 92% (n=70) HEA649- 97% (n=109) HEA650- 99% (n=95)
2.3. Of all students taking the MPH track post-course surveys, 80% of these students will report 'good to excellent' confidence in being able to apply course objectives and core competencies in practice.	80%	<p>CH- Met</p> <p>3/3 administered courses</p> HEA531- n/a HEA538- n/a HEA539- 99% (n=36/42) HEA543- 100%(n=18/24) HEA544- 100%(n=30/41)	<p>CH- Met</p> <p>3/3 administered courses</p> HEA531- 96.9% (n=21/29) HEA538- n/a HEA539- 100%(n=25/30) HEA543- 95.6(35/44) HEA544- n/a	<p>CH- Partially Met</p> <p>3/4 administered courses</p> HEA531- 93.8% (n=21/33) HEA538 -88% (n=53/58) HEA539- 96.6 (n=45/75) HEA543- 99% (n=13/16) HEA544- n/a HEA645- n/a
		<p>EH- 10/0 administered courses Met</p> ENV524- n/a ENV545- n/a ENV547- n/a ENV551- n/a GEO534- n/a	<p>EH- 2/2 administered courses Met</p> ENV524-100%(n=12/12) ENV545- 97.2%(n=8/9) ENV547- n/a ENV551- n/a GEO534- n/a	<p>EH- 2/2 administered courses Met</p> ENV524-100% (n=5/7) ENV545- 83.4% (8/8) ENV547- n/a ENV551- n/a GEO534- n/a
		<p>HCM- 0/0 administered courses Met</p> HEA513- n/a HEA514- n/a HEA612- n/a HEA613- n/a HEA614- n/a HEA616- n/a	<p>HCM- 1/1 administered courses Met</p> HEA513- n/a HEA514- n/a HEA612- n/a HEA613- n/a HEA614- n/a HEA616- 84.8%(n=25/25)	<p>HCM- 2/4 Not Met administered courses</p> HEA513- 87% (44/69) HEA514- n/a HEA612- 58% (n=7/21) HEA613- 98.7% (n=27/30) HEA614- n/a HEA616- 94.5% (n=37/37)
		<p>NTD- 0/0 administered courses Met</p> NTD503- n/a NTD515- n/a NTD600- n/a NTD610- n/a NTD625- n/a	<p>NTD- 3/3 administered courses Met</p> NTD503- 94.8% (n=6/25) NTD515- 95.9%(n=18/31) NTD600- n/a NTD610- 98.7%(n=13/24) NTD625- n/a	<p>NTD- 3/3 administered courses Met</p> NTD503- n/a NTD515- n/a NTD600- 96.5% (n=24/26) NTD610- 98.1% NTD625- 100% (n=8/36)
		<p><i>NOTE: Post-Course Surveys revised to contain competencies in Fall-Winter 14 and administered in S15 by Assessment Coordinator to secure consistent administration</i></p>		

<p>2.4. 90% of MPH students will complete all track courses with a B or better.</p>	<p>90%</p>	<p><u>CH</u>- Met (5/5 CH Courses Met) HEA531- 100% (n=53) HEA538- 96% (n=50) HEA539- 100% (n=42) HEA543- 100% (n=52) HEA544- 100% (n=46)</p> <p><u>EH</u>- 3/5 Partially Met ENV524-78% (n=9) ENV545- 78% (n=9) ENV547 - 100% (n=1) ENV551- 100% (n=15) GEO534- 98.5% (n=12)</p> <p><u>HCM</u>- 2/3 Met Partially Met HEA513- 100% (n=24) HEA514- 74% (n=26) HEA612- n/a HEA613- n/a HEA614- n/a HEA616- 92% (n=25)</p> <p><u>NTD</u>- Met (2/2 NTD Courses Met) NTD503- 100% (n=20) NTD515- 100% (n=33) NTD600- n/a NTD610- n/a NTD625- n/a</p>	<p><u>CH</u>- Met (5/5 CH Courses Met) HEA531- 100% (n=29) HEA538- 100% (n=54) HEA539- 100% (n=40) HEA543- 100% (n=44) HEA544- 100% (n=30)</p> <p><u>EH</u>- 0/4 Partially Met ENV524-50% (n=12) ENV545- n/a ENV547 -66.7% (n=15) ENV551 - 85% (n=13) GEO534- 86.1% (n=12)</p> <p><u>HCM</u>- 5/6 Partially Met HEA513- 97% (n=33) HEA514- 100% (n=22) HEA612- 96% (n=25) HEA613- 100% (n=36) HEA614- 94% (n=41) HEA616- 84% (n=25)</p> <p><u>NTD</u>-Met (4/4 NTD Courses Met) NTD503- n/a NTD515- 100% (n=31) NTD600- 100% (n=42) NTD610- 100% (n=30) NTD625- 100% (n=37)</p>	<p><u>CH</u>- Met (6/6 CH Courses Met) HEA531- 100% (n= 33) HEA538- 90% (n=53) HEA539- 100% (n=45) HEA543- 100% (n= 47) HEA544- 100% (n=28) HEA645- 100% (n=13)</p> <p><u>EH</u>- 3/5 Partially Met ENV524-100% (n=7) ENV545- 75% (n=4) ENV547- n/a ENV551 - 66.7% (n=9) GEO534- 100% (n=11)</p> <p><u>HCM</u>- 5/6 Partially Met HEA513- 90% (n=31) HEA514- 100% (n=24) HEA612- 100% (n=21) HEA613- 97% (n=30) HEA614- 90% (n=31) HEA616- 85% (n=34)</p> <p><u>NTD</u>- Met (5/5 NTD Courses Met) NTD503- 100% (n=27) NTD515- 100% (n=31) NTD600- 100% (n=24) NTD610- 100% (n=25) NTD625- 97% (n=36)</p>
<p>2.5 From matriculation to the end of the Applied Learning Experience 80% of MPH students will report improvement in core and track competencies in the exit survey.</p>	<p>80%</p>	<p>--</p>	<p>--</p>	<p>New Outcome added as of S15 – Core/Track Competencies revised/finalized as of S 15 and added to exit survey for F15 administration</p>

Education Objective 3: Graduates of the MPH program will be valuable skilled professionals in the public health-related workforce.				
Education Objective 3 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
3.1. Of all MPH students responding to the required exit survey at the end of the Applied Learning Experience II (HEA 650), 80% will report an intention to work and/or seek further training in the public health-related field.	80%	--	--	New Outcome added as of S15 – Item added to MPH Exit Survey for S15 administration
3.2. Of all MPH students responding to the alumni survey, 80% will indicate employment in a public health-related profession or will be seeking further graduate study or training in a public health-related area.	80%	Met Of reporting alumni who graduated from F10-Sum13: 97.0% (n=65/67) were currently employed or seeking further graduate study/training. When crossed checked employment/ training by whether it was public health/health-related, 89.8% (n=53/59) were employed or seeking training in a public health/health-related field. (NOTE: Alumni Survey was previously administered in three year waves)	Met Of reporting alumni who graduated from F13-Sum14: 94.3% (n=33/35) were currently employed or seeking further graduate study/ training. When crossed checked employment/ training by whether it was public health/health-related, 87.1% (n=27/31) were employed or seeking training in a public health/health-related field. (NOTE: As of S15, Alumni Survey administered to only the past full year of graduates to improve response rate.)	Alumni graduating from F14-Sum15 will receive invitation for Alumni Survey in S16
3.3. 80% of ALE II site-supervisors will report MPH students are meeting professional standards on the site supervisor final evaluation form.	80%	-- (NOTE: This is new outcome added as of F13 – data collected from ALE site supervisor evaluations of students)	Met Evaluation of Student Performance: 94.4% (n=51/54) Evaluation of Student Practice Activities: 98.1% (n=53/54)	Met (Fall 2015)* Evaluation of Student Performance: 100% (n=14) Evaluation of Student Practice Activities: 100% (n=14) *Fall enrollments in the practicum are always lower in fall semester.
3.4 .75% of the employers responding to the employer survey or reporting in the Community Advisory Board, will report MPH graduates as 'moderately to completely' prepared to apply core competencies in practice.	75%	-- (NOTE: This is new outcome added as of F13)	Met 80-100% across 5 MPH Program core competencies (from 3-year S14 Employer Survey sent to employers of graduates from F10-Sum13 giving permission for contact) (n=7/17, participation rate 41%)	Met 80-100% across newly approved 10 MPH Program core competencies (from S15 Employer Survey sent to employers of graduates from F13-Sum14, past ALE site supervisors, and CAB members) (n=24/75, participation rate 32%)

- B. Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees included in the unit of accreditation (including bachelor's, master's and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion's interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of graduates at any level who can be located, an explanation must be provided. See CEPH Outcome Measures Template.**

Template 2.7.1 Degree completion*

Template 2.7.1. Students in Completing the MPH Degree, By Cohorts Entering Between 2008 and 2014							
	Cohort of Students	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
2008-09	# Students entered	19					
	# Students withdrew, dropped, etc.						
	# Students graduated (cumulative)	0					
	Cumulative graduation rate	0.0%					
2009-10	# Students continuing at beginning of this school year	15	33				
	# Students withdrew, dropped, etc.						
	# Students graduated (cumulative)	0	2				
	Cumulative graduation rate	0.0%	6.1%				
2010-11	# Students continuing at beginning of this school year	11	25	51			
	# Students withdrew, dropped, etc.						
	# Students graduated (cumulative)	3	12	1			
	Cumulative graduation rate	15.8%	36.4%	2.0%			
2011-12	# Students continuing at beginning of this school year	2	12	42	63		
	# Students withdrew, dropped, etc.						
	# Students graduated (cumulative)	10	20	28	8		
	Cumulative graduation rate	52.6%	60.6%	54.9%	12.7%		
2012-13	# Students continuing at beginning of this school year	2	4	14	47	58	
	# Students withdrew, dropped, etc.						
	# Students graduated (cumulative)	14	22	28	35	9	
	Cumulative graduation rate	73.7%	66.7%	54.9%	55.6%	15.5%	
2013-14	# Students continuing at beginning of this school year	0	1	5	13	44	73
	# Students withdrew, dropped, etc.	0					
	# Students graduated (cumulative)	16	25	37	45	36	12
	Cumulative graduation rate	84.2%	75.8%	72.5%	71.4%	62%	16.4%

*Degree completion data from fall semester reports, 2014 - WCU Office of Institutional Research

***Important Note:** This table only includes cumulative graduation rates as reported by the WCU Office of Institutional Research. Each year does not include the actual number of graduates for each year. The time to graduation for WCU graduate students is six years. The final cumulative graduation rate for the six year period is 84.2%. The Office of Institutional Research determines each year's cumulative graduation rate using graduation data for that year divided by the number of students at the start of the six year period. This cumulative graduation rate is reported for each year (in the table above). The final graduation rate is determined by dividing the final cumulative graduation rate by numbers of students starting (at the start of the six year period).

Template 2.7.2 Destination of Graduates by Employment Type*	2012/13	2013/14	2014/15
Employed	29 (55%)	43 (57%)	TBD
Continuing education/training (not employed)	6 (11%)	10 (13%)	TBD
Actively seeking employment	17 (32%)	13 (17%)	TBD
Not seeking employment (not employed and not continuing education/training, by choice)	0 (0%)	0 (0%)	TBD
Unknown	1 (2%)	10 (13%)	TBD
Total	53 (100%)	76 (100%)	TBD
Employment and Continuing Education	35 (66%)	53 (70%)	TBD

* **Employment data collected at the Student Exit Survey.**

Explanation for Employment Rates: The percentages listed above are based the students who graduated during the 2012/13 and 2013/14 academic years (May, August and December graduates).

To help students seeking employment, the MPH Program consistently posts employment opportunities on our Facebook page and posted a job bank on the MPH website listing a multitude of regional employer links by agency type or national job bank type. We have a supportive Career Development Center that conducts job searches for current students and alumni and facilitates on-campus career development workshops. Additionally, a Career Development Center staff member presents sessions on Resume and Cover Letter Preparation along with job search guidelines in our HEA649 ALE I preparation course. MPH graduates are told to contact the MPH Program Director as soon as they obtain employment via email or through WCU MPH Alumni LinkedIn site.

Currently employment information is routinely sought in the Student Exit Survey (see below table). The MPH Program also added an item on post-graduation intention to maintain work, seek work, or pursue additional training in a public health or health-related field.

C. An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The program must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.

The MPH Program collects job placement data through the **MPH Exit Survey** and the **MPH Alumni Survey**. The MPH Exit Survey asks students to report their employment status at the time of graduation. The Alumni Survey asks students to report their employment status at the time when the survey is administered.

MPH Alumni Survey (Spring Semester, 2014 Administration to MPH Graduates Fall 2010-Summer 2013) and Employment.

The MPH Alumni Survey asks students to report current employment status. The Table (below) illustrates the employment characteristics of the MPH alumni respondents and the majority of respondents were working full time (85%) and were currently employed in a public health field (89%). Overall, 97% (65/67) alumni were either employed or pursuing graduate study/training. When crossing the employment/training item by whether or not it was public health/health-related, 90% (53/59) were employed or seeking graduate study/training in the public health/health-related field.

The Applied Learning Experience (ALE) ranked highest for alumni respondents in gaining assistance in obtaining their first job after graduation (33%). Other frequently reported means of assistance included ongoing employment (19%), ALE site contacts (15%), online resources (15%), MPH faculty (15%), and former employers (13%).

The two most common types of organizations where the respondents are employed include hospital/other health care provider (28%) and nonprofit (26%). Other common organizations for employment were state government (9%), local/municipal government (7%), pharmaceutical/biotech/medical (7%), or university as employee (7%). The majority of respondents earned a salary between \$30,000 – \$59,999 annually (69%), with 21% earning \$60,000 or more.

Table 2.7.4 MPH Alumni Survey Respondent Employment Characteristics by MPH Track (Data from Fall 2010-Summer 2013 MPH Graduates)

Item	Total Sample (n=67)	Comm. Health (n=30)	Environ. Health (n=6)	HC Man. (n=15)	Integ. Health (n=7)	Nutrit. (n=8)
	n (valid %)	n (valid %)	n (valid %)	n (valid %)	n (valid %)	n (valid %)
Employment Status						
Full-time	57 (85.1)	28 (93.3)	5 (83.3)	12 (80.0)	5 (71.4)	6 (75.0)
Part-time	2 (3.0)	-	-	1 (6.7)	1 (14.3)	-
Unemployed but currently searching	2 (3.0)	2 (6.7)	-	-	-	-
Fellowship or other traineeship	1 (1.5)	-	-	-	1 (14.3)	-
Further graduate study or training	5 (7.5)	-	1 (16.7)	2 (13.3)	-	2 (25.0)
Type of Organization Employed						
Hospital or other Health Care Provider	15 (27.8)	4 (16.0)	1 (25.0)	6 (46.2)	1 (20.0)	3 (50.0)
Nonprofit	14 (25.9)	11 (44.0)	1 (25.0)	-	1 (20.0)	-
State Government	5 (9.3)	-	-	3 (23.1)	2 (40.0)	-
Local/Municipal Government	4 (7.4)	3 (12.0)	-	1 (7.7)	-	-
Pharmaceutical, Biotech, or Medical	4 (7.4)	2 (6.7)	1 (25.0)	1 (7.7)	-	-
University – Employee	4 (7.4)	2 (8.0)	-	1 (7.7)	-	1 (16.7)
Consulting Firm	2 (3.7)	1 (3.3)	1 (25.0)	-	-	-
Federal Government	1 (1.9)	-	-	-	-	1 (16.7)
Hospital – as Medical Resident	1 (1.9)	-	-	-	1 (20.0)	-
University – Faculty	1 (1.9)	1 (4.0)	-	-	-	-
Other	3 (5.6)	1 (4.0)	-	1 (7.7)	-	1 (16.7)
Salary						
Up to \$29,999	5 (10.4)	4 (18.2)	-	1 (9.1)	-	-
\$30,000 – \$39,999	9 (18.8)	5 (22.7)	-	1 (9.1)	-	2 (33.3)
\$40,000 – \$49,999	14 (29.2)	7 (31.8)	1 (33.3)	2 (18.2)	2 (40.0)	2 (33.3)
\$50,000 – \$59,999	10 (20.8)	2 (9.1)	1 (33.3)	4 (36.4)	3 (60.0)	-
\$60,000 – \$69,999	3 (6.3)	1 (4.5)	-	1 (9.1)	-	1 (16.7)
\$70,000 or more	7 (14.6)	3 (13.6)	1 (33.3)	2 (18.2)	-	1 (16.7)
Employed in Public Health Field						
Yes	48 (88.9)	23 (92.0)	4 (100.0)	9 (69.2)	5 (100.0)	6 (100.0)
No	6 (11.1)	2 (8.0)	-	4 (26.7)	-	-
Assistance Obtaining First Job after Graduation						
Applied Learning Experience (ALE)	22 (32.8)	12 (40.0)	2 (33.3)	3 (20.0)	3 (42.9)	1 (12.5)
Ongoing Employment	13 (19.4)	3 (10.0)	2 (33.3)	5 (33.3)	1 (14.3)	2 (25.0)
ALE site contacts	10 (14.9)	8 (26.7)	-	1 (6.7)	1 (14.3)	-
Online Resource	10 (14.9)	7 (23.3)	-	-	2 (28.6)	1 (12.5)
MPH Faculty	10 (14.9)	5 (16.7)	-	1 (6.7)	1 (14.3)	2 (25.0)
Former Employer	9 (13.4)	5 (16.7)	1 (16.7)	2 (13.3)	-	1 (12.5)
Have not secured a job yet since graduation	3 (4.5)	-	-	3 (20.0)	-	-
MPH Program Social Media/Bull. Board	2 (3.0)	1 (3.3)	-	-	-	1 (12.5)
Other	8 (11.9)	5 (16.7)	-	2 (13.3)	1 (14.3)	1 (12.5)

NOTE: One respondent did not specify elective track.

MPH Alumni Survey (Spring Semester, 2015 Administration to MPH graduates from Fall 2013 to Summer 2014) and Employment.

Table (2.7.5) below illustrates the employment characteristics of the MPH alumni respondents graduating from fall 2013 to summer 2014. The majority of respondents are currently employed in a public health field (86%) and working full time (86%). Overall, 94% (33/35) students were either employed or pursuing graduate study/training. When cross tabulating the employment/training item by whether or not it was public health/health-related, 87% (27/31) were employed or seeking graduate study/training in the public health/health-related field.

The Applied Learning Experience (ALE) was the top way alumni respondents noted they gained assistance in obtaining their first job after graduation (41%). Other frequently reported means of assistance included: ongoing employment (20%), ALE site contacts (14%), MPH faculty (17%), and other (11%).

The three most common types of organizations where the respondents are employed in include nonprofit (44%), hospital/other health care provider (15%) and government (15%). In addition, over half of respondents earned a salary between \$30,000 – \$49,999 annually (64%), while 32% earned \$50,000 or more.

Table 2.7.5 MPH Alumni Survey Respondent Employment Characteristics by MPH Track (Data from Fall 2013-Summer 2014 MPH Graduates)

Post-MPH Employment and Training Characteristics	Total Sample (n=35)	Comm. Health (n=16)	Environ. Health (n=2)	HC Man. (n=7)	Nutrition (n=6)	Integ. Health (n=4)
	n (valid %)	n (valid %)	n (valid %)	n (valid %)	n (valid %)	n (valid %)
Employment Status						
Full-time	30 (85.7)	14 (87.5)	1 (50.0)	6 (85.7)	5 (83.3)	4 (100.0)
Part-time	1 (2.9)	1 (6.3)	0	0	0	0
Unemployed but currently searching	2 (5.1)	0	1 (50.0)	1 (14.3)	0	0
Fellowship/traineeship graduate study	2 (5.1)	1 (6.3)	0	0	1 (16.7)	0
Type of Organization Employed						
Hospital or other Health Care Provider	4 (14.8)	1 (7.7)	0	2 (33.3)	0	1 (33.3)
Nonprofit	12 (44.4)	5 (38.5)	0	4 (66.7)	1 (50.0)	2 (66.7)
Government	4 (14.8)	2 (15.4)	0	0	2 (50.0)	0
Other industrial or commercial firm	1 (3.7)	0	1 (100.0)	0	0	0
Pharmaceutical, Biotech, or Medical	0	0	0	0	0	0
University – Employee	1 (3.7)	0	0	0	1 (25.0)	0
Consulting Firm	2 (5.1)	2 (15.4)	0	0	0	0
Self-employed	1 (2.6)	1 (7.7)	0	0	0	0
Hospital – as Medical Resident	0	0	0	0	0	0
University – Faculty	0	0	0	0	0	0
Other	2 (5.1)	2 (15.4)	0	0	0	0
Salary						
Up to \$29,999	1 (4.0)	0	0	1 (20.0)	0	0
\$30,000 – \$39,999	9 (36.0)	3 (27.3)	0	1 (20.0)	3 (60.0)	2 (66.7)
\$40,000 – \$49,999	7 (28.0)	5 (45.5)	0	2 (40.0)	0	0
\$50,000 – \$59,999	5 (20.0)	2 (18.2)	1 (50.0)	0	1 (20.0)	1 (33.3)
\$60,000 – \$69,999	2 (8.0)	1 (9.1)	0	0	1 (20.0)	0
\$70,000 or more	1 (4.0)	0	0	1 (20.0)	0	0
Employed in Public Health Field	25 (86.2)	11 (78.6)	1 (50.0)	5 (83.3)	5 (100.0)	3 (75.0)
Assistance Obtaining First Job after Graduation						
Applied Learning Experience (ALE)	14 (41.4)	5 (31.3)	1 (50.0)	3 (42.9)	1 (16.7)	2 (50.0)
Ongoing Employment	7 (20.0)	5 (31.3)	0	1 (14.3)	1 (16.7)	0
ALE site contacts	5 (14.3)	1 (6.3)	1 (50.0)	2 (28.6)	0	1 (25.0)
Online Resource	1 (2.9)	4 (25.0)	0	1 (14.3)	2 (33.3)	0
MPH Faculty	6 (17.1)	1 (6.3)	1 (50.0)	0	2 (33.3)	2 (50.0)
Former Employer	2 (5.7)	1 (6.3)	1 (50.0)	0	0	0
Have not secured job yet since graduation	0	0	0	0	0	0
WCU Career Development Center	2 (5.7)	1 (6.3)	0	0	0	1 (25.0)
MPH Program Social Media/Bull. Board	1 (2.9)	1 (6.3)	0	0	0	0
Other	4 (11.4)	0	0	1 (14.3)	1 (16.7)	1 (25.0)

- D. In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the program’s graduates on these national examinations for each of the last three years.**

Certification in Public Health CPH Examination*	2012	2013	2014	2015
Number of Students Taking Exam	6	4	0	1
Number of Students Passing the Exam	2	2	0	1
Pass Rate	33%	50%	0	100%

*Data from the National Board of Public Health Examiners (NBPHE) Test Examination Report (2012-2015)

Certified Health Education Specialist (CHES) Examination*	2012	2013	2014	2015
Number of Students Taking Exam	11	20	19	TBD
Number of Students Passing the Exam	9	18	14	TBD
Pass Rate	81%	86%	74%	TBD

*Data from the National Commission for Health Education Credentialing, Inc., CHES Examination Results-School Report (2012-2014).

- E. Data and analysis regarding the ability of the program’s graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessment may include key informant interviews, surveys, focus groups and documented discussions.**

The MPH Program collects student data on their ability to perform competencies in the employment setting through the **MPH Alumni and Employer Surveys**. Our alumni are employed throughout the region in hospitals, local health departments, non-profit agencies and businesses. Additionally some of the members of our Community Advisory Board are current employers of student graduates (i.e., the Chester County Health Department, the Montgomery County Health Department and Holcomb Behavioral Health) and many of our ALE Sites have employed our Alumni. We receive positive feedback from these employers during open discussions in the Community Advisory Board Meetings and during informal meetings with ALE Site Supervisors. Both the MPH Alumni and Employer Surveys provide opportunities for respondents to address MPH core competency preparation and attainment. The following narrative includes summaries from the MPH Alumni and Employer Survey Reports.

MPH Alumni/ae Survey, Spring Semester 2014 Administration to MPH Graduates from Fall 2010 to Summer 2013.

The MPH Alumni Survey was disseminated in February-March 2014 to MPH alumni graduating from fall 2010 to summer 2013. Overall, the results indicate close to 90% reported working full-time and in the public health field with more than half working in either a hospital or nonprofit setting. One-third of the alumni/ae reported earning a credential with 19 of those earning the CHES certification. The Applied Learning Experience was most frequently reported as the experience that helped them find a job post-graduation. A number of alumni/ae are also actively pursuing degree work or training, including six students pursuing doctoral work, four pursuing medical degrees/residency, and one in an MBA program.

Alumni respondents were, on average, well prepared across all public health competencies including five core and other cross-cutting public health competencies such as communication, data access/interpretation, program planning, and management. The

most frequently reported skills alumni feel employers are looking for in new MPH graduates included practical experience, biostatistical/research methods knowledge, program planning/implementation/evaluation, CHES credentialing, and writing/communication skills. Alumni reported program planning, biostatistics, and research methods as the top 3 courses they felt were beneficial for professional development. Close to 100% of respondents were satisfied with their MPH program experience and would recommend the program to others. Open-ended comments echoed this level of satisfaction with some specific suggestions for improvement.

The evaluation report was circulated in spring 2015 amongst faculty for review, discussion, and subsequent generation of recommendations. This survey will be implemented annually in February/March. **(A copy of this survey, the MPH Alumni Survey Report, and Faculty Feedback are found in Resource File 1, Appendix H).**

The revised Alumni Survey administered in February – March 2015 to MPH graduates from fall 2013 to summer 2014 contained both core and track competency preparation assessment. To secure a higher response rate, the MPH Program switched from a 3-year administration to surveying graduates from the past academic year. Alumni/ae respondents, on average, reported feeling well prepared across the 10 core competencies. One-hundred percent of the respondents reported moderate/well/complete preparation for biostatistics, environmental health, social and behavioral aspects of health, and professionalism. The remainder fell between 88-99% prepared with exception of health care management (75%), which fell below our 80% or higher objective. This core competency will be monitored for trends over time. Overall, alumni respondents were, on average, well-prepared across all public health competencies.

Alumni/ae reported their level of preparation in track-specific competencies. The 80% or higher objective was met for all competencies in the community health, health care management, and nutrition tracks. The environmental health track met 6/10 track-specific competencies, but it is important to note only two individuals reported from this track where one individual's response would lead to not meeting the objective for a competency.

Overall, close to 86% reported working full-time and in the public health field with more than half working for a nonprofit, hospital/health provider or a government agency. Forty percent of the alumni reported earning a credential with 10 of 35 earning the CHES certification. The Applied Learning Experience was again most frequently reported as the experience that helped them find a job post-graduation. Two alumni were actively pursuing further graduate study/training.

Alumni/ae reported program planning, biostatistics, epidemiology, research methods, and the Applied Learning Experience as the top courses they felt were beneficial for their professional development. Ninety percent of respondents would recommend the program to others. Open-ended comments echoed this level of satisfaction with some specific suggestions for improvement.

The evaluation report will be circulated in fall 2015 amongst faculty for review, discussion, and subsequent generation of recommendations. This survey will be implemented annually in February/March. **(A copy of this survey and the MPH Alumni Survey Report is found in Resource File 1 Appendix H).**

MPH Employer Survey, Spring Semester 2014 Administration

The MPH Employer Survey was disseminated in March 2014 to employers of alumni graduating from fall 2010 to summer 2013. The MPH Alumni Survey administered in February 2014 asked for alumni graduating from Fall 2010 to Summer 2013 permission to contact and invite their current employer to participate in the Employer Survey. Only employers of those participating alumni who provided permission (18/67) were invited to participate in the March 2014 survey. Two were the same employer; hence, 17 employers were contacted with a participation rate of 41% (7/17).

Four of the employers were at a nonprofit, while others worked for a state health department, a hospital, and a consulting firm. Preferred or required credentials for the position included CPH, CHES, and Certified in Infection Control (CIC). Half reported that the WCUMPH graduates were much better prepared than other employees at their organization who were in a similar position. Overall, three employers reported their WCU MPH graduate was *much better prepared* than others at the same level at their organization, with one noting *somewhat better prepared*, one *about the same level of preparation*, and one specifying *somewhat poorer preparation*.

Employer respondents reported, on average, that our graduates were well-prepared across the majority of all professional skills, core public health discipline competencies, and cross-cutting public health skills. One-hundred percent of employers noted the WCU MPH graduates were prepared in all of the professional skills. One-hundred percent also reported the WCU MPH graduates were prepared in all core public health disciplines with one exception where one respondent reported inadequate student preparation in biostatistics.

Employers also rated graduate preparation on other cross-cutting competencies including: (1) communication skills, (2) data access, analysis, and interpretation, (3) program planning skills, and (4) management skills. In the competency area of communication skills, 100% reported student preparation in grant writing and health communication & marketing. One employer reported inadequate preparation of the employee in written and oral communication skills. In the area of data access, analysis and interpretation, 100% preparation was reported in surveillance, ability to use information technology to access/evaluate/interpret data, ability to access evidence-based programs/policies/guidelines, and quantitative analysis. One employer reported inadequate preparation of the employee in the ability to evaluate & use scientific evidence as well as in qualitative analytical skills. Employers reported 100% preparation in the program planning and management skill areas.

Employers were also asked the top four skills they are looking for in graduating MPH students. Results indicate that employers are looking for (1) professionalism, (2) communication skills, (3) content expertise, and (4) more practical experience.

The evaluation report was circulated amongst faculty for review, discussion, and subsequent generation of recommendations in spring 2015. **(A copy of the MPH Employer Survey Report and Faculty Feedback are found in Resource File 1 Appendix G).**

MPH Employer Survey, Spring Semester 2015

The most recent MPH Employer Survey was completed during spring semester, 2015 (for alumni graduating in fall semester 2013 to summer semester 2014). This survey was revised to include the updated MPH core competencies. In summary, all employers responding to this survey who have employed an MPH graduate in the past 3 years rated our graduates as moderately to completely prepared across MPH core competencies.

Employers also provided valuable additional qualitative feedback on the MPH program in terms of recommended topics/experiences and top skills required to be employed in their organization. Next steps include integrating employer feedback into the program to ensure that our students continue to be prepared in important core areas of public health including biostatistics, epidemiology, environmental health, health care management, social and behavioral aspects of health, research, needs assessment, planning and evaluation, communication and informatics and professionalism.

As with the previous employer survey, the results of this survey will be circulated amongst faculty for review, discussion, and subsequent generation of recommendations in fall 2015. Relevant findings for students will be extracted and provided on the website to help current and prospective MPH identify job prospects (i.e., employer-reported preferred skill list). This survey is annually implemented in April. **(A copy of this survey and the MPH Employer Survey Report are found in Resource File 1 Appendix G).**

- F. **Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.**

This criterion is met with commentary.

Criterion Strengths

- **Procedures used for monitoring and evaluating student progress in achieving the expected competencies**, including procedures for identifying competency attainment in practice and culminating experiences are in place with implementation of the culminating experience assessment of competencies expected for fall semester 2015. The process for monitoring and evaluating student progress in achieving the expected competencies in courses is accomplished by utilizing a variety of assessment methods at different stages in the program. Additionally each course syllabus outlines the course requirements and assignments the enable students to meet the course competencies and objectives. The grading process involves many indicators used to gauge academic success: written examinations, research papers, presentations, group projects, individual student projects and problem sets, portfolio development and class participation. All students complete **MPH Post-Course Surveys** rating the level of confidence in being able to apply course competencies and objectives in practice (all course syllabi contain linked competencies, objectives and assignments). Completion of the **MPH Exit Surveys** (end of the program) and **Alumni/ae Surveys** (within 8-15 months of program completion) provide students with the opportunity to address competency attainment at two different times. Employers can address alumni competency preparation in the **MPH Employer Survey**.

- **Degree Completion and Retention Rates:** Students have 6 years to complete the degree and the majority of students in good standing are expected to graduate in that time frame. There is an increasing number of students (in the MPH Fast Track) choosing to complete the program in one year, although 24 months is the typical time to graduation. We have a growing number of full-time students alongside students who pursue the degree in part-time status. It is not uncommon for working professionals to pause a semester or two before continuing their studies. This is frequently from a need to carefully balance work, family and educational responsibilities, rather than an attrition/retention issue. The majority of students who start the program continue to degree completion. The latest six-year degree completion rate is 84.2%.

Criterion Weaknesses

- Methods for collection of complete job placement data and attainment of high Alumni/ae Survey response rates remain a challenge.
- Methods for collection of employer ratings of alumni competency preparation and attainment of high Employer Survey response rates remain a challenge.
- The number of MPH students participating in professional certification examinations is low.
- Increasing student response rate in Post-Course Surveys remains a challenge.

Plans for this Criterion: The following plans are in place to address the areas (listed above) that need improvement.

- **Plans for Improving Methods and Management of Collecting Job Placement Data:** At this point in time, students provide employment information during MPH Exit Surveys and Alumni Surveys. The response rate in the Exit Survey is close to 100% since paper Exit Surveys (up to fall 2014) were collected from all graduating students at the MPH Poster Session. The MPH Program converted from paper to online Qualtrics administration for spring/fall 2015. To secure a high response rate, the ALE Coordinators will include the Exit Survey as a requirement completed during the MPH Poster Session. Students will complete this survey online. Students will be able to access this survey through their laptop, tablet or Smartphone during the MPH Poster Session. To identify specific post-graduation intention to stay within the public health field, the MPH Program added an item on the Exit Survey asking post-graduation intention to maintain work, seek work, or pursue additional training in a public health or health-related field.

The MPH Program increased the Alumni/ae Survey response rate by switching from a 3-year to annual survey administration capturing graduates only from the past academic year. As anticipated, the response rate improved from 35% to 49% (out of graduates with valid email addresses) with this administrative change. The collection of student permanent email addresses at the MPH Poster Session permitted a reduction in invalid email addresses and the need to search social media for student contact information. To improve the response rate even further the MPH Program will provide an incentive for the spring 2016 Alumni/ae Survey administration.

Contacting students after graduation remains a challenge as addresses and phone numbers change due to students moving out of state, etc. Continued strong social

media presence through the MPH Facebook page and MPH Alumni LinkedIn page will continue as a mechanism for outreach to engage current students and alumni, especially through the posting of employment, volunteer, and continuing education opportunities. The MPH Program also intends to utilize MPH alumni/ae email list for future administrations of the Employer Survey.

- **Plans for Improving Assessment of Alumni Performance in the Employment Setting:** The MPH Program increased the Employer Survey participant reach and response rate by not only inviting employers to participate whose employees (our MPH alumni) gave permission to contact in the Alumni Survey, but also by inviting our MPH Community Advisory Board members and our past Applied Learning Experience site supervisors. The number of respondents increased from 7 to 24, although the response rate decreased. To improve the response rate even further the MPH Program will provide an incentive for the spring 2017 Employer Survey administration and utilize our MPH Alumni/ae email list.
- **Plans for Increasing Student Participation in Professional Certification Examinations:** The MPH faculty strongly encourage student participation in professional certification examinations. WCU is currently a testing site for the CHES/MCHES exams. Among the MPH faculty there are two faculty members with the MCHES certification, two with the CPH certification and two with the CHES certification. To improve examination rates the MPH Student Advisory Board continues to provide exam preparation support through study groups and SOPHE CHES webinar information is posted on the MPH Program Facebook page. A flyer regarding the CPH and CHES credentialing exams continues to be posted on our Public Health Bulletin Board in Sturzebecker Health Sciences Center. The CPH exam is discussed in HEA526: Biostatistics for Public Health and other courses. The CHES exam is discussed in each Community Health Track course and in the Community Health Track group advising sessions. Additionally, The MPH Program promotes opportunities for students to maintain certification through attendance at professional conferences (sponsored by the WCU and/or the MPH Program and other professional organizations). To improve participation, the MPH Student Advisory Board recommended an increasing emphasis on professional certification and continuing education opportunities on the MPH Facebook page. The MPH Program will follow-up on this suggestion with additional marketing of these professional examinations on the MPH Facebook page during the 2015/2016 academic year.
- **Plans for Increasing the Pass Rates for Professional Certification Examinations:** At this time there are more Health Care Management and Environmental Health Track students expressing interest in completing the CPH examination. The Community Health Track students express interest in completing the CHES examination. In past semesters, the MPH Student Advisory Board took a lead role in promoting the CHES examination and created student study groups for the CHES exam. A similar student group can be created for the CPH exam. During the 2015/2016 academic year, the MPH Program Director will work with the Student Advisory Board Faculty Advisor and the Student Advisory Board to develop plans for student preparation for these exams. These plans include: development of a PowerPoint Presentation for each exam with details about exam content, guidelines for exam preparation and study materials. The MPH Program Director and the SAB will work on the development of a mock examination based on questions provided in

the study materials for the CPH and CHES exams. Taking a mock exam will enable students to determine their strengths and weaknesses in exam content and work on identified areas of weaknesses to be better prepared for these exams.

- **Plans for Improving Student Response Rates for Post Course Surveys:** With extensive revision of course evaluations and competencies occurring during the 2014/15 academic year, all Post Course Surveys are now in the electronic Qualtrix format at the start of fall semester, 2015. The only remaining end of course evaluation that needs to be placed in the online format are the student evaluations of the practicum (ALE I and II). The requirements for ALE I and II were revised during the summer, 2015. The ALE student evaluations are in a different format than MPH Post Course Surveys and conversion to an online format should be in place by the end of spring semester, 2016.

As the transition was made from paper/pencil surveys to online surveys there was a significant decline in student response rates in the surveys that were administered during spring semester, 2015. It now becomes an assessment priority to increase online response rates for valid course survey results.

Causes for varying student response rate for Post Course Surveys:

1. Different data collection points for Post Surveys for core and track courses (traditional and accelerated format).
2. Students not accessing Post Course Surveys at the time posted.
3. Students ignoring email notifications on the times to complete the Post Course Surveys.
4. Inconsistent survey administration in some courses when these surveys were in the pencil/paper format.

Strategies to Increase Student Response Rate for Post Course Surveys

1. **Class Time for Survey Completion:** Response rates may increase if students are given time in class to complete course evaluations. Time will be reserved during the last class of the semester to complete the surveys. Students will be asked to bring in their laptop, tablets or Smartphones for access to the online survey forms in the classroom. The Post Course Surveys will require approximately 15-20 minutes to complete.
2. **Faculty Reminders:** Faculty reminders to students throughout the course about the importance of course survey data. Faculty can share how they use student feedback from these surveys for course improvement.
3. **Demonstrate Access to Online Surveys:** Faculty may need to demonstrate the online Post Course Survey to help students feel comfortable with completing the course survey online.

Next Steps: Since the past academic year (2014/15) was the time of transition from paper/pencil survey format to online format, this year will be the time to discuss the strategies to increase student response rates. The MPH Program Committee will take the lead in proposing strategies and policies for administering the Post Course Surveys in the online format. These strategies will

also be reviewed by the MPH Student Advisory Board to promote student cooperation and understanding for the need to increase the student response rates for these surveys. When these policies are reviewed and approved by these committees a uniform policy will be in place by the end of spring semester, 2016.

2.8. Bachelor's Degree in Public Health: If the program offers baccalaureate public health degrees, the program shall include the following elements:

The Department of Health does offer a B.S. in Public Health/Health Promotion. The current Program Director is Dr. Sharon DeJoy. We are not ready to apply for accreditation review at this time but we will work with Program Director for consideration of accreditation review in the future.

2.9. Academic Degrees: If the program offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline specialization contributes to achieving the goals of public health.

The MPH Program in the Department of Health is a professional degree that includes core courses that address basic public health knowledge. The MPH program in the Department of Health is not an academic degree.

2.10. Doctoral Programs: The program may offer doctoral degree program, if consistent with its mission and resources.

The Department of Health does not offer doctoral programs at this time.

2.11. Joint Degrees: If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to the required for a separate health degree.

The Department of Health does not offer Joint Degree Programs at this time.

2.12. Distance Education or Executive Degree Programs: If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The program must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

The Department of Health does not offer Executive Degree Programs at this time. Currently, the MPH Program has four tracks. Two tracks (Health Care Management and Nutrition) offer their track courses in the online format. The practicum and culminating activity are not in the online format for these tracks. At this time, these tracks are not 100% online.

Criterion 3.0: Creation, Application and Advancement of Knowledge

- 3.1 Research: The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.**

Required Documentation: This self-study document includes the following:

- A. Description of the program's research activities, including policies, procedures and practices that support research and scholarly activities.**

Faculty in the MPH program follow the policies of the Collective Bargaining Agreement (CBA) for research and scholarly growth along with the guidelines presented in Teacher Scholar Model (see below for further description). In the CBA there is an emphasis on teaching (50%) with 35% of time for research and 15% on Service.

The following policies and procedures are in place to support research and scholarly growth for the MPH faculty:

- **The Teacher Scholar Model* at WCU:** In the Department of Health the teacher-scholar model defines the ways faculty members intersect teaching and research/scholarship activities. In this model, scholarship entails the development and application of knowledge that takes place both within and outside the classroom to promote student development and achievement. Thus, community involvement and graduate student participation is emphasized (see Table 3.1.1. below). Every effort is made to engage students in the exploration and development of knowledge by helping them acquire, apply, integrate, and synthesize knowledge through involvement in faculty-led research projects and research projects in the classroom (e.g., HEA 648 Research Methods and the Applied Learning Experience--see below for further description). These experiences may involve primary or secondary data collection and analysis, project management (e.g., develop and submit IRB applications), and assigned research papers. **(Refer to a copy of the Department of Health's Teacher Scholar Model in Resource File 3 Appendix F).**

*Reference: Boyer, Ernest L. (1990). Scholarship Reconsidered: Priorities of the Professoriate, A Special Report, Princeton: The Carnegie Foundation for the Advancement of Teaching.

- **Faculty Recruitment and Hiring Procedures:** All Health faculty are required to develop and maintain an active research trajectory for tenure and promotion. Research and scholarly productivity are included in the statement of job expectations for all new tenure track faculty. Since fall 2013 the department has hired faculty with a strong background in research and extramural funding. Four faculty have been hired since fall 2013 and these faculty entered the MPH Program with strong research background and trajectories.
- **The MPH Research Committee:** The MPH Research Committee was established in fall, 2014 to ensure research objectives are met. Committee members, including a MPH graduate student, meet at least once every 6 months to: 1) ensure compliance with CEPH Criteria related to research, 2) track faculty and

student research productivity using Qualtrics software, 3) establish research priorities, and 4) provide recommendations for future research action plans. The MPH Research Committee Annual Report serves as the reporting and documentation mechanism for this committees' work throughout the academic year. This annual report is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

MPH Research Committee	
Committee Members	Constituent Representation
Dr. Mary Bowen (Chair)	Research Methods/Community Health Track
Dr. Stacie Metz	Biostatistics/Community Health Track
Dr. Sharon DeJoy	Social/Behavioral Health/Community Health Track
Dr. Maura Sheehan	Environmental Health Track
Dr. Gopal Sankaran	Epidemiology
Dr. Donald McCown	Integrative Health Certificate
Brittany Paris	MPH Student Representative

- **Faculty Retention, Tenure and Promotion Policies:** The CBA defines scholarship under Article 12 - C:

" **Continuing scholarly growth:** This will be indicated, when applicable, by such items as: development of experimental programs (including distance education), papers delivered at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; invitational lectures given; participation in panels at regional and national meetings of professional organizations; grant acquisitions; editorships of professional journals; participation in juried shows; program related projects; quality of musical or theatrical performances; participation in one person or invitational shows; consultantships; research projects and publication record; additional graduate work; contribution to the scholarly growth of one's peers; and any other data agreed to by the Faculty and Administration at local meet and discuss."

The broad definition of continued scholarly growth within the CBA allows for multiple avenues of scholarly growth and research. In the MPH Program most faculty follow the traditional standard of scholarship that includes presentations, publications, offices held in professional organizations, and grant procurement (see Tables 3.1.F and 3.1.G below). The retention, tenure and promotion process provides a way to evaluate faculty progress in maintaining the faculty member's progress in research and scholarship. Each tenure track faculty's professional performance is reviewed annually for five years. Tenured faculty are evaluated every five years.

- **Funds for Faculty Professional Growth and Development:** WCU provides \$1,500 annually in professional development funding for each faculty member. The MPH faculty use these funds for professional organization membership, publication fees, statistical software, and to present their research in public-health related conferences. New tenure track faculty receive \$6,000 in startup funding for the first two years that provides additional resources for them to develop and maintain their research trajectory.

- **Alternative Work Assignment (AWA) for Research:** Faculty may apply for an AWA reduction of teaching assignments to work on research. Usually, the AWA amounts to 25% of contractual obligations. AWA for research is subject to budget appropriations and contract constraints. Faculty who receive grants or contract funding may purchase release time to work on research projects.
- **Graduate Assistants:** Graduate Assistant (GA) positions are assigned to the College of Health Sciences from the Graduate Dean. On average between 8-10 GAs are assigned to the Department in full and part-time positions per academic year. GAs provide support for MPH faculty research activities including literature reviews, data collection, data analysis, management of focus groups and additional administrative tasks related to faculty research. GA support has enabled more MPH faculty members to develop and maintain active research agendas and involve graduate students in faculty-led research activities.
- **Sabbatical Leave:** Tenured faculty can apply for sabbatical leave. The majority of faculty applying for sabbatical leave plan to work on research projects. For more information about sabbatical leave please visit the website: <http://www.wcupa.edu/admin/provost/documents/SabbaticalPolicy%20%282%29.pdf>
- **Office of Research and Sponsored Programs (ORSP):** The ORSP expanded in 2013 to provide even more administrative and technical support along with oversight to faculty and staff in the development and submission of proposals to external organizations, including federal, state, and private-sector sponsors. The ORSP actively supports any faculty member applying for external funding (see further description below). (Please visit the Office of Research and Sponsored Programs for more details about the services offered for faculty: <http://www.wcupa.edu/research/>) Below provides an overview of the responsibilities of the ORSP.

The ORSP provides the following resources for MPH faculty pursuing grant funding opportunities:

- Customized external funding searches, based on individual and/or group research interests
- Detailed intelligence information on federal, state, and private-sector funding agencies
- Facilitation of networking and communications with sponsoring agency program managers
- Personalized assistance with proposal development, including review of sponsors' guidelines, budget development, proposal assembly, and submission of completed proposals
- Workshops and training on all aspects of proposal development and grants management (**Monthly Research Roundtables open to all faculty throughout the academic year.**)
- Assistance with post-award procedures
- Development of undergraduate and graduate student research opportunities
- Guidance on intellectual property development and technology transfer procedures

Searches for Funders - The ORSP:

- Performs targeted searches to identify funding opportunities aligned with faculty member's current research efforts.
- [Provides training on the use of PIVOT](#), WCU's subscription database for searching Federal, State and Private-Sector funding opportunities.
- Provides funded grants or abstracts under program of interest (either WCU or external organizations).
- Facilitates collaborations and help identify potential WCU collaborators.
- Facilitates contact with program manager.

Preparation of Proposals - The ORSP:

- Summarizes and analyzes funding opportunity announcements. The PI is provided with an outline of all required sections of application and the guidelines associated with each section.
- Creates detailed budget based upon PI's descriptions of time, supplies, travel, consultants, sub-awards, etc., needed. ORSP will ensure correct University rates are used for F&A and fringe benefits.
- Obtains approval from restricted funds for program budget.
- Collects, review and collate all application documents. Faculty receives timely reminders as to any missing documents in order to ensure an on-time submission. The ORSP representative reviews all narrative portions of application to ensure all page limits and other formatting requirements are being met.

Proposal Submission - The ORSP:

- Uploads all required documents into appropriate on-line tool as per sponsor requirements (FastLane, Grants.gov, e-mail submissions, etc.).
- Obtains necessary administrative approval and submit application via appropriate on-line tool as per sponsor requirements.
- Tracks submission to ensure proposal was received and will be reviewed.

Research Compliance- The ORSP

- Ensures that budget and entire application is compliant with all University and Sponsor rules and regulations. This includes, but is not limited to, Financial Conflict of interest, Human Subjects, Institutional Animal Care and Use, and Responsible Conduct of Research.
- Provides training outlets to ensure that the all personnel are up to date on required trainings as per sponsor and university requirements.

Post Award Services - The ORSP:

- Monitors compliance with fiscal and programmatic reporting requirements as established by Federal and State laws, sponsor regulations, University policies and procedures and generally accepted accounting principles for grants awarded to WCU.

In addition to the research support services listed above the ORSP offers other support services for faculty research opportunities throughout the year. The following are some examples of these opportunities:

- **WCU Research Consortium:** The role of the WCU Research Consortium is to advocate for and support the performance of academic research by faculty members at WCU. Dr. Stacie Metz and Dr. Donald McCown are current members of this consortium. One of the major roles of this consortium is to work with the ORSP on the annual WCU Research Day. (For more information about the WCU Research Consortium, please visit the website at <http://www.wcupa.edu/wcurc/officers.asp>).
- **Annual WCU Research Day:** The Annual WCU Research Day is scheduled during each spring semester. This event showcases faculty and student research through an author's corner, posters, table displays, videos and demonstrations.

B. Description of current research activities undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

The majority of community based research activities occur in non-profit agencies such as the Maternal/Infant Health Consortium of Chester County, Project Salud and La Comunidad Hispana. Faculty members have also participated in projects with the Chester County Health Department, the Chester County Hospital, and the Chester County Area Agency for Aging, Kendal Crosslands Retirement Communities, the Department of Veterans Affairs, the Road MAPP for Chester County, and the Chester County Local Emergency Planning Committee. The list (Template 3.1.1. in the next section provides more detail about these projects along with the related funding.

C. A list of current research activity of all primary and secondary faculty identified in Criteria 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following: a) principal investigator and faculty member's role (if not PI), b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based and h) whether research provides for student involvement. Distinguish projects attributed to primary faculty from those attributed to other faculty by using bold text, color or shading. Only research funding should be reported here; extramural funding for service or training grants should be reported in Template 3.2.2 (funded service) and Template 3.3.1 (funded training/workforce development). See CEPH Data Template 3.1.1.

The detailed list of research activities for the MPH faculty and the source of funds for these projects are found in CEPH Data Template 3.1.1. The primary/secondary faculty member's name with funded research projects is listed in bold text (black for primary faculty and green for other faculty).

Template 3.1.1. Primary/Secondary Faculty Research Activity for the Past Three Years from 2012/2013 - 2013/2014 - 2014/2014									
Project Name	Principal Investigator and Depart. (for schools) or Concentration (for programs)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2012/13	Amount 2013/14	Amount 2014/15	Comm. Based Y/N	Student Participation Y/N
Faculty-led Study Abroad Program Development Grant: International Health Education Service Learning in Little Bay, Jamaica	Dr. Debra Bill Community Health Track	West Chester University, College of Health Sciences, Initiative Grant	2012	\$5,000	\$5,000			Y	Y
Measuring Food Access in Coatesville Using Arc GIS Mapping Software	Dr. Debra Bill Community Health Track	West Chester University, College of Health Sciences, Student-Faculty Research Grant	2012	\$1,000	\$1,000			Y	Y
A Qualitative Study of Community Health MPH Student Reflections on a Service Learning Project in a Latino Community	Dr. Debra Bill Community Health Track	College of Health Sciences, Student-faculty Research Grant	Fall 2014- Summer 2015	\$1000			\$1000	Y	Y
Community Engagement Scholars Program: Designing A Required Service Learning Project for MPH Students	Dr. Debra Bill Community Health Track	West Chester University Office of Service Learning & Volunteer Programs	Fall 2014- Summer 2015	\$1000			\$1000	Y	Y
The Relationship between Wandering and Functional Status	Dr. Mary Elizabeth Bowen Community Health Track	Department of Veterans Affairs	7/2011 -9/2016	\$850,000		\$170,785	\$164,030	Y	N
HIV, STD and Pregnancy Prevention in PA youth.	Dr. Bethann Cinelli Community Health Track	CDC / PDE	Fall 2013 – Spring 2018	\$100,000	\$20,000	\$20,000	\$20,000	Y	N
Campbell's Healthy Sites Network Healthy Eating and Physical Activity in Camden NJ schools	Dr. Bethann Cinelli Community Health Track	Campbell Company	Fall 2013- Spring 2016	\$30,000		\$10,000	\$10,000	Y	N
Social Media and Bullying Prevention for Middle School Youth	Dr. Bethann Cinelli Community Health Track	WCU College of Health Sciences	Fall 2014- Spring 2015	\$10,000			\$10,000	Y	Y
Pilot Test of an Obesity Stigma Awareness Program for Maternity Care Providers	Dr. Sharon DeJoy Community Health Track	WCU Foundation & Association of Teachers of Maternal Child Health	Fall 2014- Summer 2015	\$6,170			\$6,170	Y	Y
Evaluation of Learning to BREATHE (L2B) socio-emotional mindfulness program for youth in Bucks County, PA	Dr. Stacie Metz , Community Health Track	Bucks County School District	1/2012-12/2012	\$1000	\$1000			Y	Y
Ten week mindfulness based stress reduction program	Dr. Christine Williams Community Health Track	WCU Internal Grant	Fall 2012- Summer 2013	\$4,171	\$4,171			Y	N

Project Name	Principal Investigator and Depart. (for schools) or Concentration (for programs)	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2012/13	Amount 2013/14	Amount 2014/15	Comm. Based Y/N	Student Participation Y/N
Youth Mental Health First Aid Grant Evaluation	Dr. Stacie Metz , Community Health Track	Van Amerigen Foundation, Scattergood Foundation	8/2014-7/2018	\$10,000			\$10,000	Y	Y
Implementation and Study of Reciprocal Peer Teaching in a Graduate Cadaver Anatomy Course	C. Jimenez, , Department of Sports Medicine Dr. Stacie Metz Community Health Track	PASSHE Foundation Highmark Healthcare Academic Program Development:	7/2013-9/2013	\$600		\$600		N	Y
Inter-professional Education Community Outreach in Coatesville, PA	Dr. Mary Beth Gilboy , Nutrition Track Dr. Stacie Metz , Community Health Track	College of Health Science, Dean's Award for New Initiatives	10/2014-2/2015	\$10,000			\$10,000	Y	Y
Assessment of a Worksite Wellness Program with Chester County Fire-fighters	Dr. Mary Beth Gilboy , Nutrition Track	College of Health Sciences, Faculty Student Research Award	4/2013-9/2013	\$1000		\$1000		Y	Y
Identifying Factors, Barriers and Solutions Related to Food Insecurity in Coatesville, PA	Dr. Joanne Cristaldi , Nutrition Track	WCU Community Outreach, Dean's Grant	4/2014-8/2014	\$9,920		\$9,920		Y	Y
Campus and Community Garden	Dr. Lynn Monahan Nutrition Track	WCU Dining Services Internal Award	Fall 2014- Summer 2015	\$10,000			\$10,000	Y	Y
Redesigning HEA 110: Transcultural Health – Principles and Practices by utilizing Flipped Classroom teaching Strategies	Dr. Gopal Sankaran Health Care Management	WCU Blended Learning Initiative Grant	Fall 2013- Summer 2014	\$1000		\$1000		N	N
Mental Health Status and Access to Mental Health Care in PA LGBT College Students	Dr. Tanya Gatenby Health Care Management Track	SURI (Summer Undergraduate Research Institute)	Fall 2013- Summer 2014	\$5437		\$5437		Y	Y
Colilert Multi-Tray System for Coliform and E. Coli Analysis	Dr. Charles Shorten Environmental Health Track	WCU Technology Fee	5/2014 – ongoing	\$6,831		\$6,831		N	Y
Calibration of the East Branch Plum Run Water Quality Monitoring Station, Gordon Natural Area, West Chester University, West Chester, PA	Dr. Charles Shorten Environmental Health Track	CHS Scholarship of Teaching	5/2014-6/2015	\$3,000			\$3,000	N	Y
High Performance Liquid Chromatography (HPLC) for Determination of Contaminants of Emerging Significance in Food, Water and Sediment Samples	Dr. Charles Shorten Environmental Health Track	WCU Technology Fee	5/2012 – ongoing	\$38, 126	\$38,126			Y	N
TOTALS				\$1,104,255	\$69,297	\$225,573	\$245,200		

Research Agreements: The research agreement for Dr. Mary Bowen's grant funded research project is found in Resource File 3 Appendix H .

- D. Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program’s performance against those measures for each of the last three years. For example, programs may track dollar amounts of research funding, significance of findings (e.g., citation references), extent of research translation (e.g., adoption by policy or statute), dissemination (e.g., publications in peer-reviewed publications, presentations at professional meetings) and other indicators. See CEPH Outcome Measures Template.**

The MPH program evaluates the success of its research activities through peer-reviewed publications, presentations, and student and community involvement. As shown below, over the past 3 years the numbers of peer-reviewed publications, presentations, and student and community involvement have been maintained or increased (see Research Outcome Data and Tables 3.1.1. and 3.2.1 for the list of publications and presentations by MPH primary faculty.). Additional details concerning each faculty member's project and outcomes can be found in **faculty CV’s, found in Resource File 3 Appendix A.**

Table 3.1.D RESEARCH OUTCOME DATA				
Research Goal: MPH faculty will engage in research and scholarly activity reflecting the theory and practice of public health.				
Research Objective 1: MPH faculty will participate in research and/or evaluation projects or other scholarly activities.				
Research Objective 1 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
1.1 80% of MPH faculty will participate in research and/or evaluation projects or other scholarly activities on an annual basis as demonstrated by peer-reviewed publications, documented research in progress, peer-reviewed conference presentations/posters, internal/external grants or contracts.	80%	Not Met 64% 9/14 faculty participating in research related activities	Met 86% 12/14 faculty participating in research related activities	Met 88% 14/16 faculty participating in research related activities
1.2 50% of faculty will participate in collaborative research/evaluation projects with MPH students (to include student collaboration with HEA 648: Research Methods; HEA 649/650: Applied Learning Experience) yearly.	50%	Not Met 43% 6/14 faculty	Met 57% 8/14 faculty	Met 75% 12/16 faculty
Research Objective 2: MPH students will participate in Research Methods (HEA 648), Applied Learning Experience (ALE) and/or individual faculty led research projects.				
Research Objective 2 Outcome Measures:	Target	2012/2013	2013/2014	2014/2015
2.1 100% of MPH students will participate in research and scholarly activity with faculty in Research Methods (HEA 648)Applied Learning Experience (ALE) and/or individual faculty led research projects.	100%	Met 100%	Met 100%	Met 100%
2.2 80% of MPH students will rate that they are extremely confident/confident in Research and Planning and Evaluation MPH core competencies in the exit survey.	80%	--	--	New Outcome added as of S15 – Core/Track Competencies revised/finalized as of F14 and added to exit survey for F15 administration

Table 3. 1. F. Primary Faculty Publications for the Academic Years 2012/2013 -2013/2014 -2014/2015

MPH Faculty	Years of Publications	Publications
Dr. Debra Bill Community Health	2012/13 2013/14 2014/15	<p>Bill, D. Book review: Community organizing and community building for health and welfare. (Ed) by Meredith Minkler, 2012, 325 pgs, <i>CHOICE: Current Reviews for Academic Libraries</i>.</p> <p>Bill, D. Book review: Cultural fault lines in healthcare: Reflections on cultural competency, by Brannigan, Michael G., 2012, 103 pgs, <i>CHOICE: Current Reviews for Academic Libraries</i>.</p> <p>Bill, D. Book review: Latina and Latino children’s mental health. (Eds) by Natasha J. Cabrera, Francisco</p> <p>Bill, D. Cultural fault lines in health care: Reflections on cultural competency, by, Brannigan, M., 2012,103 pgs, <i>CHOICE: Current Reviews for Academic Librarians. (Book Review)</i></p> <p>Bill, D. Structural approaches in public health. (Ed) by Marni Sommer & Richard Parker, 266 pgs,2013 <i>CHOICE: Current Reviews for Academic Libraries. (Book Review)</i>.</p> <p>Bill, D. & Cinelli, B. Planning, Implementing and Assessing an International Community Service Learning Course in Little Bay, Jamaica. <i>Health Education & Behavior. (publication in progress)</i></p> <p>Bill, D., Casola, A., Vannicola, D. Innovative Partnerships for Health: Community-based Service Learning: Lessons Learned from the Trenches and Student Reflections on the Experience. <i>Pedagogy in Health Promotion: The Scholarship of Teaching and Learning. (publication in progress)</i>.</p>
Dr. Sharon DeJoy Community Health	2012/13 2013/14 2014/15	<p>Saliyu HM, Mogos M, August EM, DeJoy S., de la Cruz C, Alio AP, Marty PJ. (2012). HIV infection and its impact on fetal outcomes among women of advanced maternal age: A propensity score weighted matching approach. <i>AIDS Research & Human Retroviruses</i>.</p> <p>DeJoy, S.B. (2014). Pilot Test of a Preconception and Midwifery Care Education Program for College Women. <i>Journal of Midwifery and Women’s Health.</i> [Epub ahead of print].</p> <p>DeJoy, S.B. & Bittner, K. (2014). Obesity Stigma as a Determinant of Poor Birth Outcomes in Women with High BMI: A Conceptual Framework. <i>Maternal Child Health Journal</i>.</p>
Dr. Mary Elizabeth Bowen Community Health	2012/13 2013/14 2014/15	<p>McKenzie, B. Bowen, ME, Keys, K, Bulat, T. Safe Home Program: A Suite of Technologies to Support Extended Home Care of Persons with Dementia. <i>Amer J Alz Dis Oth Dem</i> 2013; 28(4): 348-354</p> <p>Kearns, W, Jasiewicz, J, Fozard, J, Webster, P, Scott, S, Craighead, J, Bowen, ME & McCarthy, J. Temporo-spatial prompting for persons with cognitive impairment using a smart wrist-worn interface. <i>J Rehabil Res Dev.</i> 2013; 50(10)</p> <p>Gonzalez, HM, Tarraf, W. Bowen, ME, Johnson-Jennings, MD, Fisher, GG. What do parents have to do with my cognitive reserve? Life-course perspectives on twelve-year cognitive decline. <i>Neuroepidemiology.</i> 2013; 41:101â€“109. doi: 10.1159/000350723</p> <p>Paulson, D, Bowen, ME, Lichtenberg, P. Does Brain Reserve Protect Older Women from Vascular Depression? 2013; <i>J Gerontol B Psychol Sci Soc Sci.</i> doi: 10.1093/geronb/gbt007</p> <p>Bowen, ME., Casola, A. (In progress). Healthy Eating among Clients at a Rural Food Cupboard. <i>Journal of Community Health (publication in progress)</i>.</p> <p>Bowen, ME, *Ruch, A. (Accepted). The Latino Health Paradox: Depression and Functional Limitations. <i>J Aging Health.</i></p> <p>Barks, L, Luther, S, Brown, L, Schulz, B. Bowen, ME, Powell-Cope, G. (Accepted). Development and Initial Validity of the Seated Posture Scale. <i>Journal of Rehabilitation Research and Development.</i></p> <p>Bowen, ME., Rowe, M. Reliability and Validity of a Real-Time Locating System to Predict Acute Events and Subsequent Functional Decline. <i>JRRD: Bowen, ME., Rowe, M., Shea, J. The Functional Independence Test for a Frail Elderly Population. JAGS. (publication in progress)</i></p> <p>Bowen, ME, Barnett, S, Rowe, M. (Accepted). Characteristics of and Barriers to Functional Status Assessment in Assisted Living. <i>Res Geron Nurs.</i></p>
Dr. Stacie Metz Community Health	2012/13 2013/14 2014/15	<p>Metz SM, Frank JL, Reibel D, Cantrell T, Sanders R., Broderick PC. The effectiveness of the Learning to Breathe program on adolescent emotion regulation: Results from a pilot study. <i>Journal of School Psychology</i> 2012.</p> <p>Brenner, J., Metz, S. M., Enriken, & Brenner, C. Collegiate Athletic Trainers’ Experience and Attitudes Regarding Alcohol-Related Unintentional Injury in Athletes. <i>Journal of Athletic Training</i> 2012.</p> <p>Metz, S. M., & Hartman, J. (2013). Mindfulness in Teaching and Learning - Friends Mindfulness Collaborative Project, Learning to Breathe (L2B) Student Program Evaluation Report to Friends Council (<i>non peer-reviewed publication</i>)</p> <p>Metz, S. M., Frank, J. L., Reibel, D., Cantrell, T., Sanders, R., & Broderick, P. C. (2013). The effectiveness of the Learning to BREATHE program on adolescent emotion regulation: Results from a pilot study. <i>Research in Human Development</i>, 10(3), 252-272. doi: 10.1080/15427609.2013.818488</p> <p>Frank, J. L., Reibel, D., Broderick, P. C., Cantrell, T., & Metz, S. M. (2013). The effectiveness of mindfulness-based stress reduction on educator stress and well-being: Results from a pilot study. <i>Mindfulness</i>, published first online October 6, 2013. doi: 10.1007/s12671-013-0246-2</p> <p>Metz, S. M. (September 2013). Evaluation of the Study of Reciprocal Peer Teaching in a Graduate Cadaver Anatomy Course. Report. (<i>non peer reviewed publication</i>)</p> <p>Brenner, J., Metz, S. M., Enriken, J., & Brenner, C. (2014). Experience and attitudes of collegiate athletic trainers regarding alcohol-related unintentional injury in athletes. <i>Journal of Athletic Training</i>, 49(1), 83-88. doi: 10.4085/1062-6050-48.6.02.</p> <p>Brenner, J., Metz, S. M., & Enriken, J. (2014). Alcohol-related unintentional injury among collegiate athletes. <i>Athletic Training and Sports Health Care</i>, 6(5), 228-236. doi: 10.3928/19425864-20140916-04.</p> <p>Broderick, P. C., & Metz, S. M. Working on the inside: Mindfulness for adolescents. In K. Schonert-Reichl & R. W. Roeser (Eds.), <i>Handbook of Mindfulness Education</i>. New York, NY: Springer. In press. (<i>book chapter</i>)</p>

Dr. Mary Beth Gilboy Nutrition	2013/14 2014/15	Gilboy MB , Monahan Couch L, Osgood JL, Bernotsky RL. Determining Demand & Capacity for Master's Level Supervised Practice Program: One University's Feasibility Study. Nutrition and Dietetic Educators and Preceptors NDEP Line. January, 2014; 3:14-19. Gilboy, M.B. , Heinerichs S., Pazzaglia G. (2014) Enhancing Student Engagement Using the Flipped Classroom. Journal of Nutrition Education and Behavior. DOI: 10.1016/j.jneb.2014.08.008.
Dr. Lynn Monahan Nutrition	2012/13 2013/14	Monahan Couch, L. Davidson, P. Chapter 2 - Nutritional Strategies and Lifestyle Modifications for PCOS. PCOS: The Dietitian's Guide, 2nd ed. Luca Publishing, Haverford, PA. July, 2013. (<i>book chapter</i>) Gilboy MB, Monahan Couch L , Osgood JL, Bernotsky RL. Determining Demand & Capacity for Master's Level Supervised Practice Program: One University's Feasibility Study. Nutrition and Dietetic Educators and Preceptors NDEP Line. January, 2014; 3:14-19.
Dr. Joanne Christaldi Nutrition	2013/14 2014/15	Christaldi, J. , & Cuy Castellanos, D. (2014). Identifying Factors, Barriers and Solutions Related to Food Insecurity in Lackawanna County PA. Journal of Hunger and Environmental Nutrition, 9 (2), 170-182. Cuy Castellanos, D., Christaldi, J. , & Borer, K. (2014). Using the Diffusion of Innovations to Develop Healthy Cooking Demonstrations at a Farmers Market. Journal of Hunger and Environmental Nutrition, 9 (4), 471-484. / 3. Christaldi, J. & Bodzio, J.R. (2015). Cultural Competence and the Global Role of Dietitians: A Haitian Medical Mission and Inter-Professional Service-Learning Nutrition Course. The Open Nutrition Journal, 9, 5-11.
Dr. Gopal Sankaran Health Care Management	2013/14 2014/15	Freeman, P., Sankaran, G. , Khan, O., Dabbs, C., HuLamm, V., Labbok, M., & Bryant, M. (September, 2013). Possible Future Roles of The American Public Health Association In Global Health. Concept paper submitted to Executive Director, American Public Health Association, Washington, D. C. (<i>non-refereed publication</i>) Cai, W., & Sankaran, G. (2015). Promoting Critical Thinking through an Interdisciplinary Study Abroad Program. Journal of International Students, 5(1): 38-49. Adegboyega, O. A., & Sankaran, G. NCD Prevention – Role of Intersectoral Action. (<i>publication in progress</i>)
Dr. Tanya Gatenby Health Care Management	2013/14	Lynch, April, Elmore, Barry, Kotecki, Jerome, (2013). Tanya Gatenby contributing author for 22 chapters of the text Health: Making Choices for Life. San Francisco, CA: Pearson Higher Education, Benjamin Cummings – Applied Sciences. (<i>book chapters</i>) Smidt, E., McDyre, B., Bunk, J., Li, R., & Gatenby, T. (2014) Faculty attitudes about distance education. The IAFOR Journal of Education, 2(2), 181-209. Retrieved from http://iafor.org/iafor/iafor-journal-of-education-volume-2-issue-2/ . Smidt, E., Bunk, J., McGrory, B., Li, R., & Gatenby, T. (2014). Student attitudes about distance education: Focusing on context and effective practices. The IAFOR Journal of Education, 2(1), 40-64. Retrieved from http://iafor.org/journal%20issues/iafor-education-journal-volume2-issue1 .
Dr. Harry Holt Health Care Management	2014/15	Holt, H. , Clark, J., McCaughey, D. “Physician joint ventures and performance: The contingency impact of organizational characteristics.” Healthcare Management Review. (<i>publication in progress</i>). Holt, H. , Clark, J., McCaughey, D. “The Readmission Difference: PA Hospitals and the Negative Impact of Hospital Readmissions on Financial Performance.” Health Care Management Review. (<i>publication in progress</i>)
Dr. Maura Sheehan Environmental Health	2012/13 2013/14	Vosburgh, D., Klein, T., Sheehan, M. Anthony, T.R., and Peters, T. (2013). Design and Evaluation of a Personal Diffusion Battery. Aerosol Science and Technology, 47:4,435-443. Cauda, E., Sheehan, M. Gussman, R., Kenny, L. and Volkwein, J. (2014) An Evaluation of Sharp Cut Cyclones for Sampling Diesel Particulate Matter Aerosol in the Presence of Respirable Dust. Annals of Occupational Hygiene. 58: 8, 995-1005. doi: 10.1093/annhyg/meu045. Cauda, E., Sheehan, M. Loading Issues for Impactors that are used for sampling diesel particulate matter in the presence of respirable dust, Annals of Occupational Hygiene (<i>publication in progress</i>)

Table 3. 1. E. Primary Faculty Presentations for the Academic Years 2012/2013 -2013/2014 -2014/2015		
MPH Faculty	Years of Presentations	Conference Presentations
Dr. Debra Bill Community Health	2012/13 2014/15	<p>Bill, D., Gilboy, M., & Phillippy. A Needs Assessment Study: Key Informants Report Factors Facilitating and Barriers to Healthy Eating Among Mexican American Families, Society of Public Health Education Mid-Year Scientific Meeting, April 13,2012, 3,p.39, Nashville Tennessee. <i>(conference presentation)</i></p> <p>Bill, D. A Needs Assessment of Latino Service Providers on the Subject of Nutrition: Facilitating Factors and Barriers. Society of Public Health Education Mid-Year Scientific Meeting, April 13, 2012, Nashville, Tennessee. <i>(conference presentation)</i></p> <p>Bill, D. PA Society for Public Health Educators. West Chester University Graduate Center, Friday Oct. 3,2014 <i>(invited conference presentation)</i></p> <p>Bill, D., & Roth-Saks, J. 2015. Innovative Partnerships for Health: Latino Service Learning in a University-Community Partnership. <i>(conference presentation under review)</i></p> <p>Casola, A., Bill, D. 2015. Partnering with a Latino Community in a Service Learning Project. . 2nd Annual Penn State Public Health Conference, Harrisburg, PA <i>(abstract under review).</i></p>
Dr. Sharon DeJoy Community Health	2012/13 2013/14 2014/15	<p>DeJoy, S. REPRODUCTION AND THE INTERSECTION OF RACIAL, WEIGHT, AND GENDER DISCRIMINATION: INNOVATIVE THEORY TO GUIDE COMMUNITY-BASED RESEARCH VIA AN ACADEMIC-COMMUNITY PARTNERSHIP. Health Disparities Conference, Teacher's College, Columbia University, March 2015. <i>(conference presentation)</i></p> <p>DeJoy, S. Size Diversity and Midwifery Advocates: Partners in Delivering Equity in Public Health. Association for Size Diversity and Health, Annual Conference, Boston, July 2015. <i>(conference presentation)</i></p>
Dr. Mary Elizabeth Bowen Community Health	2013/14 2014/15	<p>Bowen, ME, Rowe, M. Measuring Functional Status Changes among Institutionalized Older Adults with Dementia. Gerontological Society of America, San Diego, CA. November 2012 & VA Research Day April 2013. <i>(conference presentation)</i></p> <p>Bowen, ME, Rowe, M, and Wingrave, C. An Evidence-Based Patient Monitoring System to Improve the Health Outcomes of Older Adults. Association for Gerontology in Higher Education. Denver, CO, March 1st, 2014. <i>(conference presentation)</i></p> <p>Bowen, ME, Rowe, M. Ambulation Changes Among Older Adults in Assisted Living: Implications for the Prevention of Functional Decline. Gerontological Society of America, Washington, DC, November 2014. <i>(conference presentation)</i></p> <p>Bowen, ME, Rowe, M, and Wingrave, C. An Evidence-Based Patient Monitoring System to Improve the Health Outcomes of Older Adults. Association for Gerontology in Higher Education. Denver, CO, March 1st, 2014. <i>(conference presentation)</i></p> <p>Bowen, ME, Rowe, M. Measuring Acute and Long-Term Changes in Functional Status in a Population of Older Adults in Assisted Living. Association for Gerontology in Higher Education, Nashville, TN, March 2015. <i>(conference presentation)</i></p>
Dr. Stacie Metz Community Health	2012/13 2013/14 2014/15	<p>Broderick, P., Reibel, D., Cantrell, T., & Metz, S. M. Wellness in high school: Introducing mindfulness training to teachers, administrators, and students. Presentation Dialogue presented at the 10th Annual International Scientific Conference for Clinicians, Researchers and Educators: Investigating and Integrating Mindfulness in Medicine, Health Care, and Society, Boston, MD, March 30, 2012. <i>(conference presentation)</i></p> <p>Frank, J. L., Reibel, D., Metz, S. M., Cantrell, T., & Broderick, P. C. The effectiveness of mindfulness-based stress reduction (MBSR) on educator stress and well-being: Results from a pilot study. Paper presented at the First International Conference on Mindfulness, Rome, Italy, May 8-12, 2013. <i>(conference presentation)</i></p> <p>Brenner, J. W., Metz, S. M., Entriken, J., & KC, S. Collegiate athletic trainers experience and attitudes regarding alcohol-related unintentional injury in athletes. Poster presented at WCU Research Day, April 16, 2013. <i>(non peer-reviewed conference presentation)</i></p> <p>Brenner, J. W., Metz, S. M., & Entriken, J. Alcohol-related unintentional injury among college students. Poster presented at 141st American Public Health Association Annual Meeting, Boston, MA, November 5, 2013. <i>(conference presentation)</i></p> <p>Metz, S. M., & Hartman, J. (MPH Student). Factors that influence flourishing in children with mild to severe hearing loss. Poster presented at WCU Research Day, April 10, 2014</p> <p>Metz, S. M., & Willner, K. (MPH Student). Health risk behaviors associated with binge drinking among high school students. Poster presented at WCU Research Day, April 10, 2014. <i>(non peer-reviewed conference presentation)</i></p> <p>Metz, S. M., & Casola, A. Evaluation of the Youth Mental Health First Aid Training in Coatesville, PA: Preliminary Findings. Paper to be presented at 2nd Annual Penn State Public Health Day Symposium, Harrisburg, PA, April 26, 2015. <i>(conference presentation)</i></p> <p>Metz, S. M., & Casola, A. Evaluation of the Youth Mental Health First Aid Training in Coatesville, PA: Preliminary Findings. Poster to be presented at WCU Research Day, March 25, 2015. <i>(non peer-reviewed conference presentation)</i></p> <p>Joseph, R. A., O'Brien, K. Hyers, L., & Metz, S. Health literacy in undergraduate students: Do nursing students have higher health literacy? Poster to be presented at <i>National Association of Nursing Students Conference</i>, Phoenix, AZ, April 10, 2015. <i>(conference presentation)</i></p> <p>Joseph, R. A., O'Brien, K Hyers, L., & Metz, S. Health literacy in undergraduate students. Poster to be presented at <i>WCU Research Day</i>, March 25, 2015. <i>(non peer-reviewed conference presentation)</i></p> <p>Joseph, R. A., O'Brien, K. Hyers, L., & Metz, S. Health literacy in undergraduate students: Health vs. non-health majors. Poster to be presented at Undergraduate Research at the Capitol, Harrisburg, PA, March, 2015. <i>(non peer-reviewed conference presentation)</i></p>

Dr. Mary Beth Gilbo Nutrition	2012/13 2013/14 2014/15	Bill, D., Gilbo, M. , & Phillippy M. A Needs Assessment Study: Key Informants Report Factors Facilitating and Barriers to Healthy Eating Among Mexican American Families, Society of Public Health Education Mid-Year Scientific Meeting, April 13,2012,3,p.39, Nashville Tennessee. (<i>conference presentation</i>) Gilbo, M. (2013). Assessment of a Worksite Wellness Program with Chester County Fire-fighters. PA Dietetic Association 2014 Annual Meeting. (<i>conference presentation</i>) Gilbo, M. Best Practices. "Service Learning Provides Exposure to Community-based Research" NDEP Area 6 & 7 Meeting in Boston, MA, April 3, 2014. (<i>conference presentation</i>)
Dr. Lynn Monahan Nutrition	2013/14	Monahan Couch L , Mitchell S, Parks D. Beliefs and Attitudes of Adult Patients using Outpatient Services on an HIV Testing Protocol. WCU Research Day. April 10, 2014. (<i>non peer-reviewed conference presentation</i>) Monahan Couch L , Delshad A. Survey of Sustainability Attitudes among College Students. WCU Research Day, April 10, 2014. (<i>non peer-reviewed conference presentation</i>)
Dr. Gopal Sankaran Health Care Management	2012/13 2013/14 2014/15	Sankaran, G. "Global landscape of CNCs and the imperative for prevention." 140th Annual Meeting of the American Public Health Association in San Francisco, California on October 31, 2012. (<i>conference presentation</i>) Sankaran, G. " Primary prevention of CNCs: Translating knowledge into action." 140th Annual Meeting of the American Public Health Association in San Francisco, California on October 30, 2012. (<i>conference presentation</i>) Sankaran, G. " Principles, necessity, and utility of social determinants in chronic disease prevention." 141st Annual Meeting of the American Public Health Association in Boston, Massachusetts. 2013. (<i>conference presentation</i>) Sankaran, G. " Technology aided open education for empowerment and wellness of girls and women." 141st Annual Meeting of the American Public Health Association in Boston, Massachusetts. 2013. (<i>conference presentation</i>) Sankaran, G. " Think globally and act locally: Reflections and revelations ."141st Annual Meeting of the American Public Health Association in Boston, Massachusetts. 2013. (<i>conference presentation</i>) Sankaran, G.. 2014. Girl child and human rights: What we don't do matters. 142nd Annual Meeting of the American Public Health Association in New Orleans, Louisiana. (<i>conference presentation</i>) Sankaran, G.. 2014. " Systems approach and implications for global health." 142nd Annual Meeting of the American Public Health Association in New Orleans, Louisiana. (<i>conference presentation</i>) Sankaran, G.. 2014. " First 1000 days and future healthy life: The connection, consequences, and call for action." 142nd Annual Meeting of the American Public Health Association in New Orleans, Louisiana. (<i>conference presentation</i>) Dhananjaya, M., Aschenback, J., & Sankaran, G. 2015. Tuberculosis practice patterns of pharmacies and urgent care facilities in Chester County. WCU Research Day. (<i>non-peer reviewed conference presentation</i>) Adegboyega , O., & Sankaran, G. 2015. Non-communicable diseases: The importance and urgent need for intersectoral action. WCU Research Day. (<i>non-peer reviewed conference presentation</i>) Cai, W., Bieger, G. R., & Sankaran, G. 2015. What Are College Students' Beliefs About Global Issues: An International Study? Accepted for Oral Presentation at the 2015 Annual Meeting of American Educational Research Foundation in Chicago, Illinois, April 17. (<i>conference presentation</i>)
Dr. Tanya Gatenby Health Care Management	2012/13 2013/14 2014/15	Smidt, E., Funkhouser, B., Li, R., Bunk, J. & Gatenby, T. (October 2012). Reactions to and attitudes about asynchronous online discussion forums in an online faculty development program. Paper presented at the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2012 (E-Learn 2012). Montreal, Canada. (<i>conference presentation</i>) Smidt, E., Bunk, J., McGrory, B., Li, R., & Gatenby, T. (July 2013). Student reactions to and attitudes about distance education. Paper presented virtually at the European Conference on Technology in the Classroom (ECTC 2013). Retrieved July 4, 2013, from http://www.youtube.com/watch?v=ea-ARC-akGY and http://www.youtube.com/watch?v=8OFobDL_07w . (<i>conference presentation</i>) Smidt, E., Bunk, J., Li, R., & Gatenby, T. (November 2013). Continuing the distance education scholarship at WCU: An update on current research. Paper presented at the PA Distance Learning Association 11th Annual Conference (PADLA). West Chester, PA. (<i>conference presentation</i>) Smidt, E., McDyre, B., Bunk, J., Li, R., & Gatenby, T. (September 2014). Faculty attitudes about distance education in an online faculty development program. Paper presented at the IAFOR North American Conference on Education (NACE 2014). Providence, RI. (<i>conference presentation</i>) Li, R., Smidt, E., Bunk, J. & Gatenby, T. (October 2014). Faculty and online education: A replication study of the 2012 National Survey. Paper presented at the World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2014 (E-Learn 2014). New Orleans, LA. Martin, V. and Gatenby, T. Mental Health Status and Mental Health Care Accessibility in LGBTQ_ College Students. SOPHE Annual Conference, April, 2015, Portland, Oregon. (<i>conference presentation</i>)
Dr. Neha Sunger Environmental Health	2014/15	Sunger N., Arnold SM., Price P., Landenberger B. High-throughput Exposure Assessment Tool (HEAT) for exposure based prioritization of chemicals. International Society of Exposure Science (ISES), Cincinnati, Ohio, 2014. (<i>conference presentation</i>) Sunger, N., and Haas, N. Quantitative Microbial Risk Assessment for recreational exposure to water bodies in Philadelphia. (Accepted). Water Environment Research. (<i>conference presentation</i>)
Dr. Charles Shorten Environmental Health	2012/13 2013/14 2014/15	Powell, T. and Shorten, C.V. 2012. An Evaluative Study of Lead Exposure Sources, National Student Research Award-Winning Paper presented at the National Environmental Health Association Meeting, San Diego, CA, June 2012. (<i>conference presentation</i>) Shorten, C.V. 2012. "Water Quality Monitoring in the Gordon Natural Area, East Branch Plum Run" as part of the 40 th year celebration of establishing the Gordon Natural Area, at WCU. (<i>non peer-reviewed presentation</i>) Shorten, C.V. and Hudson, C. 2013. "Ten Years of Classroom Examinations of Water Quality in East Branch Brandywine Creek, PA: 2002-2012," Delaware Estuary Science & Environmental Summit, Cape May, NJ. Available: http://delawareestuary.org/pdf/Summit13/PDFs%20of%20all%20Presentations/S9%20Shorten.pdf Shorten, C.V. and Sheehan, M.J. 2014. "Environmental Health Internships at West Chester University: 30-Plus Years of Success Stories," International Faculty Forum in Environmental Health 12th Biennial Meeting, Las Vegas, NV – July 2014. (<i>conference presentation</i>)

Dr. Maura Sheehan Environmental Health	2012/13	Vosburgh, D., Klein, T., Sheehan, M. , T.R. Anthony and Peters, T. "Evaluation of a Personal Diffusion Battery for Measuring Nanoparticle Exposure. American Association for Aerosol Research, Minneapolis, MN, October, 2012. (conference presentation)
	2013/14	Cauda, E., Sheehan, M. Gussman, R., Kenny, L. and Volkwein, J. "Development of a DPM Sampler for Monitoring in Mining Environments" presented at the Inhaled Particles XI Conference, Nottingham, UK, September, 2013. (Conference presentation)

E. Description of student involvement in research.

MPH students are involved in research through the mandatory research project in HEA 648 Research Methods (see description below) and are also provided opportunities to work independently with faculty on their funded and non-funded research projects

The Applied Learning Experience: A primary goal of the Applied Learning Experience is to facilitate student involvement in and understanding of research activities. Most students participate in primary data collection and all students conduct their own independent analyses of findings. All students write a report under the supervision of an ALE faculty advisor. In ALE II all students provide the results of their findings from their Major Project and present a poster at the MPH Poster Session that showcases their Major Project (**Please refer to Resource File 2 Appendix B for a list of ALE Projects**).

HEA648 Research Methods in Public Health: Research Methods in Public Health is a core course that introduces students to the fundamentals of research and prepares students for the research component for the Major Project in ALE I and II. Course assignments focus on applied research projects that students can complete within the time frame of the course. The course also prepares students to critically analyze primary data for research. Additionally, each year students have the opportunity to submit their research projects to the WCU Research Day, which is held during the spring semester. The following table provides examples of student research projects that were featured at the WCU Research Day. The table includes additional faculty student research projects that were featured at the WCU Research Day that were not part of HEA648.

Year	Research Activity or Project Name Student Name and Elective Track	Type of Project	Published or Presented at a Conference (Y/N)	Did Student Participate (Y/N)	Was Project Community Based (Y/N)
2012	Workplace Injury Attitudes in Long-term Health Care Facility Employees W. Smith (Community Health)	Student-Faculty Research Project as part of HEA648 – presented at WCU Research Day	Y (presented at conference)	Y	N
2012	Attitudes on the Recycling of Electronic Waste using the Health Belief Model B. Robinson (Environmental Health)	Student-Faculty Research Project as part of HEA648 – presented at WCU Research Day	Y (presented at conference)	Y	N
2012	Oral hygiene and tobacco knowledge, attitudes, and behavior among rural and urban residents in India V. Nanda (Community Health)	Student-Faculty Research Project as part of HEA648 – presented at WCU Research Day	Y (presented at conference)	Y	N
2012	University Student Attitudes toward the Use of Animals for Experimental Research A. Protzman (Environmental Health)	Student-Faculty Research Project as part of HEA648 – presented at WCU Research Day	Y (presented at conference)	Y	N

Year	Research Activity or Project Name and Student Name and Elective Track	Type of Project	Published or Presented at a Conference (Y/N)	Did Student Participate (Y/N)	Was Project Community Based (Y/N)
2012	Attitudes toward Condom Use Behavior among University Students S. Mendez (Community Health)	Student-Faculty Research Project as part of HEA648 – presented at WCU Research Day	Y (presented at conference)	Y	N
2012	Expecting Mothers and their Attitudes towards Breastfeeding A. Jackson (Community Health)	Student-Faculty Research Project as part of HEA648 – presented at WCU Research Day	Y (presented at conference)	Y	N
2012	Barriers to Under-Utilization of Outpatient Physical Therapy Services J Helms (Community Health)	Student-Faculty Research Project as part of HEA648 – presented at WCU Research Day	Y (presented at conference)	Y	N
2012	Attitudes towards Massage Therapy for Stress Relief amongst Corporate Fitness Center Members A. Gallagher (Community Health)	Student-Faculty Research Project as part of HEA648 – presented at WCU Research Day	Y (presented at conference)	Y	N
2012	Seasonal Influenza Vaccine Perceptions among University Students K. Birdsey (Community Health)	Student-Faculty Research Project as part of HEA648 – presented at WCU Research Day	Y (presented at conference)	Y	N
2012	Knowledge and Attitudes Influencing Male Inmate Voluntary HIV Test Acceptance SH Belinske (Integrative Health)	Student-Faculty Research Project as part of HEA648 – presented at WCU Research Day	Y (presented at conference)	Y	N
2014	Factors that influence flourishing in children with mild to severe hearing loss. J. Hartman (Community Health)	Student-Faculty Research Project with Dr. Stacie Metz Presented at WCU Research Day	Y (presented at conference)	Y	N
2014	Health risk behaviors associated with binge drinking among high school students. Willner, K. (Community Health)	Student-Faculty Research Project with Dr. Stacie Metz Presented at WCU Research Day	Y (presented at conference)	Y	N
2014	Beliefs and Attitudes of Adult Patients using Outpatient Services on an HIV Testing Protocol. Mitchell S, Parks D. (Nutrition)	. Student-Faculty Research Project with Dr. Lynn Monahan Presented at WCU Research Day	Y (presented at conference)	Y	N
2014	Survey of Sustainability Attitudes among College Students. Delshad A. (Nutrition)	Student-Faculty Research Project with Dr. Lynn Monahan Presented at WCU Research Day.	Y (presented at conference)	Y	N
2015	Evaluation of the Youth Mental Health First Aid Training in Coatesville, PA: Preliminary Findings. Casola, A (Community Health)	Student-Faculty Research Project with Dr. Stacie Metz Presented at WCU Research Day.	Y (presented at conference)	Y	N
2015	Tuberculosis practice patterns of pharmacies and urgent care facilities in Chester County. Dhananjaya, M. (Community Health)	Student-Faculty Research Project with Dr Gopal Sankaran. Presented at WCU Research Day.	Y (presented at conference)	Y	Y

Year	Research Activity or Project Name Student Name and Elective Track	Type of Project	Published or Presented at a Conference (Y/N)	Did Student Participate (Y/N)	Was Project Community Based (Y/N)
2015	Non-communicable diseases: The importance and urgent need for intersectoral action. Adegboyega , O. (Health Care Management	Student-Faculty Research Project with Dr Gopal Sankaran. Presented at WCU Research Day.	Y (presented at conference)	Y	N

F. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

This criterion has been met.

Criterion Strengths

- **The MPH Program Committee:** The MPH Program Committee provides oversight and real-time feedback each semester to faculty concerning their research and scholarly activities and ensures overall compliance with MPH Program goals, objectives, outcomes and evaluation related to research.
- **Faculty Research Agendas:** Many faculty in the Department of Health are focused on community-based projects (faculty-led) and student projects developed in classes (consistent with the Teacher -Scholar Model). Some MPH faculty members secure funds through contracts with non-profit organizations while others have worked with federal agencies to secure funding across multiple years (e.g., Department of Veterans Affairs, Healthy Schools). Other internal funds, available on a competitive basis include special initiative grants from the Office of the University President or Provost. The College of Health Sciences encourages faculty/student research by providing additional funding opportunities through Faculty/Student Research funds (approximately \$1,000 per award).
- **Student Involvement in Research:** Student involvement in research, especially within the context of the Applied Learning Experience, has grown considerably during the period of this self-study. Research opportunities for students outside the Applied Learning Experience are available through MPH faculty-led research projects and HEA648: Research Methods in Public Health.

Criterion Weaknesses

- There are no weaknesses in this criterion at this time.

Plans for this Criterion

- **Funding for Research:** MPH faculty have successfully increased the level of external funding for research over the past 3 years. The expansion of the ORSP has increased internal funding opportunities across the University. In addition, given more time for research activity during summer months, some MPH faculty prefer to seek funding from local non-profit agency programs under contracts. Partnerships with private corporations are another avenue by which faculty members have been

able to obtain research funding. MPH faculty members have been able to secure funding for many of their projects through both external and internal funding streams.

- **Student Research Opportunities:** Student research opportunities will continue to be offered through HEA649/HEA650: Applied Learning Experience I and II and HEA648: Research Methods in Public Health. The MPH Program faculty continue to train, nurture and offer research activities for students in the program..
- **Faculty Research:** MPH Program faculty will continue to participate in research activities (funded or unfunded) as scholarship is an integral part of the Teacher-Scholar Model at WCU and in the each faculty member's individualized "Statement of Expectations."

- 3.2. **Service: The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.**

Required Documentation: The self-study document includes the following:

- A. **Description of the program’s service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted.**

The MPH Program provides students and faculty the opportunity to engage in community service to enable students to cultivate professionalism and conscious responsibility toward the profession along with the goals of public health through service to communities, agencies, underserved populations and organizations.

For over three decades, students and faculty have been actively involved in research and service in public health. The Department of Health faculty have a long history of providing service to community health agencies such as the March of Dimes, the Chester County Health Department, the Montgomery County Health Department and other non-profit agencies in our service area. The MPH program enhances our departmental strengths in public health and allows students within the program the opportunity for active involvement in research and community service activities in the local Departments of Health, nonprofit agencies and schools in the region.

Department of Health - Service for Faculty

The definition of service in the Department of Health includes the importance of involvement in the community through collaboration, communication, consultation, and provision of technical assistance. This is consistent with the MPH mission statement, goals and objectives in the area of service.

Procedures and Practices that Support Service for the MPH Faculty

The Dean and Associate Dean of the College of Health Sciences, along with the Chair of the Department of Health, fully support each faculty member’s service work. For most faculty members, community service is identified as part of their Statement of Expectations (an individual job description which lists the tasks a faculty member is expected to complete for tenure, promotion and five year evaluations). Service to the community is part of the definition of university service and faculty are expected to serve in roles such - as board members, committee members, consultants as well as provide technical assistance for community groups. **Faculty involvement in community service activities are listed in Section C - Template 3.2.1 Section C in this narrative.**

The Office of Service Learning and Volunteer Programs (OSLVP) provides support for academic service-learning activities related to course work or volunteer projects. Service-learning programs involve students in organized community service that addresses community needs, while developing their academic skills, sense of civic responsibility, and commitment to the community. In addition the service activities are also tied to the course objectives. MPH faculty work with the Director of the Office of Service Learning and Volunteer Programs on service learning assignments linked to courses and

other community volunteer opportunities. The following link is for the Office of Service Learning and Volunteer Programs: [http://www.wcupa.edu/ services/stu.slv/](http://www.wcupa.edu/services/stu.slv/)

At this time, there are no formal agreements for student involvement in service learning between external agencies and the MPH Program. The Office of Service Learning and Volunteer Programs have a database sites for student service activities. The MPH program works closely with the Director of the Office of Service Learning and Volunteer Programs in establishing community service opportunities for MPH students.

Policies and Procedures that Support Service for MPH Students

The newly established MPH Community Service Committee (CSC), working under the leadership of the MPH Community Service Coordinator (Dr. Debra Bill), has developed the community service policies, procedures, and practices for MPH students. The purpose of the CSC is to assure that the MPH Program pursues active service activities through which faculty and students contribute to the advancement of public health practice. The members of the MPH CSC are listed in the table below.

MPH Community Service Committee 2014/2015		
Committee Member's Role	Committee Member	MPH Program or Track Representation
Chair	Dr. Debra Bill	MPH Community Service Coordinator /Community Health Track Coordinator
Member	Dr. Lynn Carson	MPH Program Director
Member	Dr. Mary Beth Gilboy	Nutrition Track Coordinator
Member	Dr. Charles Shorten	Environmental Health Track Coordinator
Member	Dr. Gopal Sankaran	Health Care Management Track Coordinator
Member	Jodi Roth-Saks	Director – WCU Office of Service Learning & Volunteer Programs
Guest member	Kim Slattery	WCU Information Technology Division
Member	Allison Casola	MPH Student Representative/CE Scholar

The MPH CSC met during 2014/15 to further strengthen the community service component within the MPH program. The CSC institutionalized the value of community service to the MPH Program and instituted a community service requirement for all MPH students. The purpose of the community service requirement activity is to enable students to participate in a variety of public health related activities within a community setting. These activities introduce students to the role of community service as an integral part of being a public health professional.

Partnership with WCU Office of Service Learning & Volunteer Programs

(OSLVP): The MPH Community Service Chair and committee members work in close partnership with the Director (Jodi Roth-Saks) of the WCU OSLVP. Ms. Roth-Saks is now a member of the MPH CSC and provides expertise on community service. The WCU OSLVP has been awarded the Carnegie Foundation Community Engagement Classification for Curricular Engagement and Outreach and Partnerships. In fact, one of the MPH faculty, Dr. Gopal Sankaran, developed and co-wrote the application with Ms. Margaret Tripp, the past Director of the Service Learning and Volunteer Programs that lead to successful granting of this honor to WCU. The University is in a select group as

this classification has been awarded to only 3 (three) percent of colleges and universities. The award honors WCU's institutional focus on community engagement and exemplary exchange of knowledge and resources in a context of partnership and reciprocity with local communities. The WCU OSLVP has more than 220 community-based agencies/organizations that it partners with to offer a wide range of community-engaged learning opportunities for WCU students and faculty. MPH students and faculty have the opportunity to use this substantial network for community-based service learning and volunteer opportunities.

Continuing Education in Community-based Learning for MPH Faculty and Students: A number of MPH CSC members participated in a comprehensive training program on how to incorporate **Community Engaged Learning** into course content and curriculum on September 8, 2014 sponsored by the WCU OSLVP. Members who received the training included: Dr. Debra Bill, CSC Chair, Allison Casola, Community Engagement MPH Scholar to the MPH Program, Health Care Management Track Coordinators-Gopal Sankaran and Nutrition Track Coordinator-Mary Beth Gilboy. Several of the MPH faculty have used service-learning in their undergraduate courses for several years.

Pennsylvania Society of Public Health Education Annual Conference: Dr. Debra Bill and Ms. Jodi Roth-Saks were invited guest speakers for the Pennsylvania SOPHE (PA SOPHE) Conference on October 3, 2014. Their workshop was entitled, Service-Learning and Community Health Education Partnerships: A Natural Fit. Dr. Bill and Ms. Roth-Saks provided an overview of the Furco Model for Service, and gave several examples on how to partner with community-based agencies for community service involvement from their most recent work in the MPH Program

Details on the newly established MPH Student Community Service Requirement (with requirements /policies) are found under section E (page 226) of this narrative.

B. Description of the emphasis given to community and professional service activities in the promotion and tenure process.

At WCU, service to department, college, university, profession and/or community makes up 15% of a faculty member's expectations for employment. The following formula, stipulated in the CBA, is currently used in the Department of Health to determine a faculty's overall score and ranking for tenure and promotion: teaching (50%), scholarly activities including research (35%), and service to the university and community (15%) and faculty members are advised to allocate their time and work accordingly.

Many MPH faculty combine their areas of interest in scholarship with their interest in community service. Some of these faculty community service projects have resulted in publications and presentations at professional conferences. MPH faculty members view community service as an important part of their scholarly growth and an important component of their teaching as these field experiences are shared with students.

- C. A list of the program’s current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction. Funded service activities may be reported in a separate table; see CEPH Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Template 3.1.1 (research) or Template 3.3.1 (funded workforce development), respectively.

Template 3.2.1 Service Activity of Faculty for the Last 3 Years				
Table 3.2.1. Faculty Service from 2012/13, 2013/14, 2014/15				
Faculty member	Role	Organization	Activity or Project	Year(s)
Stacie Metz CH Track	Member	Chester County Youth Obesity Prevention Advisory Board	Youth Empower Partnership Workshops	2012-2014
Stacie Metz CH Track	Volunteer for Event Day, Recruitment, and Fundraising	March of Dimes	March of Dimes Walk in West Chester, PA	2013
Stacie Metz CH Track	Volunteer for Event Day, Recruitment, and Fundraising	Chester County Health Department	Chester County Health Walk in West Chester, PA	2014
Stacie Metz CH Track	Fundraising Event	Chester County Food Bank	National Hunger and Homeless Awareness Week’s Brown Bag Food Collection	2014
Stacie Metz CH Track	Fundraising Event	SOPHE/PA SOPHE	SOPHE 21 st Century Student Scholarship	2014
Stacie Metz CH Track	Steering Committee Member	West Chester University	Crossing the Boundaries of Health Disciplines: Promoting Recovery and Resiliency, October 1, 2014	2014
Stacie Metz CH Track	Steering Committee Member	Coatesville Youth Initiative – Brandywine Health Foundation	Community Board and Substance Abuse Prevention Workgroup	2015
Lynn Carson CH Track	Member	Chester County Immunization Coalition	Increase awareness of the importance of immunizations to Chester County residents	2014/to present
Gopal Sankaran HCM Track	Board Member	Cerebral Palsy Association of Chester County/Chester County Disability Services	Provide overall direction to the organization including strategic planning and fulfill fiduciary duty related to the organization.	2012 to present
Gopal Sankaran HCM Track	Vice President of the Board	Cerebral Palsy Association of Chester County/Chester County Disability Services	Serve on the Executive Committee and work closely with the Executive Director to further the mission of the organization.	2014 to present
Gopal Sankaran HCM Track	Board Member	Community Advisory Board, WHY Y	Review WHY Y’s programming and service goals and policy decisions. Advise the WHY Y Board of Directors and staff on whether WHY Y’s goals meet the specialized educational and cultural needs of the communities WHY Y serves	2012 to present
Debra Bill CH Track	Planning Committee Member and Volunteer for Event Day	Historic East Linden Street Health Fair	Special Event Kennett Square, PA	2012-13
Debra Bill CH Track	Planning Coordinator	Little Bay All Ages School	School Supply Drive Little Bay All Ages School Little Bay, Jamaica	2012-13
Debra Bill CH Track	La Comunidad Hispana Planning Committee Member	Vive tu Vida Event La Comunidad Hispana Kennett Square, PA	Vive tu Vida: Get Up Get Moving Health Promotion and Wellness event, Kennett Square, PA	2012 2013 2014 to present
Mary Beth Gilboy Nutrition Track	Planning Committee Member and Volunteer for Event Day	West Chester University	Bi -national Health Fair	2011-2012

Faculty member	Role	Organization	Activity or Project	Year(s)
Mary Beth Gilboy Nutrition Track	Volunteer Speaker	West Chester University	Healthy Lunch Food Demonstration & Question/Answer Session	2011-2012
Mary Beth Gilboy Nutrition Track	Volunteer Speaker	Kennett Square Family Center	Supermarket Nutrition Tours	2011-2012
Mary Beth Gilboy Nutrition Track	Planning Committee Member and Volunteer for Event Day	Historic East Linden Street Health Fair	Vive tu Vida Get Up Get Moving Special Event-Kennett Square, PA	2011-2012
Mary Beth Gilboy Nutrition Track	Member West Chester Activate	West Chester Activate group	Developed Firefighter Nutrition Initiative	2012-2013
Mary Beth Gilboy Nutrition Track	Member Chester County Activate	Chester County Activate group	Family Meals Survey at Healthy Kids Day in 7 YMCAs	Spring 2013
Mary Beth Gilboy Nutrition Track	Member Chester County Activate	Chester County Activate group	Supervised program at YMCA on increasing family meals for lower income families.	Fall 2013-2014
Christine Williams CH Track	Volunteer	Philadelphia Marathon	Volunteered for Philadelphia Marathon	2014
Christine Williams CH Track	Volunteer Teacher	Garage Youth Center, Kennett Square, PA	Health Teacher	2011-13
Charles V. Shorten EH Track	Faculty Leader	United Methodist Committee on Relief (UMCOR)	Faculty leader for annual, week-long student trip to aid hurricane and tornado victims, Swan Quarter, NC	2012, 2013, 2015
Charles V. Shorten EH Track	Member	Chester County Concert Band	Participated in various community events at hospitals, retirement homes, senior centers and assisted living facilities	2012-2015
Charles V. Shorten EH Track	Speaker	Chester County Watershed Roundtable	Presenter; WCU's "Year of Water"	2014
Mary Elizabeth Bowen CH Track	Member	University of Pennsylvania	Center for Integrative Science in Aging (CISA)	2015-present
Mary Elizabeth Bowen CH Track	Member	Institutional Review Board (IRB)	Philadelphia VA Medical Center	2015-present
Mary Elizabeth Bowen CH Track	Invited Speaker	University of Pennsylvania, Office of Nursing Research	Assessing Functional Status Changes in an Assisted Living Setting	2015
Mary Elizabeth Bowen CH Track	Institutional Representative	Association for Gerontology in Higher Education	Address Gerontology competencies nationally for certificate, MA, and PhD programs	2014-present
Mary Elizabeth Bowen CH Track	Member	Kendal/Crosslands Communities Outreach Committee	Pennsylvania Restraint Reduction Task Force (PARRI)	2014-present
Mary Elizabeth Bowen CH Track	Invited Expert Reviewer	Rehabilitation Research and Development	VA Career Development Awards, Washington, DC	2014
Mary Elizabeth Bowen CH Track	Member	VA Patient Elopement and Wandering Workgroup	Department of Veterans Affairs, Washington, DC	2013-present
Maura Sheehan, EH Track	Member	Aerosol Technology Committee of the American Industrial Hygiene Association	Student Aerosol Poster Judge, American Industrial Hygiene Conference and Exposition, San Antonio, TX	2014/15

Faculty member	Role	Organization	Activity or Project	Year(s)
Maura Sheehan, EH Track	Member	Health Related Aerosols Working Group of the American Association for Aerosol Research	Poster Judge, Annual National Meeting Minneapolis, MN Portland OR Orlando, FL	2012/13 2013/14 2014/15
Maura Sheehan, EH Track	Member	Chester County Health Department	Chester County Public Health Preparedness Advisory Council	2012/13 2013/14
Maura Sheehan, EH Track	Member/Officer	East Bradford Township Environmental Advisory Council	Member Chairperson Vice Chairperson	2012/13 2013/14 2014/15 2013/14 2012/13
Maura Sheehan, EH Track	Lead organizer	East Bradford Township Environmental Advisory Council	Tree planting of riparian buffer (some MPH students participated)	2012/13
Lynn Monahan Nutrition Track	Co-Chair, Education Committee	Hunger and Environmental Nutrition (HEN), Dietetic Practice Group	Moderator for Webinars, developer of fact sheets for community.	2014-2015
Lynn Monahan Nutrition Track	Volunteer Speaker	ChaddsPeak Wellness Center, Chaddsford, PA	Healthy Eating, Healthy Weight Presentation and Question/Answer	2013
Sharon Bernecki DeJoy CH Track	Member	Passaic County Community College	Planning Committee, AS in Public Health; AS in Community Health	2014-2015
Joanne Christaldi	Secretary	Philadelphia Dietetic Association	Philadelphia Dietetic Association	2014 to present
Joanne Christaldi	Member	Evidence Analysis Library	Medical Nutrition Therapy Workgroup	2013 -present
Tanya Gatenby	Member	Philadelphia Multiple Myeloma Society	Nominating Subcommittee	2012-present
Tanya Gatenby	Member	Calvary Lutheran Church	Health Ministry Team	2014-present

Professional Service in the MPH Program: All faculty in the MPH Program belong to at least one professional public health organization and most faculty belong to more than one organization. Faculty encourage students to join professional organizations and view professional membership and service as part of their professional growth and development process. To reinforce student membership in at least one professional organization, MPH students are required to join one professional organization during the HEA648 Research Methods course – with the hope that they will maintain membership after the requirement for the course has been met. The tables below provides examples of professional organizations that the faculty and students have maintained membership during this reporting period.

Table 3.2.E Faculty Professional Memberships	Academic Year 2012/13	Academic Year 2013/14	Academic Year 2014/15
	# of Faculty	# of Faculty	# of Faculty
American Public Health Association	6	6	6
Pennsylvania Public Health Association	5	5	5
Society for Public Health Education	4	5	5
American Dietetic Association	3	3	3
Pennsylvania Association of Health , Physical Education, Recreation and Dance	2	2	2
National Association of Athletic Trainers	1	1	1
Society for Epidemiologic Research			
Academy of Health Policy and Research	1	1	1
American School Health Association	2	2	2
Pennsylvania Dietetic Association	3	3	3
American Industrial Hygiene Association	1	1	1
International Occupational Health Association			
American Conference of Governmental Industrial Hygienists	1	1	1
Philadelphia College of Physicians Public Health Section	1	1	1
Pennsylvania Chapter of Society for Public Health Education	3	3	3

Table 3.2.F Student Memberships in Professional Organizations Dates Fall 2012-2015				
Student Numbers By Track	Name of Professional Organization	Student Numbers Years 2012/13	Student Numbers Years 2013/14	Student Numbers Years 2014/15
Community Health	Academy of Nutrition and Dietetics	1		
	American Association of Critical Care Nurses	1		
	American Association for Respiratory Care			1
	American College of Sports Medicine	1		
	American Evaluation Association	1		
	American Industrial Hygiene Association	1	1	
	American Nurses Association			1
	American Public Health Association	3	5	2
	American Water Works Association			1
	Child Life Council	1		
	National Athletic Trainers Association	1		
	New Jersey Society for Public Health Education		1	
	PA Society of Physician Assistants	1		
	Pennsylvania Chapter of Society for Public Health Education	14	13	5
	Pennsylvania American Public Health Association	5	8	4
	Society for Public Health Education	6		1
	Environmental Health	Name of Professional Organization	Student Numbers Years 2012/13	Student Numbers Years 2013/14
American Association of Diabetes Educators				1
American Industrial Hygiene Association			1	1
American Public Health Association		1	1	
Audubon			1	
IEEE		1		
National Environmental Health Association			1	1
Pennsylvania Chapter of Society for Public Health Education		1		1
Pennsylvania American Public Health Association			2	1
Society for Public Health Education			1	
Health Care Management	Name of Professional Organization	Student Numbers Years 2012/13	Student Numbers Years 2013/14	Student Numbers Years 2014/15
	Academy of Nutrition and Dietetics	1	1	
	American College of Healthcare Executives		3	4
	American Public Health Association	2	2	2
	American Society of Tropical Medicine and Hygiene	1	1	
	George Wright Society	1		
	IEE	2		
	Pennsylvania Chapter of Society for Public Health Education	7	6	
	Pennsylvania American Public Health Association	5	2	1
	New Jersey Chapter of Society for Public Health Education	1	1	
Nutrition	Name of Professional Organization	Student Numbers Years 2012/13	Student Numbers Years 2013/14	Student Numbers Years 2014/15
	Academy of Nutrition and Dietetics	6	10	8
	American Lung Association		1	
	American Nurses Association	1		
	American Public Health Association		1	
	Healthcare Business Woman's Association		1	
	Integrative Practitioner		1	
	National Athletic Trainers Association		2	
	National Wellness Institute			1
	Pennsylvania American Public Health Association	1	5	7
	Pennsylvania Chapter of Society for Public Health Education	11	1	
Philadelphia Dietetic Association		1		

Integrative Health (past track)	Name of Professional Organization	Student Numbers Years 2012/13	Student Numbers Years 2013/14	Student Numbers Years 2014/15
	American College of Sports Medicine	1		
	American Public Health Association	3		
	AAIM	1		
	Pennsylvania American Public Health Association	1		

NOTE: Starting in Summer 2012, the HEA648 Research Methods in Public Health course required all students to obtain a professional membership.

D. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program’s performance against those measures for each of the last three years. (Please see CEPH Outcome Measures Template - Table 3.2.3).

Table 3.2.3. Outcome Measures for Faculty and MPH Student Service				
Service Goal: To involve students and faculty in activities which promote and support service to the university, public health profession, and the community				
Service Objective 1: MPH faculty will participate in service activities in the public health profession and the community.				
Outcome Measures - Service Objective 1	Target	2012/2013	2013/2014	2014/2015
1.1 All (100%) of MPH faculty will join and/or maintain their membership in at least one public health professional organization.	100%	Met Membership documented on Faculty CV	Met Membership documented on Faculty CV	Met Membership documented on Faculty CV
1.2 Eighty (80%) of MPH Faculty will participate in some form of community service directly related to the MPH Program at the local, regional, state, national and/or international level.	80%	Not Met 54% 7/13 (six primary faculty participating in community service.)	Met 85% 11/13 (11 primary faculty participated in community service.)	Met 92% 12/13 (12 primary faculty participated in community service) 3 new faculty hires are not included in this count as these faculty just started working in the 2014/15 academic year and have not started community service work.

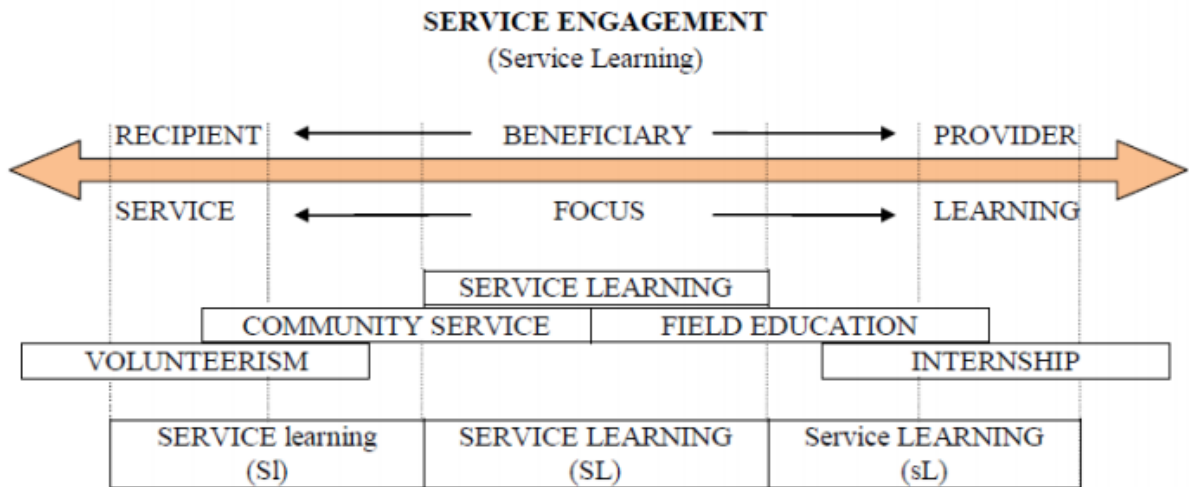
Service Objective 2: MPH students will have opportunities to participate in service activities in the public health profession, in the community and in the university.				
Outcome Measures - Service Objective 2	Target	2012/2013	2013/2014	2014/2015
2.1 At least one-two MPH students will serve on the MPH Program Committee and at least five MPH Students will serve on the MPH Student Advisory Board and one-three MPH students on the MPH Community Advisory Committee, and participate with faculty in MPH standing and ad hoc committees during the academic year.	1 to 2 students as members of the MPH Program Committee	Met 1 student	Met 1 student	Met 2 students
	5 or more students serving on the MPH Student Advisory Board	Met 7 students	Met 7 students	Met 12 students
	1-2 students serving on the MPH Community Advisory Board	Met 1 student	Met 1 student	Met 1 student
	MPH Community Service Committee	Committee not in place	Met 1 student	Met 1 student
	Applied Learning Experience Committee	Committee not in place	Committee not in place	Met 1 student
	MPH Research Committee	Committee not in place	Committee not in place	Met 1 student
	MPH Track Committees	Not Met No student participation	Not Met No Student Participation	Met 1 student for each committee
	MPH Core Course Committee	Committee not in place	Met 1 student	Met 3 students
MPH Workforce Development Conference Committee	Committee not in place	Committee not in place	Committee not in place	Committee not in place
2.2 All (100%) of the MPH students will participate in at least one community service activity during the completion of the MPH program.	100% All MPH students fulfill the community service requirement with the completion of one documented community service activity before graduation.	Not Met Requirement not in place as this time	Not Met Requirement not in place as this time	Partially Met Requirement not in place at this time for all MPH Tracks Start up phase for this requirement for CH Track with 35 students completing community service requirement in HEA531 Fall Semester, 2014 Full requirement implementation in place, fall semester 2015
Outcome Measures - Service Objective 2	Target	2012/2013	2013/2014	2014/2015
2.3 Eighty (80%) of MPH students will join and/or maintain their membership in at least one public health professional organization.* *All students are required to join a public health professional organization during the HEA643 Research Methods course.	80%	Met 100% F/2012 - 27 students enrolled in HEA648 S/2013 - 51 students enrolled in HEA648	Met 100% F/2013 - 27 students enrolled in HEA648 S/2014 - 57 students enrolled in HEA648	Met 100% F/2014 - 31 students enrolled in HEA648 S/2015 - 45 students enrolled in HEA648
Service Objective 3: The MPH program will sponsor public health-related workforce professional development opportunities annually.				
Outcome Measure - Service Objective 3	Target	2012/2013	2013/2014	2014/2015
3.1 The MPH Program will sponsor at least one public health workforce development opportunity during each academic year (workshops and or conferences).	At least one event per academic year.	Met 4 Integrative Health Conference, Nanotechnology: Sweat the Small Stuff Professional Development Course, Hazardous Waste Operations and Emergency Response Workshop, and School Health Leadership Institute	Met 2 Hazardous Waste Operations and Emergency Response Workshop and School Health Leadership Institute	Met 5 PA SOPHE Community Partnerships and Leadership for Health Conference, APHA Executive Director Question for Health Reform Presentation, Best Practices in Sensitive Care of the Pregnant Client with BMI>30 Conference, Hazardous Waste Operations and Emergency Response Workshop, and School Health Leadership Institute

E. Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

Adoption of the Furco Model for MPH Student Community Service in the MPH Program*

Research among universities who participate in strong community service programs indicates that they are moving to the more inclusive language of community engaged learning or community based learning for their respective service programs and many are adopting the Furco Model, depicted below as a diagram and table. The Furco Model (2011) has been incorporated at more than 300 colleges and universities across the country. At WCU, the OSLVP uses the Furco Model for planning community engaged learning experiences. The MPH program at WCU also utilizes this model as a guide to help develop, implement and assesses community service learning courses and community service activities/experiences. This model offers the flexibility to meet the CEPH Criterion for Service (3.2.E) for MPH students and is capable of being adapted to the four tracks within the MPH program: community health, health care management, environmental, and nutrition. The model for service engagement within the MPH program includes: volunteerism, community service, and service learning. The Furco Model definitions with examples are provided below.

Furco Model for Community Service Engagement



Service Learning: programs distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service as well as to ensure equal focus on both the service being provided and the learning that is occurring (Furco, 2013).

Community Service: engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the recipients (Furco, 2011) (e.g., providing food to the homeless during holidays).

Volunteerism: engagement of students in activities where the primary emphasis is on the service being provided and the intended beneficiary is clearly the service recipient (Furco, 2011) (e.g., visiting patients who need company in a hospital or long term care setting).

***Reference:** Furco, A. (2011). Service-Learning: A Balanced Approach to Experiential Education. *The International Journal for Global and Development Education Research*, 0(0), 71-76.

MPH Student Community Service Requirement Policy in the MPH Program (Development and Implementation)

Progress to Date: During 2014, Track Coordinators within the MPH Program met with the Director of the OSLVP to plan, discuss and develop appropriate community service activities within the MPH program and to develop a consistent policy for a requirement for student community service in the MPH program. Provided below is an overview for the community service requirement in the MPH Program (effective fall semester 2015). The following community service requirement is based on the Furco Model and incorporates aspects of service learning, community service and volunteer activities.

Important Note: The MPH Student Community Service Requirement is now a WCU- CAPC approved graduation requirement (final approval received in spring semester, 2015) for all students entering the MPH Program in fall semester, 2015. This requirement is found on MPH Elective Track Advising Sheets, in the MPH Student Handbook, the MPH Website and the Graduate Catalog (please refer to link below for the MPH Student Service Requirement in the Graduate Catalog).

<http://catalog.wcupa.edu/graduate/health-sciences/health/#policiestext>

The MPH Community Service Requirement Policy: The purpose of the community service requirement activity is to enable students to participate in a variety of public health related activities within the community setting. These activities introduce students to the role of community service as a public health professional.

The community service requirement was already implemented in the community health track during fall semester, 2014 through HEA 531: Community as a Basis for Health. This requirement is planned to be met through incorporation of a new community-based, service learning project into a required MPH course for the other three tracks (environmental health, health care management, and nutrition). This will be a new requirement for all new students admitted to any of the four tracks beginning fall semester 2015.

Requirements to Complete a Course Community Service Activity: Students in the Environmental Health, Health Care Management, and Nutrition Tracks are required to contribute at least six hours of service to the larger community during a track course. This service to the community is relevant to the student's focused area of study in the MPH curriculum. The community service activity will take place outside of the regular classroom experience and at a non-profit community agency. Service to professional organizations cannot be counted as meeting the community service requirement.

Satisfactory completion of the community service requirement is required before graduation clearance can be processed to receive the MPH diploma.

To meet this requirement students will:

1. Log in to the MPH Community Service link (on the MPH Website - refer to link below).

<http://www.wcupa.edu/ACADEMICS/HealthSciences/health/mph/studentResources.aspx>

2. Register their contact information and their selected agency
3. Obtain approval from their course instructors before the start of the service activity
4. Complete the community service activity at the approved site
5. Document the community service completed through a reflection report and evaluation and submit the report through the MPH Community Service link on the MPH website and D2L.
6. Students receive an approval of completion of the community service requirement from their instructors. This approval is needed to meet course requirements and receive graduation clearance for the MPH degree.

Documentation of MPH Student Community Service Activities

MPH Track Coordinators and course instructors will document MPH Program community service activities for their respective tracks, and complete the MPH Annual Service Report as a part of their MPH Track Annual Report. Reports will include a description and listing of service activities by track, the name of the organization/agency for which the service was provided, the nature of the activity, student name, track affiliation, number of student hours in service learning, and number of service reflection papers submitted. Students also submit an evaluation of the community service experience.

The CSC Chair will continue to provide oversight of Service activities in the MPH program by working closely with the MPH Director and CSC members, and WCU OSLVP.

The Role of the WCU Community Engagement Student Scholar in Development of the Community Service Requirement for MPH Students (Example of Student Service to the MPH Program and the Community)

Grant Award for Service 2014/15 to Dr. Debra Bill, CSC Chair from WCU OSLVP, Community Engagement Scholar Grant, MPH Student Scholar –Allison Casola:

During the summer of 2014, Dr. Debra Bill, (CSC Chair) applied for and received a Community Engagement Scholar Grant from the WCU OSLVP. The purpose of this grant program is to deepen university and community partnerships while enhancing and strengthening the service-learning experience for West Chester University students and faculty. Community Engagement Scholars are trained student leaders who assist faculty who are teaching academic service-learning courses or departments with community partnerships, community-based research projects, or other community-engagement efforts. Each week CE Scholars spend approximately 5-8 hours coordinating community service programs and services.

Dr. Bill identified an exemplary MPH Community Health Student, Allison Casola, MPH, Community Health to serve as a Community Engagement Scholar to the MPH Program in Academic year 2014/15. In Fall of 2014, Dr. Bill and Ms. Casola developed a service-learning project for Dr. Bill's MPH Community Health track course, HEA 531 Community Health. The course was taught in the Fall of 2014, and 35 community health track students (in groups of three-five students) completed an eight-hour service learning project at a community-based agency. The community agency partner for the service project was La Comunidad Hispana (LCH), a Latino community-based organization in Kennett Square that Dr. Bill has worked with for many years. Staff from the agency had expressed a need to have community health students work with them in planning and implementing an annual community health and wellness event - Vida Su Vida. This event is co-sponsored by the National Alliance for Hispanic Health and LCH was chosen as one of ten sites across the country for the event due to the large number of migrant and immigrant families from Mexico residing in Kennett Square.

In spring 2015, Ms. Casola continued her work with the CSC and planned, implemented and evaluated other community-based service opportunities for MPH students enrolled in all tracks.

Course Number Title	MPH Track	Number of Students Completing Course Related Community Service Activities	Name of Course Instructor	Course Dates (Semester, Year)	Description of Community Service Activity Within a Course
HEA531: Community as a Basis For Health	Community Health	35	Dr. Debra Bill	Fall, 2014	Vive tu Vida Kennett Square, PA
HEA581: Special Topics: Community Service Learning in Jamaica	Community Health	8	Dr. Debra Bill	Spring, 2013	Health Literacy, Planning and Implementation of Health Education Activities in an Elementary School, Little Bay, Jamaica

Examples of Additional Service Activities for MPH Students

- **International Health Education Service Learning in Little Bay, Jamaica (2013):** Dr. Debra Bill led a travel immersion course/program focused on international health education service learning, cross-cultural communication in health, and global citizenship for service learning from March 17- 23, 2013 in Little Bay, Jamaica. Eight community health track MPH students interested in improving their understanding of service learning, and the history, culture, education and health system of Jamaica participated in the course. This course combined academic readings and discussions (pre and post trip) with a 6 day service learning immersion experience in Jamaica. The service learning project focused on health literacy and the planning and implementation of health education activities in a school setting in Little Bay, Jamaica.
- **The Bi-National Health Fairs (2009-2013):** Dr. Debra Bill and Dr. Mary Beth Gilboy worked with student volunteers for the Bi-National Health Fairs in Kennett Square, Pennsylvania. Students volunteered time for the event and coordinated health education activities.

- **Vive tu Vida: Get Up Get Moving Special Event (2012-2013) Kennett Square, Pennsylvania:** Students volunteered time to staff event tables and conducted health education activities under the direction of Dr. Debra Bill and Dr. Mary Beth Gilboy.

Role of the MPH Student Advisory Board (SAB) in Community Service:

Each month the MPH SAB notifies MPH students of a variety of upcoming community service opportunities via Facebook and SAB meetings. All MPH students are invited to participate in the volunteer/community service activities promoted by the SAB. The following table are examples of the volunteer/community service activities with active participation by members of SAB.

Table 3.2.H MPH Student Community Service - The MPH Student Advisory Board				
Title of Community Service Activity	Student Names and Track	Name of Faculty Supervisor	Semester/ Year of Community Service Activity	Description of Community Service Activity Not Related to a Course
Youth Empower Partnership Workshops – Presented by the Chester County Youth Obesity Prevention Advisory Board and the African American Collaborative Obesity Research Network at the University of Pennsylvania	Sara Shaffer -HCM Kristin Didusch -CH Latoya Ellis-CH Aerielle Waters-CH Katarina Fischer-CH Nicole Esposito-CH Ashley Ambrogi - HCM Ashley Jones - CH Sarah Marion - CH Winnie Jacobs- HCM Anthony Holmes - CH Kristen Woodruff - CH	Dr. Stacie Metz	Spring 2013	This workshop was for graduate students committed to educating and working with teens to improve food and physical activity options in our communities. Completion of the training enabled them to lead the USDA’s Empowering Youth with Nutrition and Physical Activity Program.
March of Dimes Fundraising and Walk in West Chester, PA	Katarina Fischer - CH Sara Shaffer - CH Latoya Ellis - CH Aerielle Waters - CH	Dr. Stacie Metz	Spring 2013	March of Dimes Fundraising and Walk in West Chester, PA
American Heart Association: Philadelphia Chapter – Chester County Health Funding Raising and Walk in West Chester, PA	Allison Casola - CH Brenda Frutos - CH Dana Vannicola - CH Stacy Wright - CH Jordan Buckley - HCM Oluwafemi Adegboyega -HCM Mayura Parulekar - CH	Dr. Stacie Metz	Fall 2014	Chester County Health Funding Raising and Walk in West Chester, PA
National Hunger and Homeless Awareness Week’s Brown Bag Food Collection for Chester County Food Bank	Allison Casola - CH Brenda Frutos - CH Dana Vannicola - CH Stacy Wright - CH Jordan Buckley - HCM Oluwafemi Adegboyega- HCM Rachel Hykel - CH Avery Day - CH	Dr. Stacie Metz	Fall 2014	Coordination and Implementation of campus collection for Chester County Food Bank
SOPHE 21 st Century Student Scholarship Fundraising Event	Allison Casola - CH Brenda Frutos - CH Dana Vannicola - CH Stacy Wright - CH Jordan Buckley - HCM Oluwafemi Adegboyega -HCM Rachel Hykel - CH Avery Day - CH	Dr. Stacie Metz	Fall 2014	Coordination and implementation of SOPHE fundraising event on campus
PA SOPHE October 3, 2014 Conference	Allison Casola - CH Oluwafemi Adegboyega -HCM Melissa Heivly - CH Dana Vannicola - CH	Dr. Stacie Metz	Fall 2014	Assistance with registration tables, promotion of PA SOPHE membership registration, promotion of the SOPHE 21 st Century Student Scholarship Fundraising Event, media services, and conference evaluation report analysis and writing

Other MPH students participate in community service activities as volunteers to gain additional experience in an area of interest in public health. The following table lists some examples of student participation in community service/volunteer opportunities provided by the student's Track Coordinators.

Title of Community Service Activity	Student Names and Track	Name of Faculty Supervisor	Semester/ Year of Community Service Activity	Description of Community Service Activity Not Related to a Course
Community Park clean up and landscaping	Jade Neff - Environmental Health	Dr. Charles Shorten	Fall 2012	Planting trees, picking up trash, and mulching
Student Volunteer, Emergency Preparedness and Hazmat Conference 26-30 October	Safiya Woodson - Environmental Health	Dr. Charles Shorten	Fall 2014	Student organizing volunteer in conference meeting rooms
WCU Storm water Retention Basin Naturalization	Clifford Van Keuren - Environmental Health	Dr. Charles Shorten	Fall-Spring 2014/2015	Participation in campus-wide planning meetings
YMCA Healthy Kids Day	Ashley Ambrogi Jeanette Fox – Nutrition	Dr. Mary Beth Gilboy	Spring 2013	Participated in YMCA's Healthy Kids Day
Volunteer Great Valley School District Foodservice	Kellyn McNamara - Nutrition	Dr. Mary Beth Gilboy	Fall 2013	Assisted in observations in the cafeterias as the new nutrient standards were launched.
Family Meals Survey	Jeanette Fox - Nutrition	Dr. Mary Beth Gilboy	Spring 2013	Family Meals Survey at Healthy Kids Day in 7 YMCAs
Firefighter Nutrition Initiative	Elizabeth Smith - Nutrition	Dr. Mary Beth Gilboy	Fall 2012	Worked with Activate West Chester to develop program for firefighters
Family Meals Intervention	Ashley Ambrogi - Nutrition	Dr. Mary Beth Gilboy	Spring 2014	Implemented an 8-week program to encourage families to eat together.
Fall Prevention Program	Mariam Bishara & Kelly Duffy – Nutrition	Dr. Mary Beth Gilboy	Fall 2014 Spring 2015	8-week nutrition education programs at two senior centers.

F. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Criterion Strengths

- **Faculty Service:** The MPH faculty are very active in community service and are role models for their students. Additionally, some MPH faculty connect their research to community service projects that result in professional presentations and publications. The Dean, the Provost and the President of the University support Service activities by faculty and students.
- **The Role of the Community Service Coordinator and the MPH Community Service Committee (CSC):** Our approach to firmly establish community service in the MPH Program has been accomplished with the addition of the Community Service Learning Coordinator (Dr. Debra Bill) and the MPH Community Service Committee and the addition of an MPH Community Service Requirement for all MPH students. Under the leadership of Dr. Bill, the first phase of this was met in the fall semester of 2014 with 35 students in the Community Health Track completing a service learning assignment in HEA531 - Community as a Basis for

Health. During fall semester, 2014, the CSC completed the model to fully implement the Community Service Requirement for all students beginning fall semester of 2015. The student service requirement was officially approved as a graduation requirement by the WCU-CAPC Committee in the spring semester, of 2015. The structure to maintain the MPH Student Community Service requirement is now in place and ready for full implementation during fall semester 2015 due to the commitment of the CSC and the leadership of Dr. Debra Bill.

- **The MPH Student Community Service Requirement Is Now In Place:** The development and implementation of a required community service activity has been completed in the Community Health Track (fall semester, 2014). Full implementation of this requirement across all tracks occurs during the fall semester of 2015. All essential components for the successful implementation of this requirement are in place. These components include:
 1. An MPH Community Service Coordinator and Committee that are fully engaged in the administrative oversight of this requirement.
 2. A solid partnership with the WCU- Office of Service Learning & Volunteer Programs with commitment and cooperation from the Director - Ms. Jodi Roth-Saks.
 3. A model for implementation of this requirement that includes course related community service activities under the direction of MPH Track Coordinators and course instructors.
 4. A structure to ensure the success of the continued implementation of this requirement through web supported materials (i.e., community service link on the MPH website, online materials for forms, list of community agencies for community service, assignments, student evaluations approvals, etc.)
 5. Appropriate plans for documentation and evaluation through an annual reporting system that includes track student participants, sites and student feedback.
- **Benefits of integrating Community Service Activities into the curriculum:** Community service activities are designed to expose students to health disparity issues and the populations impacted by the issues, while fostering professional relationships and increasing student involvement in community. During community service activities, students are able to explore the possibility of using the community site for their capstone Applied Learning Experience. The MPH Program will continue to include student community service as an essential component of the educational philosophy and accrue benefits by promoting campus-community collaboration for reciprocal learning.

Criterion Weaknesses

- There are no weaknesses in this criterion at this time.

Plans for this Criterion:

- **Full Implementation of the MPH Student Community Service Requirement in Fall Semester, 2015:** The MPH Student Community Service Requirement is an approved graduation requirement that all MPH students may meet through course related activities before degree completion. The CSC will continue to monitor the progress of the implementation of this requirement and any changes or revisions to this requirement will be based on student and the CSC feedback. **Assessment** of the community service requirement will take place at the end of each semester.
- **Student Membership in Public Health Professional Organizations:** The MPH Program will continue to require student membership in at least one public health professional organization and encourage students to maintain these memberships as a pathway to professional service after graduation.

3.3. Workforce Development: The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

Required Documentation: This self-study document includes the following:

- A. Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.**

The Department of Health and the MPH Program strive to be responsive to the professional development needs of the public health workforce. The MPH faculty continue to maintain strong collaborative ties with public health professionals in the region. Also, the site supervisors for the Applied Learning Experience (ALE) provide important feedback regarding areas of need for continuing education programs. The MPH Community Advisory Board is comprised of alumni and community partners, representing public health departments, hospitals, and community-based organizations. Committee members identify professional development/continuing education needs in the region and make recommendations to the MPH Program administration for workshops and other training opportunities. An example of this process is the need for a regional credential-testing site to ensure a competent public health workforce was identified by our Advisory Committee. As a result, WCU is now a testing site for the CHES/MCHES examination. **(A list of current MPH Community Advisory Board members are found on page 63 in this document).**

MPH Public Health Workforce Development Committee: This committee ensures overall compliance with MPH Program goals, objectives, outcomes, evaluation and the CEPH Criteria related to the related to Public Health Workforce Development. The committee monitors the progress of the yearly conferences/workshops, establishes annual conference/workshop priorities, provides recommendations for conference improvements, develops future conference ideas, develops and prioritizes action plans for the upcoming academic year. The **MPH Public Health Workforce Development Committee Annual Report** serves as the reporting and documentation mechanism for this committees' work throughout the academic year and is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.

MPH Public Health Workforce Development Committee	
Committee Members	Constituent Representation
Dr. Stacie Metz (Chair)	PA SOPHE Conference Committee Planning Chair/MPH Faculty Community Health
Dr. Lynn Carson	PA SOPHE Conference Committee Member/MPH Faculty Community Health
Dr. Debra Bill	PA SOPHE Conference Committee Member/MPH Faculty Community Health
Dr. Sharon DeJoy	PA SOPHE Conference Committee Member/MPH Faculty Community Health
Amanda Blue	PA SOPHE Conference Committee Member/CHS Outreach Manager
Molly Eggleston, MPH, CPH, MCHES	PA SOPHE Conference Committee Member/MIDAS Project Manager - University of Pittsburgh
Stephanie Koppersmith, MPH, CHES	PA SOPHE Conference Committee Member/Director of Community Health, Reading Hospital
Christiana Wilds, Dr.PH, MPH, CHES	PA SOPHE Conference Committee Member/Senior Program Officer, Highmark Foundation.
Lindsay Smith, MPH	PA SOPHE Conference Committee Member/Health Educator, Chester County Health Department
Allison Casola	MPH Student Representative
Dana Vanacola	MPH Student Representative
Oluwafemi A. Adegboyega	MPH Student Representative

The MPH Public Health Workforce Development Committee Annual Report includes the following:

- Summary of the Public Health Workforce Development Committee's accomplishments during the prior academic year.
- Identification of any major issues or concerns addressed by this committee.
- Review of program resources to promote conference/workshop planning and promotion.
- Plans for upcoming academic year based on review of this committee's program accomplishments and challenges
- Plans for determining public health workforce needs for each academic year.
- Inclusion of student names, tracks and semester participation on this committee.
- Faculty names and track affiliations for past academic year and other non-faculty members (i.e. community members, public health professionals, etc).

Additionally, this committee monitors the service objective and outcome that addresses workforce development. The committee tracks the number of sponsored events each year and these events are included in the Workforce Development Annual Report. The Service Objective 3 and Outcome for the past three years are included in the table below.

Service Objective 3: The MPH program will sponsor public health-related workforce professional development opportunities annually.				
Outcome Measure - Service Objective 3	Target	2012/2013	2013/2014	2014/2015
3.1 The MPH Program will sponsor at least one public health workforce development opportunity during each academic year (workshops and or conferences).	At least one event per academic year.	Met 4 events Integrative Health Conference, Nanotechnology: Sweat the Small Stuff Professional Development Course, Hazardous Waste Operations and Emergency Response Workshop, and School Health Leadership Institute	Met 2 events Hazardous Waste Operations and Emergency Response Workshop and School Health Leadership Institute	Met 5 events PA SOPHE Community Partnerships and Leadership for Health Conference, APHA Executive Director Question for Health Reform Presentation, Best Practices in Sensitive Care of the Pregnant Client with BMI>30 Conference, Hazardous Waste Operations and Emergency Response Workshop, and School Health Leadership Institute

A recent accomplishment of this committee was the joint sponsorship between the MPH Program/Department of Health and Pennsylvania SOPHE for the PA SOPHE Annual Conference during the fall, 2014. The Public Health Workforce Development Committee members planned the conference and prepared a conference evaluation report that is included in the MPH Public Health Workforce Development Committee Annual Report. The partnership with PA SOPHE is expected to continue with plans for another conference in fall, 2016.

- B. A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/continuing education activities may be reported in a separate table. See CEPH Data Template 3.3.1 (i.e., optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Template 3.1.1(research) or Template 3.2.2 (funded service), respectively.**

The Department of Health has a rich history, spanning more than 30 years, of providing continuing education opportunities to alumni/ae, public health professionals and the general public. Alumni/ae, public health professionals and the general public are invited to workshops and seminars offered by the Department of Health and WCU.

Continuing education programs that are offered through the Department of Health include:

- The School Health Leadership Institute
- The Center for Contemplative Studies Continuing Education Programs
- Pennsylvania Society for Public Health Education Annual Conference - Co-sponsored by the MPH Program
- Continuing Medical Education units (CMEs) from the Accreditation Council for Continuing Medical Education (ACCME), since November, 2002.

Our former department Chair, Dr. Roger Mustalish (retired) was the key person in acquiring provider status from the Accreditation Council for Continuing Medical Education (ACCME) for the College of Health Sciences. The CHS was granted provider status in November 2002. Many of the MPH courses have been approved by ACCME for CME credit and the College offers continuing education credits for professionals maintaining their certifications as nurses, registered dietitians, health education specialists (CHES), athletic trainers and teachers (Act 48 credits).

The following MPH courses have been approved for CME from the Accreditation Council for Continuing Medical Education (ACCME):

MPH Courses Approved for CME Credits		
HEA 500 Diseases	HEA 501 Integrative Health	HEA 503 Human Nutrition
HEA 510 Adolescent Medicine	HEA 511 Stress Management	HEA 512 HIV/AIDs
HEA 520 Epidemiology	HEA 526 Biostatistics	HEA 529 Mental Health
HEA 531 Community as a Basis for Health	HEA 538 Evaluation of Health Program	HEA 539 Health Promotion Program Planning
HEA 543 Transcultural Health	HEA 545 Mind/Body Medicine	HEA 547 Botanical Medicine
HEA 550 Evidence-Based Medicine	HEA 632 Social Behavior Asp for Public Health	HEA 642 Medical Geography
HEA 648 Research Methods in Public Health	NTD 515 Public Health Nutrition	NTD 610 Nutrition Assessment
NTD 625 Nutrition Policy and Programs		

Table 3.3.A Conferences/Workshops/Presentations and Continuing Education Opportunities 2012-2015			
Conference/Workshop/ Presentation Title and Dates	Keynote Speakers and/or Presenters	Number of Attendees	Continuing Ed. Credits Offered
Annual Integrative Health Conference The Animal Human Bond and Its Impact on Health, March 30, 31, 2012 West Chester University	Wayne Pacelle , President and CEO, the Humane Society of the United States. Aubrey H. Fine, Ed.D.: Licensed Psychologist, Professor- Department of Education and Graduate Studies, College of Education and Integrative Studies CA Poly State University. Phil Arkow: Instructor, Animal-Assisted Therapy, Harcum College & Camden County College, Consultant, ASPCA Consultant, Animals and Society Institute Chair, Animal Abuse and Family Violence Prevention Project, The Latham Foundation.	410	CMEs/CEUs CHES, Nursing, Act 48, Registered Dietitians, Veterinarians Technicians
Half-Day Professional Development Course: "Nanotechnology: Sweat The Small Stuff!" West Chester University April, 25 2013 (Co-sponsored by the WCU Department of Health Environmental Health Program and the Philadelphia Local Section of the American Industrial Hygiene Association AIHA)	Ed Cahill (EMSL Analytical), "NanoParticles" Bruce Lippy (The Lippy Group), "Protecting Nanotechnology Workers: Ethical Considerations for Industrial Hygienists" Donna Heidel (Bureau Veritas North America), "Management System Approach for the Safe Synthesis of Nanoparticles and Commercialization of Nano Products"	35	CIH maintenance points
Hazardous Waste Operations and Emergency Response (40-hour non-credit certification/continuing education workshop) May 13-17, 2013 West Chester University	Robert Mazur, MA , Lewis Environmental	5	4 CEU credits, issued by WCU CHS
The Annual School Health Leadership Institute Summer, 2012, 2013, 2014	Bethann Cinelli, D.Ed. Director Center for Healthy Schools, Professor Health Education Mary Rose-Colley, D.Ed. Center for Healthy Schools	132	Act 48 credits
The Pennsylvania - Society for Public Health Education/Annual Conference: Community Partnerships and Leadership for Health October 3, 2014 West Chester University (Co-sponsored by the MPH Program and PA SOPHE.	Edward F. Meehan , MPH, Executive Director, The Dorothy Rider Pool Health Care Trust, The Rider-Pool Foundation M. Elaine Auld, MPH, MCHES , Chief Executive Officer, Society for Public Health Education Rickie Brawer, PhD, MPH, MCHES , Assistant Professor, Department of Family and Community Medicine; Associate Director, Center for Urban Health, Thomas Jefferson University and Hospital James Plumb, MD, MPH , Professor, Department of Family and Community Medicine; Director, Center for Urban Health, Thomas Jefferson University and Hospital Vikki Lassiter, MS , Executive Director, African American Collaborative Obesity Research Network (AACORN), University of Pennsylvania Perelman School of Medicine Jamie McKnight , Director, Teens 4 Good, Social Youth Entrepreneurship Program, Federation of Neighborhood Centers in Philadelphia Michelle Legaspi Sánchez, MSW, MPH , Director, Program Evaluation and Reporting, Maternal and Child Health Consortium of Chester County Ashley Orr, MPH , Systems Analyst, Chester County Health Department Debra Bill, PhD, MPH, MCHES , Professor and MPH Community Health Track Coordinator, Department of Health, West Chester University Jodi Roth-Saks, MEd , Director, Service-Learning and Volunteer Programs, West Chester University Vanessa Briggs, MBA, RD, LDN , Managing Director, Health Promotion Services, Public Health Management Corporation; Executive Director, Health Promotion Council of Southeastern Pennsylvania, Inc. Giridhar Mallya, MD, MSHP , Director of Policy and Planning, Philadelphia Department of Public Health Michele Bolles, MCHES , Senior Vice President of Health Strategies, American Heart Association, Great Rivers Affiliate Evelyn González, MA , Senior Director, Office of Health Communication & Health Disparities Fox Chase Cancer Center, Temple University Health System	76	CHES/ MCHES CEU credits

Conference/Workshop/ Presentation Title and Dates	Keynote Speakers and/or Presenters	Number of Attendees	Continuing Ed. Credits Offered
The Quest for Health Reform: Becoming the Healthiest Nation (Presentation) February 20, 2015 West Chester University	Dr. Georges Benjamin Executive Director American Public Health Association	60	No Credits Offered
Best Practices in Sensitive Care of the Pregnant Client with BMI > 30 Conference May 1, 2015 West Chester University	Sharon DeJoy, PhD, MPH, CPH, CPM , Assistant Professor, BS Public Health-Health Promotion Program Director, Department of Health, West Chester University Deborah Mandel, PhD, RNC-OB , Assistant Professor, RN-BSN Coordinator, Department of Nursing, West Chester University Janell Mensinger, PhD , Assistant Teaching Professor, Health Sciences Department, Drexel College of Nursing and Health Professions	TBD	4 CEU credits
Hazardous Waste Operations and Emergency Response (40-hour non-credit certification/continuing education workshop) May 11-15, 2015 Lewis Environmental, Royersford, PA	Stephen Pelna, MS , Lewis Environmental	TBD	4 CEU credits, issued by WCU CHS

Educational Opportunities for the Community: It is important to note that in addition to the presentations offered for professionals, the CHS Spring Health Conference offers educational opportunities for the community.

In addition to the CHS Spring Health Conference, Dr. Donald McCown (Integrative Health Certificate Coordinator) coordinates a series of continuing education programs for WCU faculty, students, staff, administration and the community. These programs are offered during fall and spring semesters through the Center for Contemplative Studies.

These continuing education programs have included the following topics:

- | | |
|--------------------|---|
| September 14, 2012 | A Community of Practice |
| October 11, 2012 | Transcending Trauma |
| November 9, 2012 | Your Emotional Type |
| December 14, 2102 | An Ethical Space |
| February 8, 2013 | Mindfulness of Breathing |
| April 12, 2013 | Quantitative and Qualitative Assessment of MSRB for
Elderly Living in Long Term Care |
| May 10, 2013 | Seeing with the Eyes of the Soul |
| September 2, 2014 | Contemplative Practices in Higher Education: Getting
Down to Details |
| October 7, 2014 | Mindfulness and Self-Compassion |

The School Health Leadership Institute: Dr. Bethann Cinelli, Chair of the Department of Health formed the Center for Healthy Schools in 2010 and serves as the Center's Director. The Center is sponsored by the College of Health Sciences with school and community health professionals providing professional development and technical assistance to create healthy school communities. The Center for Healthy Schools is a statewide center to help Pennsylvania public and non-public schools create healthy school communities to align student health and learning. The Center for Healthy Schools serves as a core connector that improves the health and academic achievement of children and adolescents through the alignment of a health - promoting school, community, and

family environment. The Center for Healthy Schools has 4 vision planks: Research, Advocacy, Sustainability, and Professional Development. Professional development is designed to enhance the knowledge and skills of school professionals and community prevention partners to strategically align student health, learning, and academic achievement. The School Health Leadership Institute brings together teams of educators and community health professionals for the purposes of : developing advanced knowledge and skills in research which address student health and learning; conducting needs assessment; applying data - informed decision making; designing action plans to create a healthy school community to reduce risk behaviors and enhance learning; identifying professional resources; conducting program evaluation; networking, advocacy, and models of best practice. Community health prevention partners are key players in providing expertise and resources to help educators develop action plans which create healthy school communities. This annual professional development opportunity includes (3) days of workshops which provide the opportunity for networking and action planning. Participants receive continuing education credit through West Chester University and the Pennsylvania Department of Education. The School Health Leadership Institute addresses the CDC risk behaviors of: inadequate diet, physical inactivity, drug, alcohol, and tobacco use, intentional and unintentional injuries, and sexual behaviors resulting in HIV / AIDS, STD, and unintended pregnancy. Participants develop strategies to reduce risk behaviors, provide consistent messages to promote healthy behaviors, and strategically link student health with the school district strategic plan for learning. This conference is open to MPH faculty, students, community members and educators.

The Pennsylvania Society for Public Health Education (PA-SOPHE) Annual Conference - Community Partnerships and Leadership for Health: The MPH Professional Workforce Development Committee developed and co-sponsored the PA-SOPHE Annual Conference. The theme of the conference was Community Partnerships and Leadership for Health and presenters represented southeastern Pennsylvania, the Lehigh Valley and western Pennsylvania. Two keynote speakers and 12 presenters covered a variety of topics that addressed the role of community partnerships in the delivery of a variety of health programs.

Professional Development Presentation Sponsored by the Department of Health: The MPH Program was granted professional development funding from the Dean of the CHS and used the funding for a presentation from Dr. Georges Benjamin, Executive Director of the American Public Health Association. Dr. Benjamin's presentation: The Quest for Health Reform: Becoming the Healthiest Nation took place on February 20, 2015 at West University with faculty, students and community members in attendance.

C. Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.

The Purpose of Graduate Certificates in the Department of Health

The Graduate Certificates housed in the Department of Health allow students to explore an area of interest or build on current skills in public health. Students are admitted into the certificate program through the graduate admissions process but do not have to be enrolled in the MPH Program to complete a certificate. If students decide to enroll in the MPH Program, they may apply the certificate credits to the MPH degree but the applied credits must meet the MPH academic requirements.

Students currently enrolled in the MPH Program may take additional courses beyond their required track courses to earn a certificate. MPH students will need to apply for the certificate program and after completion the certificate designation will appear on the student's transcript. Many students in the MPH Program have interests in more than one track and the addition of a certificate allows students to add to their skills and competencies in public health.

The following certificate programs are available in the Department of Health:

Graduate Certificate in Emergency Preparedness: This certificate is designed for public health, environmental health, occupational health, emergency professionals, managers and educators needing to upgrade their skills in the area of protecting people in emergencies. **Dr. Charles V. Shorten** is the current coordinator for this certificate program.

Graduate Certificate in Health Care Management: The graduate certificate in health care management provides health care professionals an opportunity to expand their knowledge of health care management issues. An accelerated format is available for many of the courses so the certificate can possibly be earned in three semesters or less. These courses are offered in an online format and **Dr. Harry Holt** is the current coordinator for this certificate program.

Graduate Certificate in Integrative Health: The graduate certificate in integrative health is designed for healthcare professionals desiring graduate study in evidence-based integrated approaches to health promotion, disease prevention, and treatment. Please note that this certificate is not designed to prepare practitioners in any given modality. **Dr. Donald McCown** is the current coordinator for this certificate program.

Graduate Certificate in Gerontology: The graduate certificate in gerontology is an interdisciplinary program including courses from the MPH Program, Nursing and Kinesiology. The certificate focuses on healthy aging and health promotion. **Dr. Mary Bowen** is the current coordinator for this certificate program.

Certificate Programs –Fall Semester Enrollment Data – 2012, 2013, 2014*				
Term	Health Care Management	Emergency Preparedness	Integrative Health	Gerontology
Fall 2012	2	1	2	0
Fall 2013	2	0	2	0
Fall 2014	2	0	2	6

*Data as of fall freeze 2014 from the Institution Research Department, WCU

D. Description of the program's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

The MPH Public Health Workforce Development Committee is now in place to guide the MPH Program's practices, policies and procedures for continuing education and workforce development strategies (please refer to section A in this narrative for details on the role of the MPH Public Health Workforce

Development Committee). Additionally, the MPH Community Advisory Board (CAB) has provided input for workforce development before the MPH Public Health Workforce Development Committee was in place. The CAB is comprised of alumni/ae, and community representatives and the members represent hospitals, community-based organizations, and public health departments. Members identify areas for continuing education and workforce development opportunities for Southeastern Pennsylvania. The input for future workforce development needs and activities will continue from members of the CAB and the MPH Public Health Workforce Development Committee. **(A current list of CAB members are found on page 63 in this document.)**

E. A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.

At this time our MPH Program does not collaborate with other educational institutions to provide continuing medical education.

The MPH had its first successful co-sponsored conference with PA/SOPHE in fall semester, 2014 and is working to expand our professional development opportunities in other elective track areas (i.e., nutrition, health care management, and environmental health) under the direction of the MPH Workforce Development Committee.

F. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Criterion Strengths

- **Establishment of the MPH Workforce Development Committee:** This committee ensures overall compliance with MPH Program goals, objectives, outcomes and evaluation related to Public Health Workforce Development and ensures compliance with CEPH Criteria related to the workforce development. The committee monitors the progress of the yearly conferences/workshops, establishes annual conference/workshop priorities, provides recommendations for future conferences, conference improvements, develops and prioritizes action plans. The MPH Public Health Workforce Development Committee Annual Report serves as the reporting and documentation mechanism for this committee's work throughout the academic year and is submitted to the MPH Program Director at the end of spring semester for inclusion in the MPH Annual Report.
- **Current Workforce Development/Continuing Education Programs:** The MPH Program provides continuing education and professional development opportunities for public health practitioners and sponsors with at least one public health related conference and/or workshop during the academic year. The MPH Program co-sponsored the PA/SOPHE Annual Conference in fall, 2014. The MPH Public Health Workforce Development Committee will be working to expand our professional development opportunities in other track areas (i.e. nutrition, health care management, and environmental health) in the future. .

- **Resources for Professional Workforce Development/Continuing Education Activities:** It is important to note that the MPH Program is dependent on resources and faculty from the Department of Health to carry out continuing education programs for the public health workforce in our region. During the past three years the MPH Program faculty have been focused on the growth of the master's program. This has included expansion of teaching assignments (i.e., additional course sections) and increasing research/service activities. Our Dean understands the need for additional continuing education activities for the public health workforce in our region and has provided support for our first co-sponsored event with PA-SOPHE and the MPH Community Health Track. This support is expected to continue when the other MPH Tracks begin development of their track specific workforce development opportunities.

Criterion Weaknesses

There are no weaknesses in this criteria at this time.

Plans for this Criterion

- **Plans to Expand Workforce Development Activities:** Plans to expand our continuing education opportunities include offering one elective track workforce development and continuing education opportunity in each elective track each year. Co-sponsorship with our regional agencies and organizations will be the best model for us to present continuing education and professional development conferences/workshops/presentations for our regional public health workforce.
- **Development of Policies and an Assessment Plan for Professional Development/ Continuing Education Needs:** Policies and a formal assessment plan for continuing education will be under the direction of the MPH Public Health Workforce Development Committee. This committee will determine the need for continuing education programs for the workforce in the service area using the Workforce Needs Assessment Survey developed by the committee. The committee will be responsible for determining needs, facilitating professional development opportunities, distribution of surveys, and report preparation. This survey data will help the MPH Program to develop an effective strategy for the future development of continuing education programs for the local/regional public health workforce. Work on a formal assessment plan will begin in spring semester, 2016.

Criterion 4.0: Faculty, Staff and Students

4.1. Faculty Qualifications: The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the program’s mission, goals and objectives.

Required Documentation: The self-study document includes the following:

A. A table showing primary faculty who support the degree programs offered by the program. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format and include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests. See CEPH Data Template 4.1.1. *Note: classification refers to alternative appointment categories that may be used at the institution.

Template 4.1.1 Primary Faculty who Support Degree Offerings of the School or Program

Table 4.1.1. Current Primary Faculty Supporting Degree Offerings of School or Program by Department/Specialty Area – 2014/15 Academic Year (This table will be updated for fall semester, 2015 with data available for the Site Visit)

Department (schools)/ Specialty Area (programs)	Name	Title/ Academic Rank	Tenure Status or Classification*	FTE or % Time to the school or program	Grad. Degree Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
D/S #1: Community Health									
	Lynn Carson	Professor	Tenured	1.0	M.S. Ph.D.	St. Joseph’s University, Temple University	Health Education Community Health	Community Health	Community Health
	Debra Bill	Professor	Tenured	1.0	MPH Ph.D.	University of North Carolina, Temple University	Health Education Community Health	Community Health	Community Health Latino Health
	Stacie Metz	Associate Professor	Tenured	1.0	M.A., MPH M.S.W Ph.D.	Towson University, Saint Louis University	Psychology Social Work Public Health	Community Health	Community Health, Health Disparities, Quality of Life
	Sharon DeJoy	Assistant Professor	Tenure Track	.50	MPH Ph.D.	University of South Florida	Health Education Public Health	Community Health	Community Health, Maternal/Infant Health
	Christine Williams	Associate Professor	Tenured	.85	M.S. Ph.D.	University of Delaware Middle Tennessee State University	Health Education	Community Health	Community Health
	Mary Bowen	Assistant Professor	Tenure Track	.82	M.A. Ph.D.	University of Kansas Virginia Tech	Sociology	Community Health	Gerontology, Race and Social Policy

Department (schools)/ Specialty Area (programs)	Name	Title/ Academic Rank	Tenure Status or Classification*	FTE or % Time to the school or program	Grad. Degree Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
D/S #2: Health Care Management									
	Gopal Sankaran	Professor	Tenured	1.0	M.B., B.S. M.D. MPH. Dr.PH	Maulana Azad Medical College (India), All India Institute of Medical Sciences, University of California, Berkeley	Medicine Public Health: Maternal and Child Health and Family Planning	Health Care Management	Transcultural Health Care; Epidemiology of Infectious and Chronic Non-Communicable Diseases; Global Health
	Tanya Gatenby	Associate Professor	Tenured	.88	M.S. Ph.D.	University of Arkansas, University of North Carolina, Chapel Hill	Health Care Policy and Admin. Rural Sociology	Health Care Management	Health Care Management Health Care Policy Medical Geography Underserved Populations Distance Education
	Harry Holt	Assistant Professor	Tenure Track	1.0	JD/MBA Ph.D.	Case Western Reserve Pennsylvania State University	Health Law and Health Systems Management Health Policy and Admin.	Health Care Management	Financial Performance of Hospitals and Health Systems
	Mathias Akuoko	Assistant Professor	Tenure Track	.88	MPA MPH Ph.D.	Southern Illinois University University of North Texas	Public Health Science	Health Care Management	Health Metrics, Health and Social Justice
D/S #3: Environmental Health									
	Charles Shorten	Professor	Tenured	.75	M.S. Ph.D.	Virginia Polytechnic Institute and State, University Clemson University	Environment Engineering	Environ. Health	Fate and Transport on Environmental Contaminants
	Maura Sheehan	Professor	Tenured	1.0	M.S. Sc.D.	University of Lowell, University of Pittsburgh	Environment Studies Industrial Hygiene	Environ. Health	Aerosol Science
	Neha Sunger	Assistant Professor	Tenure Track	.61	M.S. Ph.D.	Indian Institute of Technology Drexel University	Environment Engineering	Environ. Health	Environmental Health

Department (schools)/ Specialty Area (programs)	Name	Title/ Academic Rank	Tenure Status or Classification*	FTE or % Time to the school or program	Grad. Degree Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
D/S #4: Nutrition									
	Mary Beth Gilboy	Associate Professor	Tenured	.85	MPH, Ph.D.	University of North Carolina, Temple University	Nutrition Health Education	Public Health Nutrition	Public Health Nutrition
	Lynn Monahan	Assistant Professor	Tenured	.57	MPH DCN	West Chester University' University of Medicine and Dentistry of New Jersey	Integrative Health Clinical Nutrition	Public Health Nutrition	Public Health Nutrition Foods/ Sustainability Clinical Nutrition
	Joanne Christaldi	Assistant Professor	Tenure Track	.64	M.S. Ph.D.	University of Delaware University of Georgia	Nutrition Nutrition	Public Health Nutrition	Public Health Nutrition

Important Note: Calculation of FTE for Faculty in the MPH Program: The FTE for faculty are based upon the Pennsylvania State System of Higher Education’s definition that 1 FTE=37.5 hours per week. Faculty FTE are calculated based on Snyder Data that tracks faculty time based on teaching (preparation and classroom hours), time spent on scholarship and service. Each faculty member submits his or her weekly hours for teaching, scholarship and service in the graduate program, which is divided by 37.5 hours to calculate the FTE number. This formula is the FTE calculation we have used in reporting in our past Self-Study (2006) and subsequent reports. Based on this FTE calculation all of our primary faculty are currently at .50 FTE or above for each track – which meets the FTE requirement for CEPH criteria.

- B. Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.). Data should be provided in table format and include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the program, e) gender, f) race, g) highest degree earned (optional: programs may also list all graduate degrees earned to more accurately reflect faculty expertise), h) disciplines in which listed degrees were earned and i) contributions to the program. See CEPH Data Template 4.1.2.**

Template 4.1.2. Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.) Academic Year 2014/15 (This table will be updated for fall semester, 2015 with data available during the Site Visit)

Department (school)/ Specialty Area (program)	Name	Title/ Academic Rank	Title & Current Employer	FTE or % Time	Grad. Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
D/S #1: CH							
	Selena Morresi	Adjunct Faculty (Part-time, non-tenure track faculty)	Prevention Specialist Caron Foundation	.10	MPH	Community Health	Community Health
	Aqeel Dix	Adjunct Faculty (Part-time, non-tenure track faculty)	Adjunct Faculty (Part-time, non-tenure track faculty - WCU)	.10	MPH	Community Health	Community Health
	Bethann Cinelli	Secondary MPH Faculty Professor - ALE Faculty Supervisor	Chair, Department of Health - WCU	.10	Ed.D.	Community Health/ School Health	Community Health/School Health
Dept/Spec #2: HCM							
	Christine Dzembrowski	Adjunct Faculty (Part-time, non-tenure track faculty - ALE Faculty Supervisor)	Prevention Specialist -Holcomb Behavioral Health	.10	MPH	Community Health	Community Health/Health Care Management
Dept/Spec #3 Environmental Health							
	Joy Dvornicich	Adjunct Faculty (Part-time, non-tenure track faculty)	Area Emergency Manager/NDMS Coordinator Region III; Veterans Health Administration/ Office of Emergency Management	.17	MPH	Public Health/ Emergency Preparedness	Environmental Health
Dept/Spec #4 Nutrition							
	Gina Pazzaglia	Secondary MPH Faculty Assistant Professor (Full-time, Tenure-track Faculty)	West Chester University Nutrition Department	.17	MS PhD	Nutrition	Nutrition
	Anne Marie Duryea	Adjunct Faculty (Part-time, non-tenure track faculty)	Thomas Jefferson University-Adjunct, part time	.17	MS	Nutrition	Nutrition
	Christine Karpinski	Secondary MPH Faculty Assistant Professor - ALE Faculty Supervisor	Assistant Professor/ Nutrition - WCU	.10	Ph.D	Nutrition	Nutrition

- C. **Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the program. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.**

West Chester University and the Teacher-Scholar Model: West Chester University's definition of the teacher-scholar takes origin from the same premise that Dr. Ernest Boyer - the model's strongest proponent- began: ideally, teaching and scholarship are interdependent endeavors, not mutually exclusive activities. The specifics of that interdependence can and must vary across disciplines, and certainly, institutional missions. For institutions such as West Chester University, the equation— all else being equal— should tip towards scholarship that enriches the quality and richness of the educational experience the University is able to offer its students. The teacher-scholar model as conceptualized by Dr. Boyer makes the act of teaching itself the most critical form of scholarship. The knowledge and experience obtained through a faculty member's scholarship and other professional opportunities enhance the faculty member's ability to expand the horizons of students both in the classroom and beyond. Boyer's notion of "teaching as scholarship" includes the importance of involving undergraduates and graduates, as appropriate, in faculty research. Various academic units on campus have provided opportunities to integrate scholarship and teaching. In the College of Health Sciences, faculty may apply to the College's Faculty/Student Research Award Program to fund research. Through these grants, several undergraduate and graduate students have been brought into faculty research as co-investigators. Some of the student-faculty endeavors have resulted in presentations by students and faculty at national meetings and student-faculty co-authorship of peer-reviewed articles.

The Department of Health and the Teacher Scholar Model: The Teacher Scholar Model for the Department of Health at West Chester University encourages faculty to pursue scholarship and service that stimulate teaching and learning and expand knowledge in the health professions. The Department values an environment where teaching, scholarship and service are well integrated and fortify learning. The Teacher-Scholar in the Department is someone who enhances student learning, is up to date in his/her subject matter and can structure, select, and organize subject matter with the necessary rigor using an appropriate dynamic teaching method. The Teacher Scholar provides a respectful and nurturing educational environment in which undergraduate and graduate students are well advised during their university experience and are encouraged to become life-long learners. The Teacher-Scholar serves his/her department, the university, the community and the health profession to improve the quality of life, education, and scholarship of students, peers and members of the community.

The Teacher-Scholar in the Department of Health has a commitment to:

- Sharing Knowledge Effectively With Students
- Creating New Knowledge
- Applying Knowledge To Solve Problems
- Synthesizing Various Strands Of Knowledge
- Serving Others.

The Teacher-Scholar in the Department of Health tangibly demonstrates commitment by:

- Peer and Student Evaluations of Teaching Effectiveness
- Peer Reviewed Publications
- Grant Acquisitions
- Achievement and Maintenance of Professional Certification/ Registration
- Peer Reviewed Presentations
- Peer Review of the Work of Other Professionals
- Leadership in Professional Organizations
- Documented Service to the Department, University and Community.

In addition to the tangible outcomes, the Department faculty members value the process and trajectory of professional growth. Faculty are encouraged to try new approaches, learn from experiences and seek professional growth and service in a variety of ways. Faculty members aspire to be models of lifelong learning professionals for their students, colleagues and the community. **(refer to the Department of Health Teacher Scholar Model in Resource File 3 Appendix F)**

The Role of Teaching at West Chester University: A full teaching load is defined by the CBA as twenty-four credits for the academic year, which typically translates to four courses per term (with no more than three preparations). Recognizing that teaching is a major role of its faculty and of paramount importance to the institution, the University offers opportunities for faculty to improve their knowledge and techniques in pedagogy. For example, the RECAP (Resources for the Electronic Classroom: A Faculty-Student Partnership) conference sponsored by the University's Academic Computing Center, focuses on the use of technology in the classroom. Faculty from the University receive free, full-registration to this conference.

The University has equipped every major academic building on campus with multiple "smart" classrooms that include, at minimum, PC-controlled presentation equipment. Demand for such classrooms has increased steadily, to the extent that these have become widely available across campus. Given the initial and continuing enthusiasm shown by faculty, providing sufficient assistance and facilities for technology-enhanced instruction is presenting a challenge, but one the University certainly welcomes.

Faculty Practice Experience Outside of Academics: The MPH Program integrates perspectives from the field of practice in various ways. Most of the primary MPH Faculty have practical work experience and many are certified and/or licensed in their professions. The certifications/licensures require current experience and continuing education. Two of our MPH faculty members are Certified Health Education Specialists (CHES) and two faculty members are Master Certified Health Education Specialists (MCHES). Two faculty members have CPH certifications. One Environmental Health faculty member holds a certificate as a Professional Engineer and another Environmental Health faculty member is a Certified Industrial Hygienist. The Nutrition faculty members in the MPH Program are Registered Dietitians and two of them are licensed as Dietician Nutritionists. All full-time faculty members, affiliated with a specific teaching area such as community health, environmental health, health care management, and nutrition have extensive public health experience in those domains. Many part-time faculty (who teach elective track courses or serve as ALE faculty supervisors) start as

guest speakers or field work supervisors who then are recruited for the part-time pool based on their interest and performance. Many times these adjunct faculty members are health educators, physicians, nurses or health care managers with very specific expertise. These practitioners bring their unique work experience to teaching and expand the students' knowledge about the working world.

D. Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years. See CEPH Outcome Measures Template.

Assessing the qualifications of the MPH faculty complement focuses on the professional preparation of faculty members including their degrees and certifications/licensure. Additionally, the Department of Health faculty make the commitment to follow the Teacher Scholar Model for professional growth and development. The measureable objectives identified are as follows:

1. At least 100% of the primary MPH faculty have doctoral degrees in the area of expertise.
2. At least 80% of the MPH primary faculty have an MPH degree or related MS degree.
3. At least 70% of the primary MPH faculty hold professional licensure and/or certifications in their area of expertise.
4. All (100%) MPH core faculty follow the Teacher Scholar Model in teaching, research and service for professional growth and development as documented in their promotion, tenure and annual/five year reviews.

Faculty	Elective Track	Certification/Licensure
Dr. Lynn Carson	Community Health	MCHES (Master Certified Health Education Specialist)
Dr. Debra Bill	Community Health	MCHES (Master Certified Health Education Specialist)
Dr. Sharon DeJoy	Community Health	CPH (Certified in Public Health)
Dr. Christine Williams	Community Health	CHES (Certified Health Education Specialist)
Dr. Gopal Sankaran	Health Care Management	CHES (Certified Health Education Specialist)
Dr. Tanya Gatenby	Health Care Management	CPH (Certified in Public Health)
Dr. Harry Holt	Health Care Management	Licensed Attorney
Dr. Charles Shorten	Environmental Health	PE (Professional Engineer)
Dr. Maura Sheehan	Environmental Health	CIH (Certified Industrial Hygienist)
Dr. Mary Beth Gilboy	Nutrition	RD (Registered Dietician) LDC (Licensed Dietician Nutritionist)
Dr. Lynn Monahan	Nutrition	RD (Registered Dietician) LDC (Licensed Dietician Nutritionist)
Dr. Joanne Christaldi	Nutrition	RD (Registered Dietician)
Dr. Donald McCown*	Integrative Health	LSW (Licensed Social Worker)

*The Integrative Health Track was in place during the 2012/13 academic year. Dr .Donald McCown was the primary faculty member for this track. The track was closed at the start of spring semester, 2014.

Table 4.1. D. - Outcome Measures for the Last Three Years – Primary Faculty Qualifications					
Outcome Measure	Target	Year 1 AY 2012/13	Year 2 AY 2013/14	Year 3 AY 2014/15	Fall Semester 2015
1. At least 100% of The primary MPH faculty have doctoral degrees in their area of expertise.	100%	Not Met* 93% 13/14 One faculty member was completing his doctoral degree	Met 100% All 14 primary faculty have Doctoral degrees	Met 100% All 16 primary faculty have Doctoral degrees	Met 100% All 16 primary faculty have Doctoral degrees
2. At least 80% of the MPH primary faculty have an MPH degree or related MS degree.	80%	Met 100% All 14 faculty have MPH or related MS degrees	Met 100% All 14 faculty have MPH or related MS degrees	Met 100% All 16 faculty have MPH or related MS degrees	Met 100% All 16 faculty have MPH or related MS degrees
3. At least 70% of the primary MPH faculty hold professional licensure and or certifications in their area of expertise.	70%	Met 86% 14 Primary Faculty 12 Faculty hold licensure/ professional certifications	Met 86% 14 Primary Faculty 12 Faculty hold licensure/professional certifications	Met 75% 16 Primary Faculty 12 Faculty hold licensure/ professional certifications	Met 75% 16 Primary Faculty 12 Faculty hold licensure/ professional certifications
4. All (100%) MPH core faculty follow the Teacher/Scholar Model in teaching, research and service for professional growth and development as documented in promotion, tenure and annual/five year reviews	100%	Met 100% All 14 faculty follow the Teacher/Scholar Model	Met 100% All 14 faculty follow the Teacher/Scholar Model	Met 100% All 16 faculty follow the Teacher/Scholar Model	Met 100% All 16 faculty follow the Teacher/Scholar Model

* The Integrative Health Track was in place during the 2012/13 academic year, at that time Dr. Donald McCown was completing his doctoral degree. He received his degree at the start of the 2013 academic year. This track was closed in spring semester, 2014.

E. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.

The criterion has been met.

- **Criterion Strengths:** The faculty in the MPH Program are well qualified and professionally prepared to carry out all aspects of teaching, research and service in the MPH Program. All faculty have the appropriate terminal degrees in their discipline and many have certifications in their areas of expertise.
- **Criterion Weaknesses:** There are no weaknesses in this criterion at this time.
- **Criterion Plans:** The Department of Health will continue to ensure that a qualified and professional prepared faculty will serve as the foundation of the MPH Program. The WCU Teacher Scholar Model will continue to play the key role in the continued professional growth and development of the MPH faculty.

4.2 Faculty Policies and Procedures. The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

Required Documentation: The self-study document includes the following:

- A. A faculty handbook or other written document that outlines faculty rules and regulations.**

Faculty Collective Bargaining and West Chester University: The collective bargaining agreement (CBA) at West Chester University governs faculty matters. All fourteen campuses of the Pennsylvania State System of Higher Education (SSHE) share a common collective bargaining agreement negotiated by the State System and the Association of Pennsylvania State Colleges and University Faculties (APSCUF) every three years. The current contract approved in December, 2012 is in effect from July 1, 2011 – June 30, 2015. The CBA is West Chester University’s version of a faculty handbook. **(Refer to following link for an online copy of the CBA).**

Link for CBA <http://www.apscuf.org/members/contract>

- B. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.**

West Chester University - Support for Faculty Development: The level of faculty scholarship continues to grow over the past two decades. This growth in scholarship may be attributed to the increasing prominence of the Teacher Scholar model in defining the role of faculty at West Chester University, the number of new hires over that period and the increase in the support for scholarly activity from the University administration in general, and the Deans and the Provost in particular.

Faculty development opportunities at West Chester University include the following:

- **The Office of Sponsored Research and Faculty Development (OSRFD)** supports external grant applications for foundation and government funds in a variety of ways through disseminating RFPs, conducting grant-writing workshops, assisting with proposal preparation, and supporting post grant management. Link for OSRDF: <http://www.wcupa.edu/research/>

In addition to providing faculty support in the preparation of foundation and government funding opportunities, the OSRFD oversees the following University and PASSHE grant programs. These grant opportunities are available to faculty in the MPH Program.

- 1. WCU University Research Funding (URF) Competition (formerly the Faculty Grants Development Committee):** Grants are awarded for up to \$7,500 to assist in designing,

undertaking, and collating appropriate pilot and/or preliminary data-collection, and for the production of significant scholarly/creative outputs that clearly support faculty professional development. The Committee strongly encourages the development of research projects that will lead to development of proposals for submission to external agencies. The grant program also seeks to support projects that will directly generate a discernible product or research output whose value is recognized externally within appropriate disciplinary frameworks.

2. **The State System Faculty Professional Development Council (FPDC) Annual Grant Program:** The State System of Higher Education Faculty Professional Development Council was established by Board of Governors' Policy 1985-06-A, "to encourage continuous attention to the professional growth and development of System faculty as teaching scholars." The Council has addressed a wide range of faculty interests, needs, and talents, and provides professional development opportunities for faculty at all levels and in all disciplines and professional fields. The Annual Grant Program is generally intended to provide professional growth opportunities for individual faculty (categories in this RFP may allow mentoring student researchers and for teams or groups of faculty to work together). Grant awards for \$10,000 for each funded project.
3. **"Programs and Activities Related to Innovation in Teaching and Improvement of Student Learning Outcomes" Grant Program:** This PASSHE initiative has \$75,000 for FY 2014-15 provided through finalization of the 2011-2015 Collective Bargaining Agreement between PASSHE and APSCUF. This represents a new initiative for the Council which focuses on the scholarship of pedagogy. The purpose of the funds available under this RFP is to provide professional development that is required to gain expertise in innovative methods of teaching that improve student learning outcomes. The grant promotes and supports opportunities for faculty to develop their skills in evidenced-based, highly effective methods of teaching and learning, and employing instructional materials and methods that have a convincing evidentiary basis of effectiveness, including but not limited to, more extensive use of modern laboratory methods, proven distance learning education methods (or hybrid) designs and improved approaches to motivating student interest and supporting students efforts to succeed, and develop assessment strategies intended to strengthen teaching and learning.
- **New Faculty Start-Up Research and Professional Development Funds:** To help new tenure-track faculty with their research initiatives and professional development, WCU provides \$6,000 for use in the faculty member's first two years. These funds are available to all new tenure track faculty hires in the Department of Health.

- **West Chester University – Faculty Mentorship Program (FMP):** All University faculty are eligible to participate in the FMP. New faculty starting their career in the Department of Health are encouraged to participate in this program. The mission of the FMP is to enhance lifelong professional development in teaching, scholarship, and service. The mentoring relationships support collegiality, effective communication, self-evaluation, and cultural competence, all of which enhance a stimulating and supportive university environment.

Description of the Program: The FMP is open to all full-time academic and administrative faculty as defined by the most recent CBA. Faculty in all the university colleges and other academic units (Arts and Science, Business and Public Affairs, Education, Health Sciences, Visual and Performing Arts, and Non-Classroom Faculty) are eligible to participate as mentees and to serve as mentors. A Call for Mentees and Mentors is issued early in the fall semester of the academic year. Prospective Mentees can examine mentor profiles posted on Desire 2 Learn (D2L), choose a mentor, and convey their choice to the FMP Coordinator. The program includes a one-time orientation session in the fall term and regular monthly meetings of mentoring pairs throughout the rest of the academic year.

<http://www.wcupa.edu/facultymentoringprogram/>
- **The Teaching Learning and Assessment Center (TLAC):** Supports effective teaching and promotes student learning through the development of faculty and staff. The TLAC provides services, events and resources focused on effective practices in teaching. The **Committee for Excellence in Learning and Teaching (CELT)**, located within the Center, regularly sponsors activities and offers grant opportunities for faculty. Additionally the Center partners with various groups on campus to host professional development events for faculty on a variety of topics on teaching, learning and assessment throughout the year. Link for the TLA Center: <http://www.wcupa.edu/tlac/default.asp>
- **The Office of Distance Education:** The Office of Distance Education is committed to supporting the development, promotion, implementation and assessment of distance education programs and courses at West Chester University. In partnership with deans, department chairs and faculty, the mission is to expand existing distance education courses and develop effective new programs. This office provides comprehensive services to support faculty and ensure student success utilizing distance learning formats. Link for the Office of Distance Education: <http://www.wcupa.edu/distancede/>
- **Sabbatical Leave:** Faculty at the University may also apply for sabbaticals. The sabbatical process is competitive and faculty must submit a proposal to the SaLe Committee (the Sabbatical Leave Committee). The CBA defines the terms for sabbatical leave in Article 18.A. <http://www.wcupa.edu/admin/provost/sab.asp>

- **The College of Health Sciences and the Department of Health – Support for Faculty Development:** For comprehensive universities, the task is to find the appropriate balance between the multiple demands and expectations placed on its faculty. The Teacher Scholar model has been adopted at West Chester University and - many other regional comprehensive universities facilitates finding that balance. Strong curricula depend on faculty updating their expertise in their respective disciplines, maintaining enthusiasm for their disciplines, and engaging students through appropriate learning opportunities for in-depth exploration of subject matter.
<http://www.wcupa.edu/academics/healthsciences/>

The **Dean of the College of Health Sciences** supports faculty development and provides resources for faculty research projects. Faculty can apply for a **Faculty/Student Research Grant** that awards up to \$1,000 per project. This grant program encourages faculty/student research and student applicants can be in either graduate or undergraduate programs. The grant program is competitive and up to ten awards are given within an academic year. Many MPH faculty have received these awards and work with students on their graduate projects, which are often related to the Applied Learning Experience. Additionally, special case by case support for research is done through the Dean. This includes Alternate Work Assignment (AWA) awards, provision of Graduate Assistants, and opportunities for additional funding.

Faculty, continue to model lifelong learning through professional development endeavors and to maintain their professional certifications through continuing education programs. Faculty members are permitted to travel for the purpose of attending and presenting at professional conferences or undergo training in their disciplines. Annual development funding of \$1,500 is provided by the Provost for each tenure-track and tenured faculty member and is available towards travel and conference participation.

MPH faculty members are encouraged to apply for both university and extramural funding in the form of grants or contracts in support of their research projects. Successful grant or contract awards enable faculty to purchase release time from teaching. It is important to note the CBA requires a base faculty load of 12 credits a semester and 24 credits per year (usually 4 courses per semester). This teaching load impinges on the amount of time spent in research and service activities. Release time enables faculty to expand their research areas and include students in their projects.

- **Faculty Development Support for Temporary Faculty:** WCU maintains an appropriate overall ratio of tenure-track to temporary faculty. The University has begun to examine the potential overuse of temporary faculty in some programs. As is true nationwide, the use of temporary faculty is highest in general education, non-majors courses and occurs mostly at the undergraduate level. There has been a greater

effort in recent years to ensure that temporary faculty members are provided with a better orientation to the objectives and student learning outcomes of the courses they teach and their preparedness to teach them. Since most temporary faculty members do not have the same level of expectation for scholarly activities, financial support available for their scholarly pursuits is limited. Temporary faculty do have the opportunity to participate in training programs sponsored by WCU. Temporary faculty can participate in workshops in Distance Learning to prepare for teaching assignments in online courses (refer to the Distance Education link for more information on programs and services. <http://www.wcupa.edu/distancede/>) Also there a number of support services to promote effective teaching and assessment sponsored by the Teaching, Learning and Assessment Center (TLAC). The workshops and online resources are open to temporary faculty. (refer to the TLAC website for an overview these programs/services. <http://www.wcupa.edu/tlac/resources.asp>).

In 2004, the University created a new category of **faculty—Regular Part Time (RPT)**. While not considered tenure track, RPT faculty members do have expanded departmental expectations for teaching, scholarship and service, and are eligible for faculty development dollars. In addition, unlike temporary faculty, RPT faculty have opportunities for professional advancement and merit based salary increases.

C. Description of formal procedures for evaluating faculty competence and performance.

West Chester University is a unionized campus in a unionized system. The Collective Bargaining Agreement (CBA) between the Association of Pennsylvania State College and University Faculties (APSCUF) and the Pennsylvania State System of Higher Education specifies the criteria and exact procedures to be followed for Performance Review and Evaluation of Faculty (Article 12). The faculty contract outlines three basic criteria for faculty evaluations (**Link to the CBA, page 24, Performance Review and Evaluation of Faculty.** <http://www.apscuf.org/members/contract>)

- **Effective teaching and fulfillment of professional responsibilities:**
 - a. This will be indicated, when applicable, by such items as: student evaluations, peer evaluations, classroom observations, quality of course syllabi, quality of student advisement, willingness to accept departmental work assignments, timely execution of work assignments, and other data deemed appropriate and agreed upon by the faculty and administration at local meet and discuss.
 - b. Evaluation of teaching effectiveness and fulfillment of professional responsibilities will not be based on a single datum. A combination of all appropriate data will be used to give sufficient evidence for an overall judgment of teaching effectiveness and fulfillment of professional responsibilities.

- c. For all faculty members whose basic responsibility lies outside the classroom, their duties and responsibilities of the position shall be the category instead of effective teaching.
 - d. For all faculty members with mixed work assignments, effective teaching and the duties are responsibilities of the position evaluated under the terms of the article.
- **Continued scholarly growth:** This will be indicated, when applicable, by such items as: development of experimental programs (including distance education), papers delivered at national and regional meetings of professional societies; regional and national awards; offices held in professional organizations; invitational lectures given; participation in panels at regional and national meetings of professional organizations; grant acquisitions; editorships of professional journals; participation in juried shows; program-related projects; quality of musical or theatrical performances; participation in one-person or invitational shows; consultantships; research projects and publication record; additional graduate work; contribution to the scholarly growth of one's peers; and any other data agreed to by the Faculty and Administration at local meet and discuss.
 - **Service:** Contribution to the university and/or community. This will be indicated, when applicable, by such items as: quality of participation in program, department, college, and University committees; APSCUF activity contributing to the governance of the University; development of new course(s) or program(s); training or assisting other faculty members in the use of distance education technology; participation in University-wide colloquia; voluntary membership in professionally oriented, community based organizations reasonably related to the faculty member's discipline; lectures and consultations; consulting with local and area agencies and organizations; and any other data agreed to by the Faculty and Administration at local meet and discuss.

The CBA Policy on Faculty Evaluation is as follows:

COLLECTIVE BARGAINING AGREEMENT – July 1, 2011 to June 30, 2015 A Portion of ARTICLE 12 (PERFORMANCE REVIEW and EVALUATION) pertaining to the Evaluation of Tenured FACULTY MEMBERS only

Evaluation of Tenured Faculty Members

1. Each tenured FACULTY MEMBER shall receive a performance review evaluation from his/her Dean or appropriate manager as provided in Section C. of this Article no later than May 15 of his/her fifth year of appointment as a tenured FACULTY MEMBER and again no later than May 15 of every fifth year thereafter. Department evaluation committee reports shall be forwarded as described in Section C.1.c. (1) of this Article by April 1. Department chairperson's reports shall be forwarded as described in Section C.1.c. (2) of this Article by April 8.

2. In the event that a tenured FACULTY MEMBER is on leave during any part of his/her evaluation year, he/she will be evaluated the first year following the leave.
 3. Interim evaluations may be conducted, if judged necessary by the department or if required by the appropriate Academic Dean. These performance reviews must be provided in writing to the tenured Faculty Member.
- **Tenure and Promotion Process at West Chester University:** Tenure track faculty must apply for tenure in their fifth year of service. If a faculty member is not ready for promotion review at the time of tenure review, he or she has the option to not apply for promotion at that time. The majority of faculty in the MPH Program start their tenure at the rank of Assistant Professor and apply for promotion to Associate Professor at the time of tenure review. The average time for promotion from Associate Professor to Full Professor is five to seven years.
 - **Evaluation Procedures in the Department of Health:** All probationary non-tenured faculty, tenured faculty, part-time and temporary faculty are evaluated. Faculty evaluations are coordinated by the Department Tenure, Promotion and Evaluation Committee (TeP). TeP coordinates the evaluations of faculty and uses the information gathered from students, peers, the faculty member's curriculum vitae and statement of expectations to complete a written evaluation of faculty performance. The areas of expertise that are evaluated include: teaching and professional responsibilities, scholarship, and service. The Department Chair is responsible for his/her own classroom observations and written evaluation of faculty performance of these same areas of expertise. A sample of the classroom **observation form is found in Resource File 3 Appendix B.**

The Department TeP and Chairperson's evaluation forms can be found under the following links:

Links to evaluation forms:

Department Chair Person Faculty Evaluation Form

http://www.wcupa.edu/admin/provost/documents/chairevaluationform.en_001.pdf

Department Faculty Evaluation Committee Form

http://www.wcupa.edu/admin/provost/documents/Dept%20Eval%20Comm%20form%20rev%20514_en.pdf

Evaluations are reviewed with each faculty member by the members of the Department TeP committee (three tenured faculty), the Department Chairperson, and the Dean of the College of Health Sciences. The evaluations are used to promote teaching effectiveness and to define individual strengths and weaknesses in teaching, scholarship and service. Evaluations of faculty pursuing tenure and/or promotion are provided as part of a complete dossier to the University level Tenure Evaluation and Promotion (TeP) committee for review. Evaluations at the departmental level and at the university level are used by the WCU

administration to determine promotion, renewal of contract, and the granting of tenure. The table below presents the evaluation procedures in the Department of Health.

Department of Health Faculty Evaluation Procedures			
Faculty Evaluation Procedures	Tenured Faculty Evaluated Every 5 Years	Tenure Track Faculty Evaluated Every Year Until Tenure (5 years)	Temporary Faculty Evaluated Once A Year
Classroom Observations	One fall/one spring observation by TeP, one observation by the Department Chair	Two fall/two spring observations by TeP, one observation per academic year by the Department Chair.	One observation a semester by TeP, and one observation per year by the Department Chair
Student Evaluations (SRIS)	Student evaluations of all courses (including different sections of the same course)	Student evaluations of all courses (including different sections of the same course)	Student evaluations of all courses (including different sections of the same course)
Written Evaluation of Teaching, Professional Responsibilities, Scholarly Growth and Service	One written evaluation by TeP, one written evaluation by Department Chair	One written evaluation by TeP, one written evaluation by Department Chair	One written evaluation by the Department Chair

D. Description of the processes used for student course evaluation and evaluation of instructional effectiveness.

Student Evaluation of Faculty Instruction: Student evaluations of faculty instruction are conducted in all classes during the fall and spring classes of tenure track faculty until tenure is reached. Tenured faculty members receive formal student evaluations of all classes every five years. The students anonymously complete the Student Rating of Instructor Survey (SRIS) form which a faculty member administers near the end of the semester. The faculty member being evaluated is not allowed in the room at the time of SRIS administration. The faculty member receives the summary and detailed results of the student evaluations in the following semester.

Link to Student Rating of Instructor Survey (SRIS Form)
<http://www.wcupa.edu/nfo/documents/E.7-SRIS.pdf>.

Student evaluations are an important part of the tenure, evaluation and promotion process. Summaries of the student evaluations for each class are provided to the faculty member’s TeP committee, the Chairperson of the Department, and the Dean of the College of Health Sciences. The summaries of student evaluations are submitted to the the University’s Tenure and Promotion Committee for review in the tenure and/or promotion application dossier.

MPH Student Course Surveys: All MPH courses are evaluated by students to assess the extent to which learning objectives, core competencies and track competencies were achieved. This evaluation is separate from the faculty member’s tenure, evaluation and promotion process. Additionally, a majority of the faculty members in the Department of Health conduct their own student evaluations at the end of the course and use this evaluation data to revise the course content or make appropriate changes to course sequencing or format. The MPH course surveys are reviewed annually by the MPH Track Coordinators and the MPH Program Director and, as a result, direction as needed is provided to course instructors for changes in delivery and/or content. Students have the opportunity to discuss course issues with their advisors, the MPH Program Director,

the Chairperson of the Department of Health and the Dean of the College of Health Sciences.

Faculty members in the Department of Health are very aware of the significance of student evaluations and many faculty members have participated in university sponsored seminars to improve instructional effectiveness. The seminars have focused on group learning, integration of diversity into the classroom, classroom assessment techniques, and use of multimedia and other technology in teaching. The faculty members in the Department of Health make every effort to continuously improve and enhance their instructional skills.

E. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion has been met.

Criterion Strengths

Faculty Development

- The MPH program has a faculty with a great deal of diversity in the areas of public health. These specialty areas include: community health, nutrition, environmental health and health care administration. All full-time faculty members have doctoral degrees. Six faculty members hold MPH degrees and the other faculty members hold related masters degrees. One Environmental Health faculty member holds a certificate as Professional Engineer and another Environmental Health faculty member is a Certified Industrial Hygienist. The Nutrition faculty in the MPH Program are Registered Dietitians and two of these faculty are licensed as Dietician Nutritionists. Two faculty members hold the CHES certification, two faculty hold the MCHES certification and two faculty hold the CPH certification. One faculty member is a licensed, professional civil/environmental engineer and one faculty member is a certified industrial hygienist. One Health Care Management faculty member is an attorney. Adjunct instructors are employed to provide in-depth content in some of the elective tracks.
- The MPH faculty have made a commitment to the Teacher Scholar model at the University. This model has enabled the faculty to integrate practice experiences back into the classroom.
- West Chester University follows the CBA that includes guidelines for faculty and serves as the faculty handbook.
- The University and the Dean of the College of Health Sciences support faculty development activities. Resources include the Faculty/Student Research Grant program and allocation of resources on a case-by-case basis for special projects. WCU now provides New Faculty Start-Up Research and Professional Development Funds to help new tenure-track faculty with their research initiatives and professional development. There are other opportunities for faculty to apply for professional development grants

through the Office of Sponsored Research and these funding opportunities include the WCU University Research Funding (URF) Competition, the State System Faculty Professional Development Council (FPDC) Annual Grant Program and the Programs and Activities Related to Innovation in Teaching and Improvement of Student Learning Outcomes Grant Program.

- Faculty members are encouraged to apply for external funding for research and service projects. Many of the MPH faculty members receive funding for these projects as contracts and these funds are often administered by the contracting outside agency.

Evaluation Procedures

- Evaluation procedures for faculty are very comprehensive. The CBA defines very specific guidelines for faculty evaluation.
- Students currently can evaluate faculty performance by completing the SRIS forms. The SRIS forms are incorporated in tenure and promotion and five year faculty reviews. Students have the opportunity to discuss issues with their advisors and/or the Department Chair.
- Students can provide feedback on how they have achieved the course learning objectives, core and track competencies through the MPH Student Course Surveys.
- It is important to note that the evaluation area of service is seen as membership on University and College committees, activities related to professional organizations and community service related to the faculty member's specialty area. Much of the professional service work done by MPH faculty is also considered "scholarly growth," particularly as these activities (in community service) produce publications and professional presentations.
- Adjunct faculty are included in the evaluation process. SRIS forms and classroom observations occur in each course taught by an adjunct faculty member. The Department Chair is responsible for completing a written evaluation during the academic year for each adjunct faculty.

Criterion Weaknesses

- There are no weaknesses in the criterion at this time.

Criterion Plans

- The Dean of the College of Health Sciences, the Department Chair and the MPH Program Director will continue to support faculty development activities for the MPH Faculty.
- The Faculty Evaluation Plans are set based on the CBA policies and these policies will continue to be followed to promote fair and standardized evaluation practices for faculty in the MPH Program.

- 4.3. **Student Recruitment and Admissions.** The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

Required Documentation: This self-study document includes the following:

- A. **Description of the program's recruitment policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.**

The MPH Program Meets the Needs of Students: Over the past seven years, the MPH program has monitored both student inquiries regarding the graduate program and demands of enrolled students. Our students generally fall into one of the following categories:

- Currently employed public health practitioners with a need to return to graduate school for career enhancement.
- Currently employed individuals with degrees in other disciplines who have decided to make a career change to public health.
- Undergraduate public health and nutrition students who are interested in preparing for additional training in a specific public health specialty.
- Individuals with a general interest in public health, but with no clear view of future plans.

The MPH Program has been structured to accommodate all these students and meet their needs. Classes are offered during evening hours to accommodate the majority of our employed students. Some core courses are offered in an accelerated format and all core courses will be available in the face-to-face and distance learning formats by spring semester 2016. Courses in the accelerated format are offered in the following elective tracks: community health, nutrition and health care management.

Graduate Student Recruitment Policies and Procedures for the MPH Program: The MPH Program does not discriminate on applications, admission, and degree-granting requirements and regulations are applied equitably to individual applicants and students regardless of age, gender, race/ethnicity, disability, religion or national origin. It is important to note that the Department of Health has an active minority student enrollment including a number of international students.

Student Recruitment: The Office of Graduate Studies has made a concerted effort to attract quality students through enhanced recruitment efforts. These include well-advertised information sessions (Open Houses) before the fall, spring, and summer sessions. The MPH Program Director, one of the Elective Track Coordinators and one or more Graduate Assistants attend each of the Graduate Open Houses. The Graduate Office also recruits potential students at regional graduate fairs. The Graduate Web pages have been updated (see link below to the Graduate Studies Website and links for the MPH Fact Sheet and Certificate Program Fact Sheets) and the MPH web and Facebook pages have been updated and are used in student recruitment postings (see MPH website and Facebook links below).

MPH Program Website and Facebook Address Links

MPH Program Website Link

<http://wcupa.edu/ACADEMICS/HealthSciences/health/mph/>

MPH Facebook Address

https://business.facebook.com/WCUmph?business_id=10153057398432319

MPH Linkin Address

<https://www.linkedin.com/grp/home?gid=6531281>

Office of Graduate Studies' Website

http://www.wcupa.edu/admissions/sch_dgr/

MPH Fact Sheet Link

<http://www.wcupa.edu/information/official.documents/factsheets/Graduate2013/Health-PubHealth%20eFS.pdf>

Certificate Program Fact Sheet Links

Emergency Preparedness in Public Health

http://www.wcupa.edu/information/official.documents/factsheets/Graduate2013/Health-EmergPrep_eFS.pdf

Health Care Management

http://www.wcupa.edu/information/official.documents/factsheets/Graduate2013/Health-HCMgt_eFS.pdf

Integrative Health

http://www.wcupa.edu/information/official.documents/factsheets/Graduate2013/Health-IntegrativeHealth_FS.pdf

The Graduate Recruiter for the College of Health Sciences: A Graduate Recruiter (Ms. Marlaina Kloepfer) was hired in spring, 2013 to help recruit graduate students for the College of Health Sciences. The Graduate Recruiter is responsible for working with Graduate Program Directors to create recruitment plans for each graduate program in the College of Health Sciences. In the MPH Program, the Graduate Recruiter works with the MPH Program Director and each of the MPH Track Coordinators on recruitment strategies specifically targeted for increasing enrollments for the four elective tracks. The Graduate Recruiter attends and promotes the MPH Program at various recruitment events, including college fairs, open houses, information sessions, on-line webinars and on-line chat sessions, and at programs at undergraduate clubs, classes and organizations. The Graduate Recruiter manages follow-up with prospects, provides customer service via in person, phone or email, and creates and implements new recruitment strategies to assist in the continued growth of the enrollment in the MPH Program.

Update on Graduate Recruitment Activities: As of fall semester, 2014, the Integrative Health Track was closed, due to low enrollment. No new admissions were accepted for spring semester, 2014 and beyond. The Graduate Recruiter has shifted her focus towards the development of recruitment strategies for the Environmental Health Track. It is noteworthy that the undergraduate Environmental Health Program has experienced significant growth in enrollments during the past two years. Recruitment plans will include targeting these students as candidates for admission into the Environmental Health Track in the MPH Program.

B. Statement of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.

Graduate Admission and Degree Status at the University: The Graduate Office accepts applications, generates a student record, and reviews the applications for admission. The Assistant Director of Graduate Admissions is responsible for the coordination of the admission process and the Graduate Dean makes final acceptance decisions. General academic requirements for admission include a 2.80 CGPA (cumulative grade point average) out of 4.00. The Office of Graduate Studies has developed a self-managed electronic application process that has expedited reviews and reduced processing redundancy. Students have a unique application ID number and may access the graduate application from the Graduate Studies Web page.

There are four admission categories for the graduate program offerings at West Chester University: i) **Non-degree status** allows a student holding a bachelor's degree to take up to three graduate courses without being formally admitted to a graduate program; ii) **Professional growth status** allows qualified students to take an unlimited number of courses without being enrolled in a degree program; iii) Degree status includes students that are **fully matriculated** into a certificate program, a teacher certification, or a degree program; and iv) **Provisional degree** status is given to students who must remedy some academic or administrative deficiency. Once students are accepted into a degree or a certificate program, they must maintain their active status. Admissions policies are found in the Graduate Catalog (see link below).

Graduate Catalog Web Link – Admissions Policies link on the first page of the document.

<http://www.wcupa.edu/INFORMATION/OFFICIAL.DOCUMENTS/GRADUATE.CATALOG/>

MPH Admission Policies and Procedures: Once a completed application is received, the Assistant Director of Graduate Admissions reviews the application to ensure that the applicant meets the requirements specified for the MPH Program. During this review the CGPA, letters of recommendation, and transcripts are reviewed to ensure that the student has met the general admission requirements as well as the specific MPH requirements of an undergraduate introductory statistics course and a Statement of Professional Expectations. The MPH program does not require scores from the Graduate Record Examination (GRE) or Graduate Management Admission Test (GMAT)'s; however, they are reviewed if included. The Assistant Director of Admission makes a recommendation about acceptance based on the student's undergraduate academic preparation, GPA (cumulative and major), letters of recommendation and the student's Professional Expectations.

An applicant will be fully admitted into the MPH Program if he or she has adequate undergraduate preparation, meets the basic CGPA requirements of the university, has strong letters of recommendation and a well-written statement outlining his or her professional expectations. The applicant may be provisionally admitted if there is an academic deficiency (i.e., no evidence of an undergraduate statistics course or no evidence as yet of award of the undergraduate degree) or a low CGPA that can be corrected with a few courses (either undergraduate or graduate credit, as the circumstance dictates). Students who are accepted provisionally with a low CGPA must

satisfy all identified deficiencies and take at least three graduate courses obtaining a “B+” or better grade before being fully matriculated into the program.

When an applicant is accepted into the MPH Program, the Office of Graduate Office sends an **electronic letter of acceptance from the Dean of Graduate Studies** and Extended Education to the student. In addition to the formal letter of acceptance, the following admission information is sent to each newly admitted student:

Department of Health Welcome Letter from the Department Chair: When the Department receives a copy of the Letter of Acceptance from the Office of Graduate Studies and Extended Education, an electronic welcome letter is sent to each student with a copy of the MPH Student Handbook and a list of elective track advisors (Refer to Appendix E for a copy of the Department of Health Welcome Letter).

MPH Advisor Welcome Letter: In addition to the Department of Health welcome letter, each MPH advisor electronically sends an Advisor Welcome Letter. This letter includes details on how each student can contact his or her advisor for selection of courses. Each advisor appends an electronic version of the elective track advising sheet to the message. (Refer to Appendix E for an example of the Advisor Welcome Letter).

By university policy, letters from the department or faculty advisor (as listed above) can only be sent following formal notification of application decision by the Dean of Graduate Studies and Extended Education.

Update on New Admissions Procedures for the MPH Program: The MPH Program Director, who is also the Department of Health’s Graduate Coordinator, will be coordinating the admissions process at the start of fall semester, 2015. All Graduate Coordinators at WCU are directly involved in the admission process and now oversee all student admissions. Since the MPH program has four tracks, the MPH Program Director will include Track Coordinators in the admission decisions that are related to their respective tracks. The admission decisions will continue to follow the admission protocol established by the Office of Graduate Studies. Once the decisions are made, the Office of Graduate Studies will send out the formal letters of acceptance to newly admitted students. The MPH Program will continue to send electronically the Department of Health’s Welcome Letter and the MPH Advisor Welcome Letter to all newly admitted students.

Additional Admission Criteria for International Students

Applications and supporting documents must be submitted to the Office of Graduate Studies no later than May 15 for admission to the following fall semester, and October 15 for admission to the following spring semester. Applicants whose native language is not English must submit evidence of satisfactory performance on either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing Systems (IELTS—academic version). Satisfactory TOEFL scores are 550 for the written exam, 213 for the computer-based exam, and 80 for the Internet-based exam. Satisfactory IELTS scores are at the 6.5 band. Information about the TOEFL exam is available at www.ets.org and the IELTS exam at www.ielts.org.

The following official documents must be filed with the Office of Graduate Studies:

A completed application

One official transcript evaluation by either by the World Educational Services (www.wes.org), Education Credential Evaluators, Inc. (www.ece.org), or any NACES-participating organization (www.naces.org). Documents in a language other than English must be accompanied by English translations certified by a University official. Original documents must accompany the certified translations.

Those under the British system of education must submit results of external examinations issued by the university administering the examinations. The college record alone is not sufficient. All educational documents must be signed and sealed by a university or college official. Handwritten documents are not acceptable.

TOEFL or IELTS scores must be sent from the testing agency directly to the Office of Graduate Studies. After the application is complete, the academic department and the graduate dean will review the test scores. The applicant will be notified of the admission decision via e-mail. (Students who have successfully completed INTERLINK's Level-5 English language instruction are not required to submit evidence of satisfactory performance on an English as a second language performance test.)

A proof of financial support form must be completed and returned to the Office of Graduate Studies. Current costs are approximately \$27,214 for the academic year. (Summer and holidays are not figured into these costs.)

A medical history form and an immunization record must be completed by a physician and returned to the Student Health Center, www.wcupa.edu/services/stu.inf/.

If a student is admitted to a degree program, the University will supply a United States Immigration (I-20) Form to procure a student visa.

After the application and supporting documents have been reviewed, the Office of Graduate Studies will notify the applicant of its action. International students are urged to remain in their own countries until they receive notice of acceptance. The University does not assume responsibility for the housing or welfare of international students (Graduate Catalog 2014/15)

C. **Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.**

- **The Graduate Catalog:** This document describes all policies and procedures at WCU including grading procedures, the academic calendar and academic offerings. The catalog is used for recruitment - refer to the link below.

<http://www.wcupa.edu/INFORMATION/OFFICIAL.DOCUMENTS/GRADUATE.CATALOG/>

- **The Office of Graduate Studies website is used for student recruitment, refer to the link below:**
http://www.wcupa.edu/admissions/sch_dgr/
- **The links for the MPH website and Facebook Page used for recruitment are listed below:**

MPH Program Website Link

<http://www.wcupa.edu/ACADEMICS/HealthSciences/health/mph/>

MPH Facebook Address

https://business.facebook.com/WCUmph?business_id=10153057398432319

MPH Linked In Address

<https://www.linkedin.com/grp/home?gid=6531281>

- **MPH Fact Sheets are used for student recruitment, refer to the links below:**

MPH Fact Sheet Link

<http://www.wcupa.edu/information/official.documents/factsheets/Graduate2013/Health-PubHealth%20eFS.pdf>

Certificate Program Fact Sheet Links

Emergency Preparedness in Public Health

http://www.wcupa.edu/information/official.documents/factsheets/Graduate2013/Health-EmergPrep_eFS.pdf

Health Care Management

http://www.wcupa.edu/information/official.documents/factsheets/Graduate2013/Health-HCMgt_eFS.pdf

Integrative Health

http://www.wcupa.edu/information/official.documents/factsheets/Graduate2013/Health-IntegrativeHealth_FS.pdf

D. Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.

Template 4.3.1 Admissions Process Data: Information on Applicants, Acceptances, and New Enrollments, by Specialty Area for the last 3 years (This Table will be updated for fall semester, 2015 with data available at the time of the site visit)

Template 4.3.1 Quantitative Information on Applicants, Acceptances, and Enrollments, 2012 /13, 2013/14, 2014/ 2015*				
		Year 1 - 2012/13	Year 2 - 2013/14	Year 3 – 2014/15*
Specialty Area #1 Community Health	Applied	73	93	43
	Accepted	54	59	30
	Enrolled	27	30	17
Specialty Area #2 Health Care Management	Applied	37	53	47
	Accepted	34	35	35
	Enrolled	27	23	21
Specialty Area #3 Environmental Health	Applied	19	26	14
	Accepted	15	18	11
	Enrolled	10	7	8
Specialty Area #4 Integrative Health	Applied	15	12	0
	Accepted	15	8	0
	Enrolled	9	5	0
Specialty Area #5 Nutrition	Applied	24	44	30
	Accepted	21	40	28
	Enrolled	11	29	18

Specialty area is defined as each degree and area of specialization contained in the instructional matrix (Template 2.1.1) Applied = number of completed applications

Accepted = number to whom the school/program offered admissions in the designated year

Enrolled = number of first-time enrollees in the designated year

***Data from Fall New Graduate Students Applications, Acceptances and New Enrollment Reports (Fall Freeze Data) - WCU Office of Institutional Research**

Admissions Data for the Graduate Recruiter: Admissions data are made available to the Graduate Recruiter. Admissions updates are sent to the MPH Program Director and the Graduate Recruiter every two weeks by the Graduate Director of Admissions. The Graduate Recruiter contacts all newly admitted students to encourage them to enroll in the MPH Program.

- E. **Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full- and part-time students and an FTE conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.**

Template 4.3.2 Total Enrollment Data: Students Enrolled in each Area of Specialization Identified in Instructional Matrix for each of the last 3 years (This Table will be updated for fall semester, 2015 with data available for the Site Visit).

Template 4.3.2 Student Enrollment Data from 2012 to 2015						
	Year 1 – 2012/13		Year 2 - 2013/14		Year 3 - 2014/15	
	HC	FTE	HC	FTE	HC	FTE
Degree & Specialization						
Community Health	77	55.6	70	46.25	68	47.5
Health Care Management	51	30	50	36.5	57	37.0
Environmental Health	16	8.5	21	14	21	13.41
Integrative Health	17	11				
Nutrition	29	22.8	38	31.5	43	31.25

NOTE: Definitions match those in Templates 1.7.2 and 2.1.1. Each year's enrollment should include *both* newly matriculating students and continuing students. The HC and FTE should NOT include non-degree students (e.g. certificate students). If data on non-degree students are germane, the school or program should provide a supplemental table and/or narrative.

* Data from Fall 2014 Headcount Enrollment Report -WCU Office of Institutional Research

Trends and Patterns in Enrollment

Over the past three years MPH enrollments have increased. A number of factors contribute to these increased enrollments and include:

- **The Undergraduate MPH Fast Track Program:** During the past three years the student numbers in the Undergraduate MPH Fast Track Program have increased with most of these student admissions coming from the undergraduate Nutrition and Public Health/Health Promotion Programs.
- **Lowest Tuition Costs in the Region:** At the present time, WCU offers the lowest tuition rates for graduate students in the region. To take advantage of these lower costs student travel from Philadelphia, York, and Lancaster counties. Some of our students have two hour commutes to campus from their homes or workplaces.
- **Accelerated Courses:** All the MPH Tracks (except Environmental Health) offer accelerated courses. All of the MPH Core courses are offered in the accelerated format (except the Biostatistics, Epidemiology and Environmental Health courses). Offering courses in the accelerated format enables students to take two to three courses a semester in one or two nights a week.
- **Distance Learning Opportunities:** The Health Care Management and Nutrition Tracks are online. The Health Care Management Track is one of the fastest growing tracks in the program.
- **Effective Student Recruitment:** The College of Health Sciences' Graduate Recruiter is an important contributor to the consistent enrollment growth in the MPH Program. The Graduate Recruiter attends a variety of Graduate Recruitment Fairs in the region. Promotion of the MPH Program occurs on campus with the help of the Graduate Recruiter through participation in Undergraduate MPH Fast Track Information Sessions and marketing.

Another important component in student recruitment are the MPH students. Our students speak highly of our program to their friends, co-workers and employers. New students are referred to our program from our current MPH students and alumni.

- F. Identification of measurable objectives by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those each of the last three years. See CEPH Outcome Measures Template. (This Table will be updated for fall semester, 2015 with data available at the time of the Site Visit).**

Outcome Measure	Target	Year 1 AY 20012/13	Year 2 AY 2013/14	Year 3* AY 2014/15
1. At least 90% of newly enrolled students will meet the minimum GPA requirement of 2.80.	90% with the minimum 2.80 GPA 10% accepted provisionally with conditions for admissions due to a lower GPA.	Met 80 enrolled-meeting CGPA (95%) 4 accepted as provisional (5%) Total Enrolled 84	Met 89 enrolled-meeting CGPA (95%) 5 accepted as provisional (5%) Total Enrolled 94	Met 59 Enrolled-meeting CGPA (92%) 5 accepted as provisional (8%) Total Enrolled 64
2. At least 60% of the students accepted into the program will fully matriculate as MPH graduate students.	60% of newly admitted students will enroll in the MPH Program	Met 60% Accepted - 139 Enrolled - 84	Not Met 59% Accepted - 160 Enrolled - 94	Met 62% Accepted - 104 Enrolled - 64

* Data from Fall New Graduate Students Applications, Acceptances and New Enrollment Reports (Fall Freeze Data) -WCU Office of Institutional Research

- G. Assessment of the extent to which this criterion is met and an analysis of the program’s strengths, weaknesses and plans relating to this criterion.**

This criterion has been met.

Criterion Strengths

- **Admissions Procedure:** The MPH Program has clear admission procedures with an online application system. Students generally meet the admission requirements. An occasional student is accepted under ‘provisional status’ with the agreement to enroll in additional course work to remedy his or her deficiencies. Once the course work is successfully completed, the student’s status is changed from ‘provisional’ status to ‘fully matriculated.’
- **Recruitment Policies and Procedures:** The MPH Program uses various recruitment methods such as Open Houses, Graduate Fairs, and outreach to working professionals. Recruitment materials have been revised and updated (MPH Website, Facebook Page and MPH Fact Sheets). A Graduate Recruiter is in place and provides recruitment support to the MPH Program Director and MPH Track Coordinators to increase student enrollment

- **Continued Enrollment Growth:** The MPH Program has experienced steady enrollment growth over the past three years. This growth is expected to continue with the addition of the Graduate Recruiter and the services provided by her.

Criterion Weaknesses

This criterion has no identified weaknesses at this time.

Criterion Plans

- **Admission and recruitment** activities will continue and, with the addition of the Graduate Recruiter, further development and refinement of recruitment activities is anticipated.
- **Student Admissions versus Enrollments:** To meet our goal of at least 60% enrollment from the pool of admitted students, it is essential to determine the reasons for admitted students deciding not to enroll in the MPH Program at WCU.

Before the start of fall semester, 2014, the Graduate Recruiter sent a brief survey to newly admitted students to determine some of the reasons for student enrollment in the MPH Program. The survey had a very low response. Only of 9 newly admitted students returned the survey. Out of the 9 participant responses the most important factors that influenced student matriculation into the MPH program were the cost of the program (67%), the curricular focus of the program (67%), program length (67%), program format (67%) and Graduate Assistant opportunities (44%). In an open ended question the participants listed the positive aspects of the program as reasonable fees, helpful faculty and staff, options for online and in-class courses and CEPH accreditation.

Since there was a low response to this survey, the next step is to administer the survey to the newly admitted students during fall semester, 2015. The Graduate Recruiter will work closely with the MPH Program Director and the MPH Elective Track Coordinators on strategies to identify methods to increase survey response rates. Once major reasons for students not enrolling in our program are ascertained, next steps to improve enrollment rates from the admitted pool of students would be undertaken.

- **Coordination of Student Admissions by the MPH Program Coordinator/ Graduate Coordinator and the MPH Track Coordinators:** The MPH Program Director will begin coordinating the admissions process at the start of fall semester, 2015. The MPH Program Director also serves as the Department of Health's Graduate Coordinator. All Graduate Coordinators at WCU are directly involved in the admission process and now oversee all student admissions. The MPH Program Director will include the four Track Coordinators in the admission decisions that are related to their tracks, and forward recommendation about admission to the Office of Graduate Studies. The Office of Graduate Studies will send out the formal letters of acceptance to newly admitted students and the Program will continue to send the Department of Health Welcome Letter and the MPH Advisor Welcome Letter to them.

- 4.4. **Advising and Career Counseling:** There shall be available a clearly explained and accessible academic advising system for students, as well as readily available career and placement advice.

Required Documentation: The self-study document includes the following:

- A. **Description of the program’s advising services for students in all degrees and concentrations, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.**

Student Advising in the MPH Program: The CBA stipulates that full-time faculty (teaching 12 credits in a semester with a graduate/undergraduate teaching assignment or 9 credits with a full-time graduate teaching assignment) must provide five hours each week (spread over at least three days) when they are available outside the classroom for consultation with the students. The University has adopted departmental-based, developmental advisement as its model for academic advising. By Collective Bargaining Agreement, only faculty may advise students. Advisement by faculty begins when the student is accepted into the program and proceeds throughout the student's academic career. All students are assigned faculty advisors in their elective tracks. **Additionally, advising information is found in the MPH Student Handbook and advisors are listed in the handbook. The MPH Student Handbook is found in Resource File 2 Appendix C. Copies of the Advising Sheets for all elective tracks are provided in Resource File 3 Appendix C.**

The MPH faculty serving as advisors include the following:

MPH Faculty Advisors	
Elective Track	Advisors
Community Health	Dr. Debra Bill Dr. Lynn Carson Dr. Christine Williams Dr. Mary Bowen Dr. Whitney Katirai
Health Care Management	Dr. Tanya Gatenby Dr. Gopal Sankaran Dr. Harry Holt Dr. Mathais Akuoko
Nutrition	Dr. Mary Beth Gilboy Dr. Lynn Monahan
Environmental Health	Dr. Charles Shorten
Integrative Health	Dr. Donald McCown*

* Dr. Donald McCown continues to provide advising for the students who are still completing the requirements for the Integrative Health Track.

After students receive their formal acceptance letter from the Office of Graduate Studies, the students receive the following correspondence:

- **Department of Health Welcome Letter from the Department Chair:** When the Department receives a copy of the Graduate Studies Letter of Acceptance, an electronic welcome letter is sent to each student with a copy of the MPH Student Handbook and a list of elective track advisors (Refer to Appendix E for a copy of the Department of Health Welcome Letter)

- **MPH Advisor Welcome Letter:** In addition to the Department of Health welcome letter, the appropriate MPH advisor also sends an Advisor Welcome Letter with details on how the student can contact the advisor for selection of courses. Each advisor also sends an electronic version of the track advising sheet. **(Refer to Resource File 3 Appendix E for an example of the Advisor Welcome Letter).**

The following advising support is offered to MPH Students:

- **Elective Track Advising Sheets:** All students receive advising sheets for the selected MPH Elective Track. Advising sheets contain recommended course schedules for full/part time students. Advising sheets are specific for each track and contain requirements and policies for the MPH Program and the elective track. Advising sheets are also posted on the MPH website and hard copies are available in the Secretarial Suite in the Stuzebecker Health Sciences Center. All students receive a Welcome Email from their advisors and an electronic version of the advising sheet is sent to the student. **(Copies of the track advising sheets are found under Resource File 3, Appendix C)**
- **Individual Advising:** A highly individualized relationship between students and the MPH faculty is built into the Department of Health advisement program. During scheduling, the students have the option to meet on a one-on-one basis with an assigned MPH faculty member to discuss courses to be scheduled that semester, and to identify any challenges that they may be experiencing in the program. This on-going assessment of student performance and career needs and goals, along with feedback from the students, has proved beneficial to students, faculty, and the program. The faculty advisor's office hours are readily found in course syllabi and are posted on each faculty member's office door. Students are encouraged to call and to meet with faculty members whenever they have questions about courses and/or the program. Most students are assigned to the same advisor throughout the student's graduate years. Student advisor conferences enable each student to review the progress during each year in the program.
- **Group Advising:** The Community Health, Health Care Management and Environmental Health Elective Tracks schedule Group Advising Sessions during the fall/spring semesters. These sessions are offered in addition to individual advising sessions. During Group Advising Sessions, students update their course schedule to complete their program requirements as full or part time students. Any changes to program requirements are presented at this time along with details about the practicum/culminating activity. Each MPH Track Coordinator is responsible for oversight of this advising activity.
- **The MPH Student Handbook:** In addition to faculty advising, students receive a copy of the MPH Student Handbook with their welcome email. This handbook provides details on MPH Program policies and requirements along with all of the important information students will need to move through the program. **(Refer to Resource File 2 Appendix C for a copy of the handbook.)**

- **Policy for Changing Student Advisors:** Currently there is no policy in place to allow students to change advisors. There have not been any requests from past or current students to change their academic advisors. The MPH Program Director would be the direct contact for students, who wish to ask for advisor changes. The MPH program continues to be proactive with advising through individual and group advising sessions. The MPH Program Director will work with any student that requests an advisor change. Every effort will be made to accommodate student requests for advisor changes. Plans for a formal policy to address student requests for advisor change will be addressed in the 2015/2016 academic year. **(Refer to Section E, page 278 in this narrative for plans to develop a formal Student Advisor Change Policy).**

B. Description of the program’s career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program’s student population.

Career Counseling from MPH Faculty: All faculty advisors provide extensive career counseling for students who need guidance about specific career choices in public health. When faculty receive notice of employment positions, these positions are posted on the MPH Facebook page and the MPH Bulletin Board in the hall on third floor in Sturzebecker Health Sciences Center where students have access from the MPH classrooms. Additionally, all students and alumni (ae) have access to the Twardowski Career Development Center for support during their job search. Students are recommended to contact the Career Development Center early in the MPH program to revise their resume/curriculum vitae and cover letter(s).

The Twardowski Career Development Center at West Chester University: The mission of the Twardowski Career Development Center, located in Lawrence Center on North Campus, is to provide services, programs, and resources that facilitate the lifelong career development process and assist students and alumni with implementing and securing satisfying careers. The professional staff at the Career Development Center works directly with students throughout their years at the university assisting in defining career goals and, eventually, helping in the search for fulfilling careers. These services are available throughout the entire calendar year. The MPH Program has a Career Development Center staff liaison that works directly with our students. Kate Shellaway, Assistant Director (kshellaway@wcupa.edu) provides the following services for the MPH students:

- Meets with MPH students and alumni for career planning, career assessment, and job search assistance.
- Reviews and critiques resumes, cover letters, and portfolios.
- Coordinates outreach presentations and programs (Ms. Mitchell provides a resume and cover letter session during the HEA649 ALE I preparation course).
- Serves as primary liaison to the College of Health Sciences
- Coordinates the center's mock interview program.

At the Career Development Center, a career information library is kept current for browsing and research. Graduate school catalogs and other reference materials are maintained for students considering additional graduate work such as a second masters or a doctoral degree, An interactive computer career guidance program is available. Other

activities of the Career Development Center include seminars, on-campus interviews with potential employers, resume referral, and an online job posting system and an online resume posting system. Program graduates may also maintain a personal file at the Career Development Center. The file contains such documents as academic accomplishments, a resume, and personal references.

Additionally, during HEA649-Applied Learning Experience I (preparation for the practicum) Amanda Mitchell from the Career Development Center presents two sessions that focus on preparing students for the job search. One session focuses on the development of cover letters and resumes. The second session provides the students with guidelines for the job search and includes the development for a plan for applying for jobs, preparing for the job interview, and strategies for appropriate follow-up after the job interview.

C. Information about student satisfaction with advising and career counseling services.

Students are given a copy of track specific advising information (advising sheets) when they enter the program. Students can make advising phone appointments or office visits with their advisors. MPH student representatives provide feedback about advising and counseling services to the MPH Student Advisory Board and the MPH Program Committee. Advisors ask students about their perceptions and/or personal experiences with advising and counseling services.

Additionally, students are asked about their satisfaction with advising and career counseling through the Exit Survey. This survey is completed at the end of HEA650 ALE II. **Results from the Exit Survey (Fall 2013-Fall 2014) include the following:**

Faculty Advising and Career Development

Items measuring faculty advising and general satisfaction with faculty were added to the Exit Survey starting in fall 2013, while items regarding student awareness of career development resources were added to the survey as of fall 2014.

Faculty advising from assigned faculty advisor:

86% sought advisement from their assigned faculty advisor, with 90% or more reporting strong agreement or agreement that their assigned faculty advisor was available and approachable/supportive.

Most common reasons why they sought advisement included: professional development/career advice (70%), course sequencing (61%), and scheduling (53%)

Faculty advising from other faculty member:

71% sought advisement from another faculty member other than their assigned faculty advisor, with close to 100% reporting strong agreement or agreement that the faculty member was available and approachable/supportive.

Most common reason why they sought advisement from another faculty member was for professional development/career advice (69%).

Awareness of career development resources:

Graduating students were asked their awareness of available MPH program career development resources through Facebook and the MPH program website. Half were aware of the MPH Facebook page while 67% were aware of the career development resources on the MPH program website.

- D. Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.**

MPH Program Director/Department Chair Communications: The MPH Program Director and Department Chair are available to meet with individual students to discuss issues/problems if they cannot be resolved through contact with the course instructor or the academic advisor. Students are expected to follow professional protocol when trying to resolve issues or concerns in courses and advisement. Academic advisors and course instructors are contacted as the first step in the process, the second step is contact with the MPH Program Director, and finally the Department Chair. **(This policy is found in the MPH Student Handbook, Resource File 2 Appendix C)**

If student issues are not resolved at the Department level, the student has the option to contact the Associate Dean of the College of Health Sciences to further discuss issues and concerns. If the issue is not resolved at this level, students have the option to file a petition for exception to policies through the Office of Graduate Studies.

Office of Graduate Studies Petitions: Students have the right to file a petition for an exception to a graduate policy (i.e., academic probation, reinstatement from dismissal from the program due to a grade failure, and request for course withdrawal after the withdrawal period). Students seeking a special situation complete a Petition for Exception Form (e-forms are available on the Office of Graduate Studies website) and submit the completed petition with appropriate documentation to the MPH Program Director. The MPH Program Director approves or rejects the petition. All petitions are then submitted to, the Senior Associate Director of Graduate Studies for review and finally forwarded to the Associate Provost and Graduate Dean for the final decision on the petition requests. Over the past three years, the most common petition request has been change of course withdrawal dates and requests for reinstatement due to a grade failure. The average petition request per semester is approximately 3-5. The majority of the petitions filed have been approved by the Associate Provost and Graduate Dean. **Refer to Resource File 3 Appendix G for a copy of this petition form.**

WCU Office of Judicial and Student Affairs: On occasions when students need to file grade appeals, grievances or issues with misconduct, they can contact the Office of Judicial Affairs and Student Assistant for help with any of these issues.

Office of Judicial Affairs and Student Assistance (the link to this office is listed below).
<http://www.wcupa.edu/SERVICES/stu.jud/grademploy.asp>

Most student issues are resolved at the Department level, College level, or through the Office of Graduate Studies. As a result, there has not been a situation where the services of the Office of Judicial and Student Affairs was needed to resolve their issues during the past three years. This is a result of the proactive work of the MPH advisors, the MPH Program Director, the Chair of the Department of Health and the student's right to file a petition for exception to graduate policy when needed.

E. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion

This criterion has been met.

Criterion Strengths

- **Well Organized Advising System for MPH Students:** The Chair of the Department of Health and faculty advisors begin their first contact with students with a welcome email that contains the MPH Student Handbook, the contact information for the advisor, and a copy of the curriculum advising document. Advising continues with individual appointments with the advisor or through group advising sessions.
- **Faculty Commitment to Student Advising:** The members of the MPH Faculty have a great deal of experience in advising both graduate and undergraduate students. All faculty members in the Department of Health serve as advisors to students their affiliated MPH tracks. Faculty members spend a significant amount of time with students during advising sessions and provide guidance about courses as well as choosing career options.
- **Availability of Faculty for Advising:** Faculty members, by contract and by choice, are very accessible to students through appointments, phone and email. All faculty members have at least five office hours a week and most faculty are available for appointments outside of posted office hours.
- **MPH Program Advising Materials:** These materials are available in the secretarial suite in Sturzebecker Health Sciences Center. Beginning spring semester, 2003, they are shared with students when welcome letters are sent to them as they begin the MPH Program. Additionally, advising sheets and the MPH Student Handbook are posted on the MPH website.
- **Career Development Services:** WCU Career Development Center provides a wide variety of services from resume/cover letter development to workshops to prepare for the job search. The resume/cover letter and job search strategies are now added to the practicum preparation course (HEA649 - Applied Learning Experience I). Amanda Mitchell, Assistant Director, Career Development Center, provides these sessions to all sections of HEA649. The Career Development services are available to all MPH students and alumni (ae). Additionally, the MPH faculty provide career counseling for their students through individual advising and classroom activities.
- **Comprehensive Advising Sheets for all Elective Tracks:** All MPH tracks have comprehensive advising sheets that contain course listing by semester, course schedules by semester for full and part time students, along with all the important requirements and policies for the MPH Program.
- **Student Satisfaction with Advising** is presently surveyed by asking students about these issues during advising sessions. It is also formally assessed during the Exit Survey administered following the HEA650 Applied Learning Experience.

- **Success in Resolving Student Issues:** A proactive stance by MPH advisors, course instructors, the MPH Program Director, the Department Chair and the staff in the Office of Graduate Studies in resolving student issues in a timely fashion has resulted in no students filing grievances with the WCU Office of Judicial and Student Affairs during the past three years.

Criterion Weaknesses

- At this time, the MPH Program does not have a formal policy on advisor changes for students.

Criterion Plans

- The MPH Program will continue to provide well organized, comprehensive advising services to all MPH students. Advising is a requirement for all faculty through the CBA.
- Career counseling services will continue to be made available for current MPH students and alumni (ae).
- **Formal Policy for Student Advisor Changes:** During upcoming academic year, the MPH Program Committee will address the need for a formal policy for student advisor changes. Also the need for this formal policy will be placed on the agenda for the Student Advisory Board for fall semester. A formal policy for student advisor changes, based on the recommendations from the MPH Program Committee and the Student Advisory Board, will be in place at the end of spring semester, 2016.