



COLLEGE OF HEALTH SCIENCES

DEPARTMENT OF HEALTH

*Master of Public Health Program*

2022 Self-Study Public Health Programs (PHP)

Date: 3/17/2023

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## INTRODUCTION

### 1) Describe the institutional environment, which includes the following:

#### a. year institution was established and its type (e.g., private, public, land-grant, etc.)

West Chester University of Pennsylvania (WCU) was founded in the year 1871. A member of the Pennsylvania State System of Higher Education, WCU is a public, comprehensive institution committed to providing high-quality undergraduate education, selected post-baccalaureate and graduate programs, and a variety of educational and cultural resources for its students, alumni, and the citizens of southeastern Pennsylvania (<https://catalog.wcupa.edu/general-information/university-information/about-university/>). Its history as an institution began as West Chester Academy, a private, state-aided school that existed from 1812 to 1869. The academy was transformed into West Chester Normal School with increasing state responsibility for public education.

The Normal School was state-certified but still privately owned. In 1871, the Normal School accepted its first incoming class of 160 students. In 1913, the Commonwealth of Pennsylvania purchased the Normal School and West Chester became the first normal school to be owned by the Commonwealth of Pennsylvania. In 1927, the Normal School was transformed into the West Chester Teachers College offering a four-year teacher education program. In 1960, the Teachers College was renamed West Chester State College. Two years later, in 1962, the state college became a comprehensive college with the introduction of the liberal arts program.

On November 1, 1982, Act 188 was signed into law establishing the Pennsylvania's State System of Higher Education on July 1, 1983. With this Act WCU became one of the 14 universities in the State System of Higher Education. Act 188 facilitated a new system of governance and led to an expansion of program offerings. Currently, WCU is the largest university in the PA State System of Higher Education. In 1946, the university was first accredited by Middle States Commission on Higher Education and continues to be successfully reaffirmed to this date; last re-affirmation was in 2021, and the next self-study evaluation will be in 2028-2029. The WCU campus sits on 409 acres primarily in the Borough of West Chester, PA.

#### b. number of schools and colleges at the institution and the number of degrees offered by the institution at each level (bachelor's, master's, doctoral and professional preparation degrees)

In the Academic Affairs Division, led by Dr. R. Lorraine (Laurie) Bernotsky as the Executive Vice President and Provost, there are five colleges and a School of Music. The colleges include Arts & Humanities, Health Sciences, Business & Public Management, Sciences & Mathematics, Education & Social Work. The University offers 64 undergraduate degree programs, 45 graduate degree programs (41 master's and 4 doctoral programs), and 56 certificate programs (WCU Office of Institutional Research, Fact Book 2021).

#### c. number of university faculty, staff, and students

As of Fall 2020, there were 1,869 total university employees (1,534 full-time and 335 part-time) serving over 17,000 students (WCU Office of Institutional Research, Fact Book 2021). Specifically, 975 university employees were instructional faculty, with 450 (46%) tenured, 150 (15%) tenure-track, and 375 (38%) adjunct faculty. Across the university, 19% of instructional faculty are non-White (i.e., Asian, Hispanic, Black, two or more races, "non-resident alien"). The other employees are staff/administration employees. In 2021, the instructional faculty and staff served 17,614 students, with 14,471 undergraduate (82%) and 3,143 (18%) graduate students. Ninety-seven percent of these students were degree-seeking.

**d. brief statement of distinguishing university facts and characteristics**

West Chester University (WCU) is located in southeastern Pennsylvania's historic town of West Chester, Pennsylvania. Downtown West Chester is a 10-minute walk from campus and presents a range of restaurants, cafes, festivals, farmer's markets, and events. West Chester has been acknowledged as Greatest Main Street in U.S.A. (2017) and Best College Town to Live in After Graduation (2017). In addition, West Chester is 25 miles (and 45 minutes) from Philadelphia, PA and Wilmington, DE.

The **university mission** is to develop graduates to succeed personally and professionally and contribute to the common good. WCU graduates will:

- Apply scientific reasoning and demonstrate quantitative and qualitative literacy
- Collaborate with others to solve problems and address societal needs
- Communicate effectively and participate in civic discourse
- Engage inclusively in a diverse society
- Understand the ethical implications of decisions and the world in which they live

Graduate education at West Chester has grown remarkably since its introduction in 1959. Approximately 3,000 students now attend during the fall and spring semesters; some 1,900 enroll for summer sessions. West Chester University's graduate program is the largest within the 14 Commonwealth-owned institutions of higher learning. Since it became a four-year college in 1927, West Chester has grown steadily and is now one of the major comprehensive institutions of higher learning in the Philadelphia area.

Aligned to the university mission and identity, in 2010, WCU received the Carnegie Foundation Classification for Community Engagement (CCE), based on evidence that the institution was engaged in mutually beneficial partnerships with the larger community and committed to that work

(<https://www.wcupa.edu/president/carnegie/>). Importantly, MPH faculty Dr. Gopal Sankaran was one of the two authors of the original self-study. WCU successfully received reclassification in 2020 based on appraisal of its continuing work to maintain this classification. The university was also selected for two consecutive years (2020 and 2021) to be recognized for the Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine. This award is indicative of a strong commitment to broadening diversity and inclusion at the institution through (1) campus-wide initiatives, programs, outreach, (2) student recruitment, retention, and completion efforts, and (3) inclusive recruitment and hiring practices for faculty and staff.

**In 2021, WCU was reclassified** from Master's Colleges & Universities – Larger Programs (M1) to Doctoral Universities – **High Research Activity (R2)**. This reclassification was released in the most recent update of the Carnegie Classification of Institutions of Higher Education. The R2 designation indicates there is high research activity in an institution that prioritizes teaching. Most of our courses are taught by professors who are involved in research activities, often with student collaborators.

The commonly known *U.S. News and World Report Best College Rankings in 2022* recognized the university as valued institution across a few categories. Within Regional University North, WCU was recognized as 10<sup>th</sup> Top Public School, 15<sup>th</sup> Best College for Veterans, #20 Most Innovative Schools, and 50<sup>th</sup> overall in the Regional University North (including both private and public institutions). WCU advanced to #40 as Best Value School and #122 as Top Performing Universities in Social Mobility. Additionally, Victory Media, publisher of *GI Jobs* magazine designated West Chester University as a Military Friendly School in 2020.

**e. names of all accrediting bodies (other than CEPH) to which the institution responds. The list must include the institutional accreditor for the university as well as all specialized accreditors to which any school, college or other organizational unit at the university responds**

As mentioned earlier, WCU is accredited by the Middle States Commission on Higher Education (MSCHE). MSCHE is one of the six institutional accrediting bodies that is recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. MSCHE granted first accreditation in 1946 and has re-

affirmed WCU accreditation in 2021. In addition, a number of degree programs at the university are currently accredited by specialized or national organizations. Below is the full list of accredited programs at the university.

<b>Program</b>	<b>Accrediting Body</b>
<b>College of Arts and Humanities</b>	
BFA Graphic & Interactive Design, Studio Art	<a href="#">National Association of Schools of Art and Design (NASAD)</a>
Theatre, BA	<a href="#">National Association of Schools of Theatre (NAST)</a>
<b>College of Business and Public Management</b>	
Accounting, Economics, Finance, International Business, Management, Marketing, BS; Business, MBA; Human Resource Management, MS	<a href="#">Association to Advance Collegiate Schools of Business (AACSB)</a>
Public Administration, MPA	<a href="#">Network of Schools of Public Policy, Affairs, and Administration (NASPAA)</a>
<b>College of Education and Social Work</b>	
Clinical Counseling, MS; Higher Education and Student Affairs, MS; School Counseling, MEd	<a href="#">Council for Accreditation of Counseling and Related Educational Programs (CACREP)</a>
Educator Prep Programs	<a href="#">Council for the Accreditation of Educator Preparation (CAEP)</a>
Social Work, BSW and MSW	<a href="#">Council on Social Work Education (CSWE)</a>
<b>College of Health Sciences</b>	
Nutrition, BS and Dietetic Internship (Certificate)	<a href="#">Accreditation Council for Education and Nutrition and Dietetics (ACEND)</a>
Exercise Science, BS	<a href="#">Commission on Accreditation of Allied Health Education Programs (CAAHEP)</a>
Athletic Training, MS	<a href="#">Commission on Accreditation of Athletic Training Education (CAATE)</a>
Nursing, BSN, MSN, DNP	<a href="#">Commission on Collegiate Nursing Education (CCNE)</a>
Respiratory Care, BS	<a href="#">Committee on Accreditation for Respiratory Care (CoARC)</a>
Communication Sciences and Disorders, MA	<a href="#">Council on Academic Accreditation in Audiology and Speech-Pathology (ASHA)</a>
Public Health, MPH	<a href="#">Council on Education for Public Health (CEPH)</a>
Environmental Health, BS	<a href="#">National Environmental Health Science and Protection Accreditation Council (EHAC)</a>
Physician Assistant (Accreditation-Provisional Status)	<a href="#">Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)</a>
<b>Wells School of Music</b>	
Music Education BM, MM; Music Performance BM, MM; Music BM, MM	<a href="#">National Association of Schools of Music (NASM)</a>
<b>College of the Sciences and Mathematics</b>	
Computer Science, BS	<a href="#">Accreditation Board for Engineering and Technology (ABET)</a>
Clinical Psychology, PsyD	<a href="#">American Psychological Association Commission for Accreditation (APA)</a>
Forensic and Toxicology Chemistry, BS	<a href="#">Forensic Science Education Program Accreditation Commission (FEPAC)</a>

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

The Master of Public Health (MPH) Program builds on a strong foundation of providing quality graduate education in public health (formerly as a Master of Science in Health) in the Department of Health, College of Health Sciences. The 1990s were ridden by rising inflation and a movement towards managed care as a means to contain cost and promote quality. New access issues arose leaving providers and policymakers with new concerns. The 1990s responded with some larger changes at the Centers for Disease Control and Prevention (CDC) including the first Youth Risk Behavior Survey (YRBS) administration, guideline creation for systematic public health surveillance, and the initiation of The Guide to Community Preventive Services. In 1999, the faculty in the Department of Health responded to these changes by creating an MPH degree program to effectively address the dynamic needs of our local, regional, national, and global communities. The University approved the revised graduate MPH curriculum in 1999. The MPH program explicitly added a population health focus to the range of graduate programs offered in the College of Health Sciences.

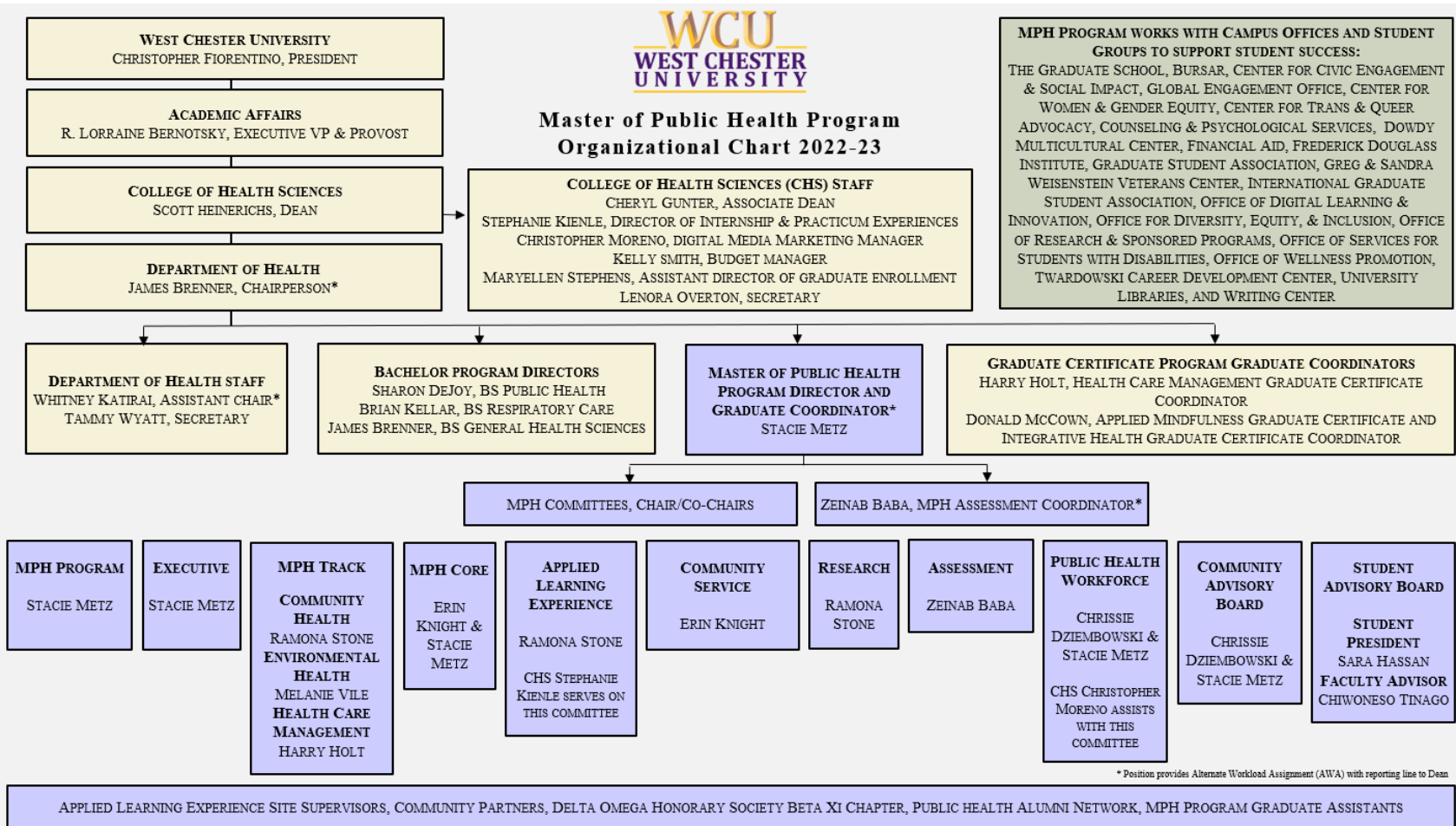
The Council on Public Health Education (CEPH) first accredited the MPH program in 2006. [In 2006, the MPH program offered four concentrations in Community Health, Environmental Health, Health Care Administration, and Integrative Health.] CEPH reaccredited the MPH program in 2014. The success of the MPH program is a strong priority within the College of Health Sciences and within the Graduate School given the shortages in qualified public health workforce, increased regional workforce needs, and consequently the rising job outlook. WCU is located in Chester County, PA, which is a part of the greater Philadelphia region. Although Chester County is ranked among the healthiest counties and one of the wealthiest counties in terms of per capita income in Pennsylvania (County Health Rankings & Roadmaps, 2022), there are multiple pockets of disadvantage and poverty that disproportionately impact individuals identifying as Black, Indigenous, and people of color (BIPOC).

Notably, **Coatesville, PA**, an urban area, is a medically underserved area (MUA) in which 43% of residents are Black and 28% are Hispanic/Latinx (U.S. Census Bureau, 2022). In 2019, the poverty rate in Coatesville was over 25%, with three-quarters identifying as BIPOC (U.S. Census Bureau, 2022). Twelve percent of residents do not have health insurance and 35% are on Medicaid. Moreover, **Kennett Square, PA**, a rural area known for its mushroom farms, (Mushroom Capital of the World) has a large population of Hispanic/Latinx residents; specifically, 39% are Hispanic/Latinx and 33% of the residents were born outside of the U.S. Many of these residents are undocumented; 13% do not have health insurance, and 5% live in poverty. **Toughkenamon, PA** has the highest concentration (42%) of Hispanic/Latinx population in Pennsylvania. Finally, in West Chester Borough, PA, the poverty rate is 24%. Pottstown, PA (also an MUA) the poverty rate is over 18%. Given the high percentage of BIPOC residents and the presenting health disparities and inequities, our public health program prioritizes the need for cultural and linguistic competencies, allowing our students to learn from and work with diverse populations. The need for building the public health workforce in Chester County and neighboring counties remains paramount. Likewise, confirmed by regional workforce reports, the Bureau of Labor Statistics at the U.S. Department of Labor (2022) illustrate a rising job outlook from 2020 to 2023 for public health employment including Medical & Health Services Managers (32% faster than average growth), Epidemiologists (30%), Health Education Specialists & Community Health Workers (17%), Medical Scientists (17%), Social & Community Service Managers (15%), Environmental Scientists & Specialists (8%), Occupational Health & Safety Specialists & Technicians (7%), and Survey Researchers (4%).

- 2) **Organizational charts that clearly depict the following related to the program:**
  - a. **the program's internal organization, including the reporting lines to the dean/director.**

The MPH Program holds a clear organizational structure with reporting lines to the College of Health Sciences Dean, Department of Health Chairperson, and the MPH Program Director/Graduate Coordinator (*ERF Introduction MPH Org Chart 2022-23*).

Figure Intro.2. a. Organizational Chart of West Chester University Master of Public Health Program





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

The College of Health Sciences Dean Scott Heinerichs reports to the Academic Affairs Executive Vice President and Provost, and to the Deputy Provost and AVP of Academic Affairs (Figure Intro.2.b.i-ii; *ERF Introduction > WCU Org Chart June 2022 p. 3*). The university is comprised of five colleges and a School of Music. Dean Scott Heinerichs leads the College of Health Sciences, which holds six academic departments, each with its own support staff (Figure Intro.2.b.iii.; *ERF Introduction > CHS Org Chart*).

Figure Intro.2. b. i. WCU Executive Vice President & Provost Organizational Chart

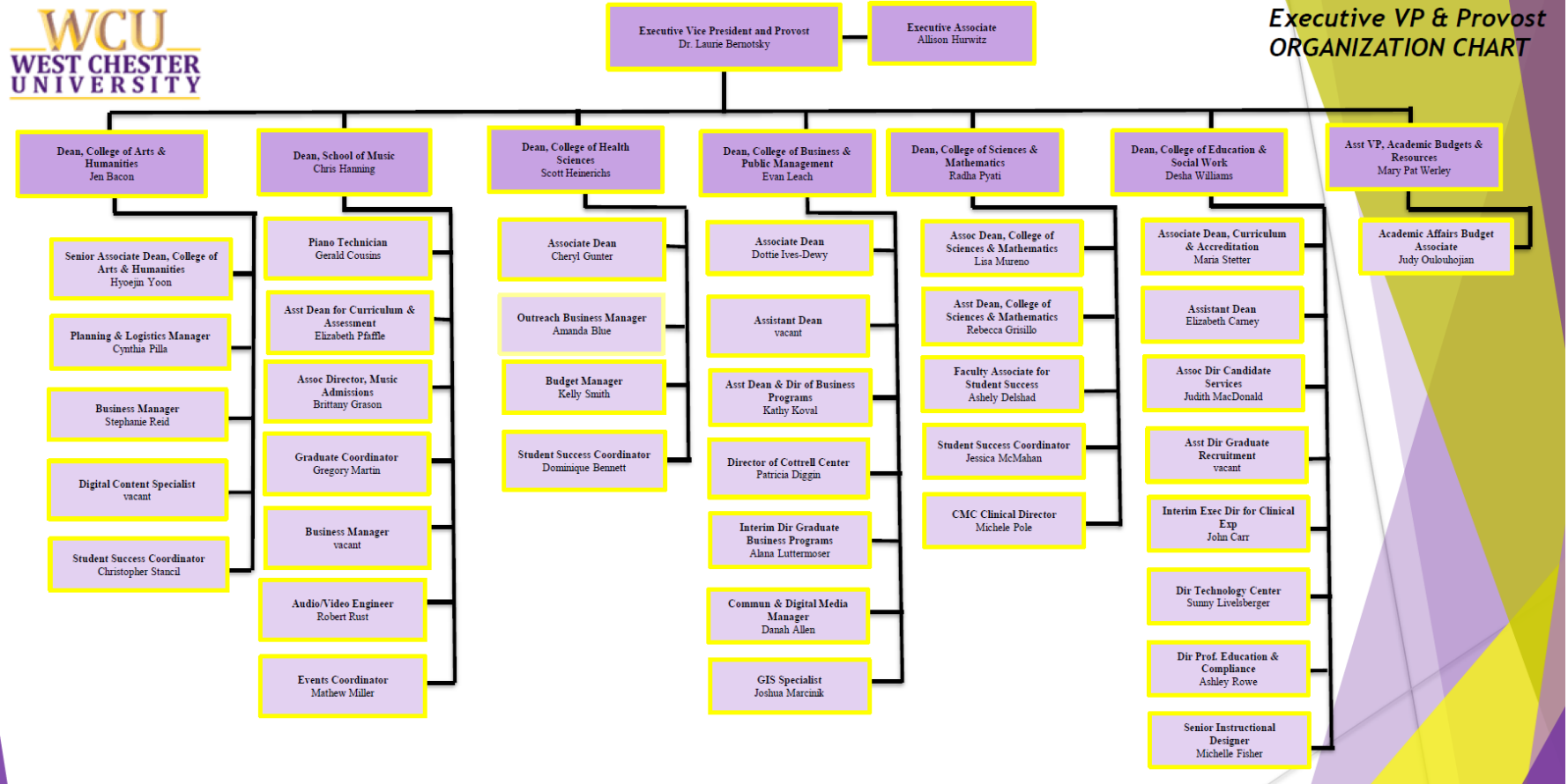


Figure Intro.2. b. ii. WCU Executive Vice President & Provost Organizational Chart (with college-level detail)

## Executive Vice President & Provost Deputy Provost & Vice President for Academic Operations

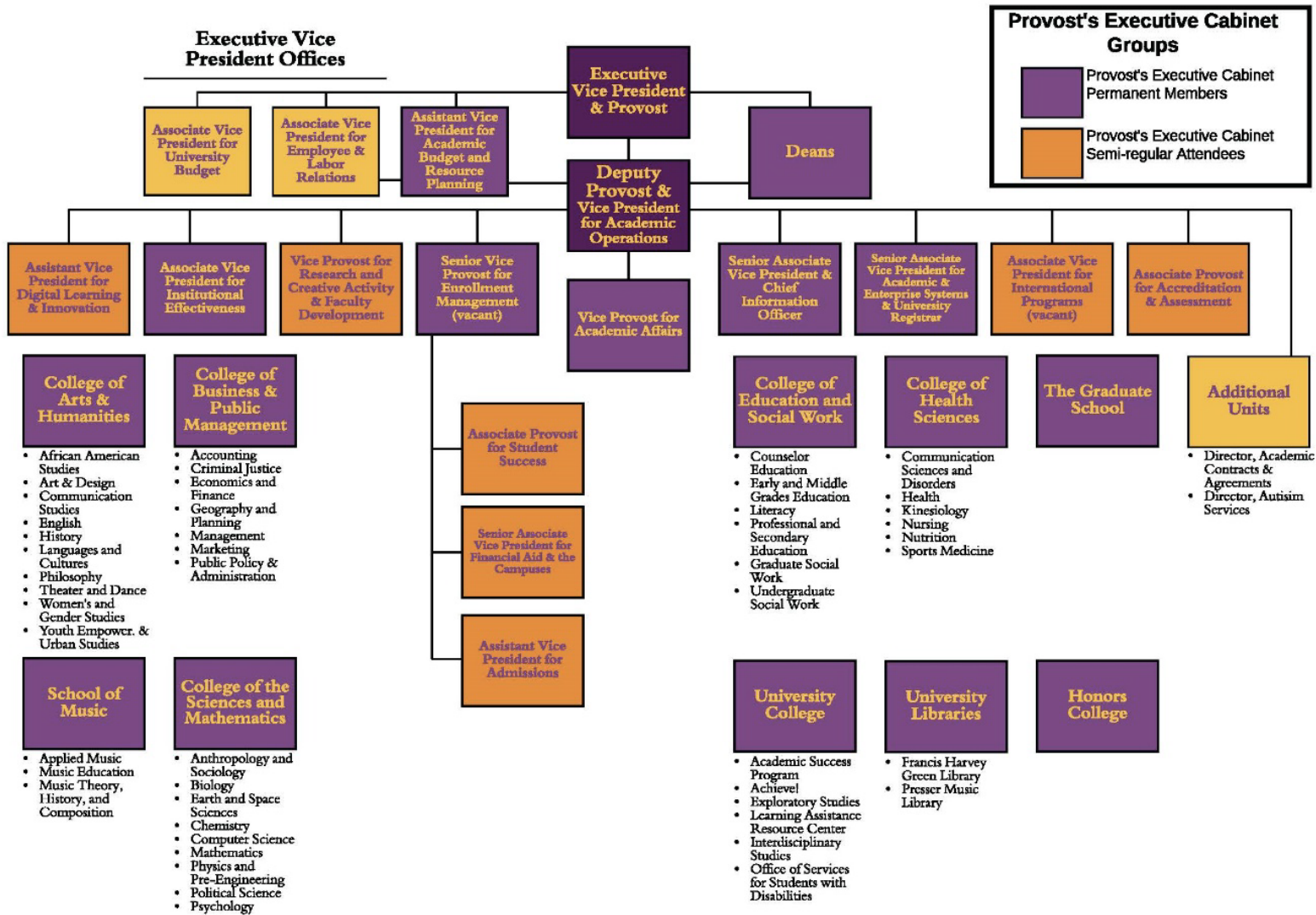
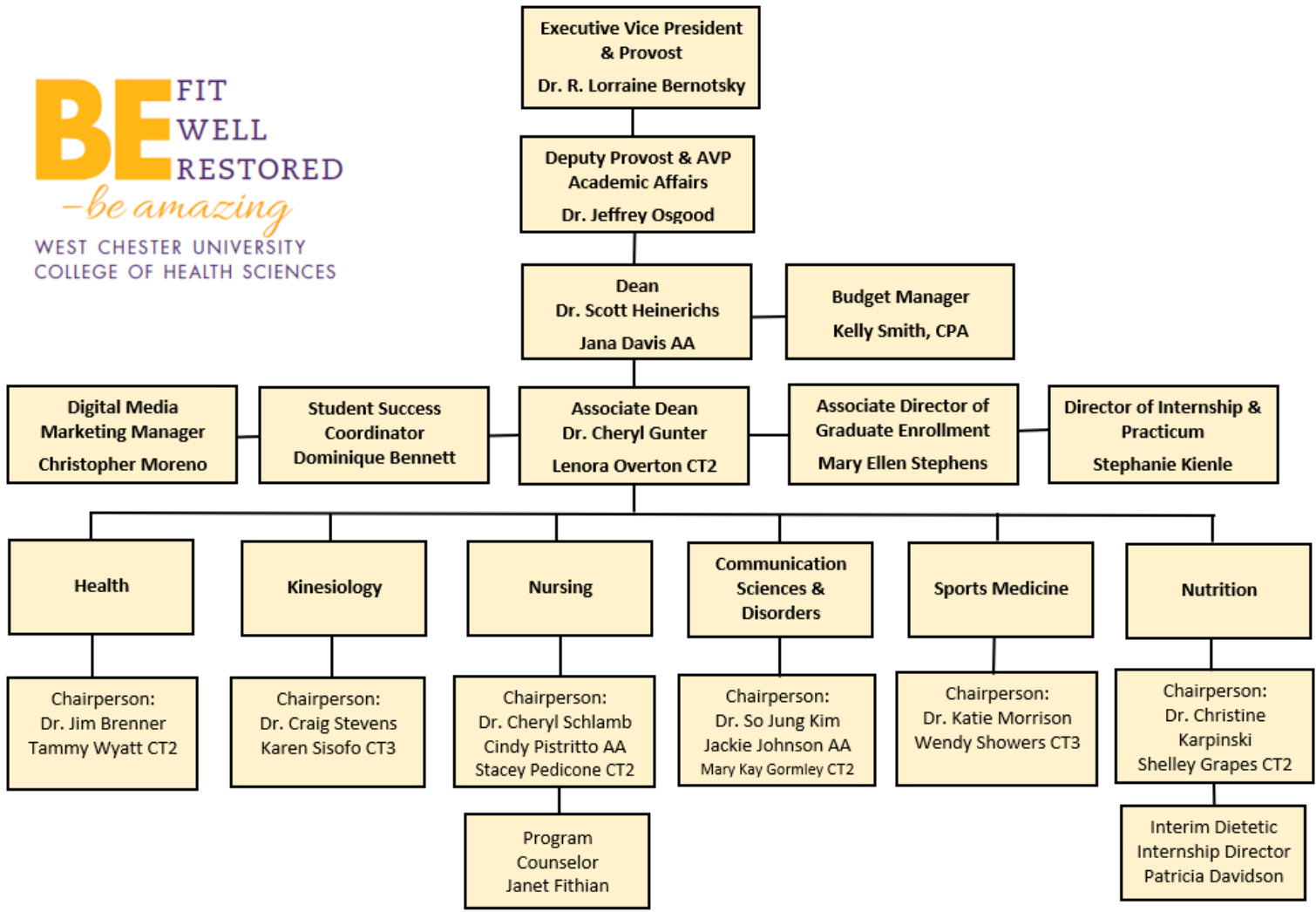


Figure Intro.2.b.iii. College of Health Sciences Organizational Chart



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

The MPH Program Director and Graduate Coordinator has reporting lines including Department of Health Chairperson, College of Health Sciences Dean, Executive VP and Provost, and the university President (Figure Intro.2.a; *ERF Introduction > MPH Org Chart 2022-23*).

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

*Not applicable*

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

Intro-1. Instructional Matrix - Degrees and Concentrations					
			Categorized as public health	Campus based	Distance based
<b>Master's Degrees</b>	<b>Academic</b>	<b>Professional</b>			
Community Health		MPH	X	MPH	
Environmental Health		MPH	X	MPH	
Health Care Management		MPH	X		MPH

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

Intro-2. Current Enrollment		
Degree		Current Enrollment Spring 2023
MPH	Community Health	43
MPH	Environmental Health	4
MPH	Health Care Management	34

## A1. ORGANIZATION AND ADMINISTRATIVE PROCESSES

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

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

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

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

The program established appropriate decision-making structures for all functions and the tenure-track and tenured faculty regularly interact with adjunct faculty, community advisory board members (some of whom are MPH alumni), and student advisory board members. The below table lists standing and ad hoc committees, core functions, chair or co-chairs, and the membership.

The current standing committees include:

- (1) MPH Executive Committee,
- (2) MPH Program Faculty,
- (3) Community Health Track Committee,
- (4) Environmental Health Track Committee,
- (5) Health Care Management Track Committee,
- (6) Assessment Committee,
- (7) Core Course Committee,
- (8) Community Service Committee,
- (9) Research Committee,
- (10) Applied Learning Experience Committee,
- (11) Public Health Workforce Development Committee,
- (12) Community Advisory Board,
- (13) Student Advisory Board, and
- (14) Accelerated MPH: BS Public Health to MPH Program Ad-Hoc Committee.

The chair/co-chairs of each committee are responsible for presenting committee reports (prior year of activity; goals for upcoming year) to the MPH Program Faculty at the annual August MPH Program retreat. Suggestions for the addition or removal of standing and/or ad hoc committees are brought to the Executive Committee for review. Addition or removal of standing committees requires MPH Program Faculty discussion, voting per bylaws, revision (with iterative feedback) to bylaws document, and subsequent bylaws vote to approve amendments.

<b>Committee</b>	<b>General Role</b>	<b>Chair/Co-chairs</b>	<b>Members</b>
MPH Executive Committee	<ul style="list-style-type: none"> <li>Review, implement, and monitor policy changes</li> <li>Establish or discontinue permanent or ad hoc committees or working groups as relevant to program needs</li> <li>Review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessments summarized in the annual MPH Assessment Report from Assessment Committee</li> <li><u>Meeting Frequency</u>: 1x in Fall and 1x Spring, minimum</li> <li><u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>	MPH Program Director: Metz	<ul style="list-style-type: none"> <li>Assessment Coordinator: Baba</li> <li>Community Health (CH) Track Coordinator: Stone</li> <li>Environmental Health (EH) Track Coordinator: Vile (interim 2022-23 while Sunger on leave)</li> <li>Health Care Management (HCM) Track Coordinator: Holt</li> <li>Department Chair: Brenner</li> </ul>
MPH Program Faculty Committee	<ul style="list-style-type: none"> <li>Discuss curriculum, policies, procedures, and current and future direction and needs pertaining to the program</li> <li>Review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessments summarized in the annual MPH Assessment Report</li> <li>Develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat</li> <li>All faculty and the student representative are encouraged to contribute to agenda setting and discussion</li> <li><u>Meeting Frequency</u>: August MPH Retreat; 3 meetings per Fall and 3 meetings per Spring semester</li> <li><u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>	MPH Program Director: Metz	<ul style="list-style-type: none"> <li>All tenure-track or tenured MPH faculty (Baba, Cena, DeJoy, Holt, Knight, Okunna, Sankaran, Stone, Sunger, Tinago, Vile)</li> <li>MPH SAB President Hassan (or student rep)</li> <li>Adjunct faculty with current teaching responsibilities in the MPH program are invited to attend (Makau, Moyebi, Price, Suska)</li> </ul>
Community Health Track Committee	<ul style="list-style-type: none"> <li>Discuss track curriculum, and current and future direction and needs pertaining to the track</li> <li>Review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessments summarized in the annual MPH Assessment Report</li> <li>Develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat</li> <li><u>Meeting Frequency</u>: 1x in Fall and 1x Spring, minimum</li> <li><u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>	CH Track Coordinator: Stone	<ul style="list-style-type: none"> <li>Those tenure-track or tenured MPH faculty with current CH Track Teaching and/or Advising Responsibilities: DeJoy, Metz, Tinago</li> <li>CH Adjunct Faculty or CH CAB member: Price</li> <li>Student rep: Daniel Hofmann</li> </ul>

<b>Committee</b>	<b>General Role</b>	<b>Chair/Co-chairs</b>	<b>Members</b>
Environmental Health Track Committee	<ul style="list-style-type: none"> <li>Discuss track curriculum, and current and future direction and needs pertaining to the track</li> <li>Review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessments summarized in the annual MPH Assessment Report</li> <li>Develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat</li> <li><u>Meeting Frequency</u>: 1x in Fall and 1x Spring, minimum</li> <li><u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>	EH Track Coordinator: Vile (interim for F22-S23 while Sunger on leave)	<ul style="list-style-type: none"> <li>Those tenure-track or tenured MPH faculty with current EH Track Teaching and/or Advising Responsibilities: Cena, Vile</li> <li>EH Adjunct Faculty or EH CAB member: Moyebi</li> </ul>
Health Care Management Track Committee	<ul style="list-style-type: none"> <li>Discuss track curriculum, and current and future direction and needs pertaining to the track</li> <li>Review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessments summarized in the annual MPH Assessment Report</li> <li>Develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat</li> <li><u>Meeting Frequency</u>: 1x in Fall and 1x Spring, minimum</li> <li><u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>	HCM Track Coordinator: Holt	<ul style="list-style-type: none"> <li>Those tenure-track or tenured MPH faculty with current HCM Track Teaching and/or Advising Responsibilities: Knight, Okunna, Sankaran</li> <li>HCM Adjunct Faculty or HCM CAB member: Davidson</li> <li>Student rep: Marguerite Lena</li> </ul>
Core Course Committee	<ul style="list-style-type: none"> <li>Discuss core course curriculum, and current and future direction and needs</li> <li>Review and update core courses/syllabi based on CEPH updates on the core competencies</li> <li>Review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessments summarized in the annual MPH Assessment Report</li> <li>Develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat</li> <li><u>Meeting Frequency</u>: 1x in Fall and 1x Spring, minimum</li> <li><u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>	MPH Core Course Faculty Member: Knight  Co-chair Metz	Lead instructors and/or all faculty teaching a core course: <ul style="list-style-type: none"> <li>Baba (HEA 648)</li> <li>DeJoy (HEA 503)</li> <li>Holt (HEA 516)</li> <li>Knight (HEA 615)</li> <li>Makau (HEA 605)</li> <li>Sankaran (HEA 520, 647 – Interprofessional Practice)</li> <li>Stone (HEA 503, 526)</li> <li>Sunger (ENV 530)</li> <li>Tinago (HEA 632)</li> <li>Student rep: Sara Hassan</li> </ul>



**Table A1-1.** MPH Program Standing and Ad-hoc Committee – 2022-23

Committee	General Role	Chair/Co-chairs	Members
Assessment Committee	<ul style="list-style-type: none"> <li>• Review and update routine assessments based on CEPH needs and for program improvement</li> <li>• Develop and facilitate any focus group or key informant interviews</li> <li>• Compile MPH Student Advisory Board, Community Advisory Board, and other routine assessments in an annual MPH Assessment Report</li> <li>• Circulate the annual MPH Assessment Report to faculty one week prior to August MPH Retreat</li> <li>• Facilitate discussion on the annual MPH Assessment Report findings at the August MPH Retreat</li> <li>• Develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat</li> <li>• <u>Meeting Frequency:</u> 1x in Fall and 1x Spring minimum</li> <li>• <u>Documentation/Reporting:</u> Meeting minutes in MPH D2L</li> </ul>	MPH Assessment Coordinator: Baba	<ul style="list-style-type: none"> <li>• MPH Program Director: Metz</li> <li>• CH rep: Stone</li> <li>• Applied Learning Experience Committee Rep: Stone, Sunger</li> <li>• EH rep: Vile</li> <li>• HCM rep: Holt</li> <li>• Student rep: Ragha Mohan</li> </ul>
Community Service Committee	<ul style="list-style-type: none"> <li>• Discuss goals related to engaging faculty, students, alumni and/or community partners in community service or service-learning opportunities</li> <li>• Review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessments summarized in the annual MPH Assessment Report</li> <li>• Develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat</li> <li>• <u>Meeting Frequency:</u> 1x per academic year, minimum</li> <li>• <u>Documentation/Reporting:</u> Meeting minutes in MPH D2L</li> </ul>	Track Service-Learning Faculty Member: Knight (HCM - HEA 613)	<ul style="list-style-type: none"> <li>• Cena (EH – ENV 524)</li> <li>• Metz (CH - HEA 531)</li> <li>• Student rep: Sara Hassan</li> </ul>
Research Committee	<ul style="list-style-type: none"> <li>• Discuss goals related to engaging faculty, students, alumni and/or community partners in research opportunities</li> <li>• Review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessments summarized in the annual MPH Assessment Report</li> </ul>	MPH Faculty Member: Stone	<ul style="list-style-type: none"> <li>• Stone (CH)</li> <li>• Sunger (EH)</li> <li>• Baba (Core)</li> <li>• Student rep: Sara Hassan, Daniel Hofmann</li> </ul>

Table A1-1. MPH Program Standing and Ad-hoc Committee – 2022-23			
Committee	General Role	Chair/Co-chairs	Members
	<ul style="list-style-type: none"> <li>Develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat</li> <li><u>Meeting Frequency</u>: 1x per academic year, more if needed</li> <li><u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>		
Applied Learning Experience (ALE) Committee	<ul style="list-style-type: none"> <li>Discuss Applied Learning Experience curriculum (inclusive of both HEA 649 and 650, the on-site 200-hr applied practice experience, and the high quality, written integrative learning experience – Major ALE Project Report), and current and future direction and needs pertaining to the experience</li> <li>Connect and develop new community practicum sites, while maintaining with existing sites</li> <li>Review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessments summarized in the annual MPH Assessment Report</li> <li>Develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat</li> <li><u>Meeting Frequency</u>: 1x in Fall and 1x Spring, minimum</li> <li><u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>	ALE Director: Stone	<ul style="list-style-type: none"> <li>CHS Director of Internship &amp; Practicum Experiences: Kienle</li> <li>MPH Program Director: Metz</li> <li>CH Track Rep: Stone</li> <li>EH Track Rep: Cena</li> <li>HCM Track Rep: Holt</li> <li>Student rep: Maddison Scalleat</li> </ul>
Public Health Workforce Development Committee	<ul style="list-style-type: none"> <li>Review and ensure compliance with CEPH Criteria related to the workforce development</li> <li>Reviews alumni/stakeholder survey data or other pertinent data to assist with MPH Community Advisory Board meeting agenda development and workforce development priorities</li> <li>Facilitate a minimum of one MPH Community Advisory Board meeting per academic year</li> <li>Coordinate and facilitate workforce development activities (virtual or in-person)</li> <li>Serve as liaison to regional task forces or professional societies</li> </ul>	MPH Faculty Member: Metz	<ul style="list-style-type: none"> <li>Co-Chair CAB: Dziembowski</li> <li>MPH Program Director: Metz</li> <li>CH Track Rep: Stone</li> <li>EH Track Rep: Vile</li> <li>HCM Track Rep: Holt, Knight</li> </ul>

**Table A1-1. MPH Program Standing and Ad-hoc Committee – 2022-23**

Committee	General Role	Chair/Co-chairs	Members
	<ul style="list-style-type: none"> <li>Develop annual action plan, implement, monitor, and report any related outcomes (including summary of MPH CAB meetings) at the annual August MPH retreat</li> <li><u>Meeting Frequency</u>: 1x in Fall and 1x Spring, minimum</li> <li><u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>		
MPH Community Advisory Board	<ul style="list-style-type: none"> <li>Review the overall MPH Program in terms of community needs and future directions in public health</li> <li>Review and provide feedback of MPH curriculum and accreditation documents for quality improvement purposes</li> <li>Support of workforce development strategies and/or initiatives</li> <li>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, service activities, and continuing education activities</li> <li>Support increasing capacity for workforce development through awareness of regional opportunities for networking and continuing education</li> <li><u>Meeting Frequency</u>: 1x/year, more if needed</li> <li><u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>	MPH Faculty Member and CAB Member Co-Chairs: Metz and Dziembowski	<ul style="list-style-type: none"> <li>Minimum of 3 community members for each track, with at least 1 who is a WCU MPH alum (*)               <ul style="list-style-type: none"> <li>CH: Baysinger*, Casner, Fenoglio*, Kucz*, Lynch*, Morresi*, Price*, Rivello, Waters*</li> <li>EH: Dvornicich, Galliera*, Lander, Werner</li> <li>HCM: Bey*, Blue*, Caruso, Cifarelli*, Mangat*, Suska*</li> </ul> </li> <li>All tenure-track or tenured MPH faculty: Baba, Cena, DeJoy, Holt, Knight, Okunna, Sankaran, Stone, Sunger, Tinago, Vile</li> <li>MPH Program Director: Metz</li> <li>Department of Health Chairperson: Brenner</li> <li>College of Health Sciences Dean, Associate Dean, Director of Internship and Practicum Experiences, and Assistant Director for Graduate Enrollment are also invited to attend</li> <li>MPH Adjunct faculty invited to attend</li> </ul>

**Table A1-1.** MPH Program Standing and Ad-hoc Committee – 2022-23

Committee	General Role	Chair/Co-chairs	Members
MPH Student Advisory Board	<ul style="list-style-type: none"> <li>• Identify MPH program strengths and areas for improvement to then be funneled to the MPH Faculty for discussion/action</li> <li>• Serve as MPH student representative on various MPH committee meetings</li> <li>• Address and advocate for any other needs of the MPH student body (i.e., social, community involvement, career development, etc.)</li> <li>• Summarize program strengths and areas for improvement in a brief end-of-year MPH SAB report and at the last spring semester MPH Program Faculty meeting</li> <li>• <u>Meeting Frequency</u>: 2x in Fall and 2x Spring, minimum</li> <li>• <u>Documentation/Reporting</u>: Meeting minutes</li> </ul>	SAB President: Sara Hassan	<ul style="list-style-type: none"> <li>• Students</li> <li>• Faculty Advisor: Tinago</li> </ul>
Accelerated BS Public Health to MPH Committee (ad hoc)	<ul style="list-style-type: none"> <li>• Facilitate recruitment – speak at undergraduate Public Health Club and a junior-level core course</li> <li>• Facilitate bi-annual virtual orientation</li> <li>• Provide check-ins, support, and mentorship during transition through monthly emails</li> <li>• <u>Meeting Frequency</u>: 1x per academic year, more if needed</li> <li>• <u>Documentation/Reporting</u>: Meeting minutes in MPH D2L</li> </ul>	Faculty Member teaching within BS Public Health and MPH Programs: Knight	<ul style="list-style-type: none"> <li>• Accelerated Program Advisor: Knight</li> <li>• BSPH Program Director DeJoy</li> <li>• MPH Program Director: Metz</li> <li>• Student rep: Maitiya Meadows</li> </ul>

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

a. degree requirements

Degree requirements are guided by CEPH criteria and university requirements. The Executive Committee annually reviews the degree requirements to ensure they meet accreditation criteria, university standards, and the professional needs of public health workforce. Any proposed degree requirement changes are first be discussed in the Executive Committee and forwarded to the MPH Program Faculty for further discussion and action. Any changes to degree requirements must be supported by evidence and are required to be approved by MPH Program Faculty by a majority vote, as noted in bylaws. If degree requirements are voted to be amended, the Executive Committee headed by the MPH Program Director will ensure all amendments are submitted to be reviewed and approved by the Department Chairperson, College Dean, and the university Curriculum and Academic Policy Council (CAPC). Upon approval, the MPH Program Director or designee is responsible for updates to the Graduate Catalog and to the program website and Graduate School marketing materials. The Executive Committee is responsible for monitoring any unintended impact from such change, especially on our students from diverse backgrounds who are BIPOC and/or international students. The MPH Program Faculty voting members include the MPH Program Director, all tenure-track or tenured MPH faculty members, Department of Health Chairperson, and MPH student representative.

b. curriculum design

Curriculum design discussion and decision-making occurs across several committees including Core Course Committee, Track Committees, and Applied Learning Experience Committee. These committees seek feedback from a range of sources including the MPH Community Advisory Board, survey data (workforce, stakeholder, alumni, and student exit surveys), professional associations, and from public health sources and workshops. The goal is to ensure our MPH curriculum including core coursework, track coursework, and practical learning experiences adequately prepare our students as public health professionals while upholding CEPH accreditation criteria and the practice needs of our stakeholders and region.

*Core Course Committee*

Lead instructors of core courses are appointed by the MPH Program Director in consultation with the Department of Health Chairperson while considering multiple factors including faculty member professional experience, academic training, and interest. Lead instructors are responsible for reviewing and revising course syllabi to ensure compliance with CEPH and university requirements; seek continuing education and update course syllabi and relevant course materials, activities, and assignments; ensure continuous improvement by reviewing own student ratings of instructor data and/or annual competency attainment assessment data; review and revise competency key assignment instructions and/or grading rubrics, if appropriate. The Core Course Committee is composed of a core course lead instructor as Chair, core course lead instructors, MPH Program Director, and an MPH student representative.

The Core Course Committee provides the opportunity for core course lead instructors and faculty to discuss the overall core course curriculum and current and future direction and needs; review and update core course syllabi based on CEPH competency updates; review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessment findings summarized in the annual MPH Assessment Report; develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat. This committee also examines the content coverage across core courses. For example, upon hire, the MPH Program Director conducted key informant interviews with alumni Aerielle Waters, MPH, CHES (MPH CAB member; Public Health Program Administrator at the PA Department of Health) and Antar Bush, MPH, MSW (Regional Director of HIV Care & Prevention at The Institute for Family Care in NYC; Public Health Project Coordinator, Global Black Gay Men Connect; Adjunct Professor, Fordham University). Feedback from these interviews (*ERFA3 Key Informant Interviews with Stakeholders*) and a 2020

survey research study examining MPH and MSW professional experiences and workforce training needs inspired additional conversations across multiple committees about how to infuse anti-racist and social justice principles more explicitly across courses (*ERFA 1.2 MPH Professional Experiences Study*). Discussions were held and a Core Course Committee goal for AY 2023-24 is to review core course syllabi and related readings to ensure explicit coverage.

Any changes to add, combine, or remove a core course must be approved by majority vote of this committee and the larger MPH Program Faculty. If the vote is secured, the Core Course Committee chair will ensure all amendments are submitted to be reviewed and approved by the Department Chairperson, College Dean, and the university CAPC. Upon approval, the committee chair will work with the MPH Program Director to ensure amendments are made in the Graduate Catalog, advising sheets, program website, Graduate School marketing materials, and other relevant documents/sites. In addition, the MPH Program Director and Core Course Committee Chair will be responsible for the communication of changes to students, advisors, and the full MPH Program Faculty. The Core Course Committee is responsible for monitoring any unintended impact from such change, especially on our students from diverse backgrounds.

### *Track Course Committees*

Track Coordinators are appointed by the MPH Program Director in consultation with the Department of Health Chairperson while considering multiple factors including faculty member professional experience, academic training, and interest. There is one Track Course Committee per track – Community Health Track Committee, Environmental Health Track Committee, and Health Care Management Track Committee. Track committees are composed of the Track Coordinator, track course lead instructors, one track adjunct faculty member and/or track-specific community advisory board member, and a student representative.

Lead instructors for track courses are appointed by the MPH Program Director in consultation with the Department of Health Chairperson and the Track Coordinator. Under the guidance of the Track Coordinator, lead instructors are responsible for reviewing and revising course syllabi to ensure compliance with CEPH and university requirements; seek continuing education and update course syllabi and relevant course materials, activities, and assignments; ensure continuous improvement by reviewing own student ratings of instructor data and/or annual competency attainment assessment data; review and revise competency key assignment instructions and/or grading rubrics, if appropriate.

The Track Committees provide the opportunity for track course lead instructors and faculty to discuss the overall track curriculum; review professional standards and discuss current and future direction and needs; review and update course syllabi to ensure compliance with CEPH and university requirements; review and address feedback from the MPH Student Advisory Board, Community Advisory Board, and other routine assessment findings summarized in the annual MPH Assessment Report; develop annual action plan, implement, monitor, and report any related outcomes at the annual August MPH retreat.

Any changes to add, combine, or remove a track course must be approved by majority vote of the track committee. If the vote to change the track course curriculum is secured, the Track Committee chair will ensure all amendments are submitted to be reviewed and approved by the MPH Program Director, Department Chairperson, College Dean, and the university Curriculum and Academic Policy Council. Upon approval, the committee chair will work with the MPH Program Director to ensure amendments are made in the Graduate Catalog, advising sheets, program website, Graduate School marketing materials, and other relevant documents/sites. In addition, the MPH Program Director and Track Committee chair will be responsible for the communication of changes to students, advisors, and the full MPH Program Faculty. The Track Committee is responsible for monitoring any unintended impact from such change, especially on our students from diverse backgrounds.

### ***Applied Learning Experience Committee***

The Coordinator of the Applied Learning Experience (ALE) in the MPH Program is appointed by the MPH Program Director in consultation with the Department of Health Chairperson while considering multiple factors including faculty member professional experiences, academic training, and interest. The committee membership includes a representative from each track, the College of Health Sciences Director of Internship & Practicum Experiences, MPH Program Director, any faculty serving as a faculty advisor, and a student representative. The ALE Coordinator serves as Chair of the ALE Committee.

The Applied Learning Experience (ALE) committee is responsible for reviewing the ALE curriculum, inclusive of: (1) 2-course series: HEA 649 Applied Learning Experience I (preparatory 1-credit course) and HEA 650 Applied Learning Experience II (200-hr on-site practicum 3-credit course); and (2) Major ALE Project Report (high quality, written integrative learning experience). The committee is also responsible for: review and revision of course syllabi and ALE guidelines to align with CEPH accreditation criteria and university requirements; assess current and future direction and needs pertaining to the experience; develop new community practicum sites, while maintaining connection with existing sites; collect and compile ALE-specific assessment data (student, site supervisor, faculty advisor) to share in the annual Assessment Report; review and address feedback from Student Advisory Board, Community Advisory Board and other routine assessments; develop annual action plan, implement, monitor, and report any related outcomes in the annual August MPH retreat.

Any major changes to the practicum experience (i.e., ALE) or the written integrative learning experience (i.e., Major Project Report) must be approved by majority vote of the committee. If any changes require approval by the university CAPC, the ALE Committee Chair will ensure all amendments are submitted to be reviewed and approved by the Department Chairperson, College Dean, and the university CAPC. Upon approval, the ALE Committee Chair will work with the MPH Program Director to ensure amendments are made in the Graduate Catalog, advising sheets, program website, Graduate School marketing materials, and other relevant materials. In addition, the MPH Program Director and the ALE Committee Chair will be responsible for the communication of changes to students, advisors, and the full MPH Program Faculty. The committee is responsible for monitoring any unintended impact from such change, especially on our students from diverse backgrounds.

#### **c. student assessment policies and processes**

Headed by the MPH Assessment Coordinator, the Assessment Committee reviews and ensures timely and accurate competency and related assessment data collection. The committee collects, compiles and reviews feedback from a variety of sources to ensure both the explicit and implicit curriculum are effective. The assessments include competency assessment and routine survey assessments (i.e., Exit, Alumni, Faculty Data, Stakeholder). This committee is responsible for compiling data in an Annual Assessment Report to be shared with MPH Program Faculty members one week prior to the August Annual MPH Retreat. The committee facilitates the review and discussion of feedback to inform programmatic goals for improvement. This committee also reviews amended curricular changes and recommends/implements revised assessment procedures to provide continuous quality assurance.

#### **d. admissions policies and/or decisions**

The Executive Committee, led by the MPH Program Director/Graduate Coordinator, is responsible for reviewing and making recommendations regarding admissions policies and procedures, inclusive of the minimum admission requirements. The MPH Program Director and Graduate Coordinator serves on the university's Graduate Council (3 meetings per semester) to remain in compliance of university admissions policy and procedures.

Discussion about admissions policy and procedures as well as recruitment matters occurs in the MPH Executive and/or MPH Program Faculty meetings. Any changes to degree requirements must be approved by majority vote of the MPH Program Faculty as noted in the by-laws. The MPH Program Director and Graduate Coordinator is responsible for consulting with the Graduate School Dean and the College of Health Sciences Assistant Director of Graduate Enrollment if there are any proposed changes to admissions policy. With informal approval of the Graduate Dean, the Executive Committee headed by the MPH Program Director will ensure all amendments are submitted to be reviewed and approved by the Department Chairperson, College Dean, and the university CAPC. Upon approval, the MPH Program Director/Graduate Coordinator is responsible for Graduate Catalog and other pertinent updates to the program website and Graduate School marketing materials. The Executive Committee is responsible for monitoring any unintended impact from such change, especially on our students from diverse backgrounds.

The MPH Program Director/Graduate Coordinator is the main person responsible for prospective student admissions review with support of the Executive Committee members who are MPH Track Coordinators. All prospective students are required to submit the required documents and meet the minimum admission criteria prior to the Graduate School transferring their electronic application to the MPH Program Director and Graduate Coordinator for review and decision. Secondary application reviews are performed by Track Coordinators for any prospective student application with a cumulative GPA under 2.8 or if the MPH Program Director/Graduate Coordinator requests a secondary review.

#### e. faculty recruitment and promotion

**Faculty Recruitment** and hiring policy is outlined in Article 11 *Appointment of Faculty* of our APSCUF Collective Bargaining Agreement (CBA) (*ERFA 1.3 Bylaws-Policy Documents*). Article 11 outlines the role of the department chair, faculty, and the President. WCU takes necessary steps to adhere to the university's Affirmative Action Plan and Diversity/Equity Plans in order to recruit and hire "without regard to race, religion, sex, national origin, ancestry, age, sexual orientation, gender identify, disability, veteran status, or other protected class status." The WCU Affirmative Action/Equal Opportunity Policy (*ERFA 1.3 Bylaws-Policy Documents*) complies with federal and state laws, which include Titles VI-VII of the Civil Rights Act (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 Orders of the Governor of Pennsylvania.

The Department of Health in collaboration with the MPH Program Faculty is responsible for filing vacant faculty and/or staff positions. The Department of Health Chair requests new faculty lines with the Dean of the College of Health Sciences. Upon approval of Provost and President, the department chair appoints one MPH faculty member to serve as the chair of the search committee. Search committee members are appointed by the department chair with thoughtful consideration in composing a search committee of tenure-track or tenured faculty representative of diverse backgrounds.

The WCU Office for Diversity, Equity, and Inclusion (DEI), in conjunction with Human Resources, provides training and consultation for faculty search committees on policy and procedures to actualize affirmative action-equal opportunity in recruitment and hiring. Additionally, best practices pertaining to faculty hiring are shared. The Dean and Associate Dean require a meeting with all search committees with specific activities designed to (1) bring awareness to implicit bias and how to protect against its impact; (2) brainstorm creative recruitment avenues to attract diverse faculty candidates; (3) explicitly insert diversity, equity, and inclusion elements in the job description; and (4) compose more thoughtful interview questions that assess faculty commitment to diversity, equity, and inclusion. The AY 2021-22 Faculty Search Committee for BS Public Health and MPH-Health Care Management faculty member took strong initiative to refine faculty search materials to address DEI more explicitly, which led to a successful diverse hire, Dr. Nene Okunna.

The search committee is responsible for developing and securing approval for the job announcement, diversity recruitment plan, application/interview rating instruments, and proposed timeline (inclusive of



application review, preliminary phone/Zoom interviews, on-campus interviews). The search process includes final candidates to be invited to campus to provide a teaching presentation, research presentation, an interview with the Department of Health faculty, and separate meetings with the Department of Health Chair, College of Health Sciences Dean, and current MPH students. This comprehensive interview process facilitates both candidates and the hosts to interact in an open manner, share information and expectations, and other queries that are common in a job search. The search committee facilitates the process and presents aggregate on-campus interview ratings (teaching presentation, research presentation, and faculty group interview instrument feedback) at a department meeting. Each tenure-track and tenured faculty member votes on acceptance or denial of each candidate and provides a ranking of the candidates they deem acceptable. The majority vote on acceptability and ranking moves to the department chair which is then shared with the college dean. Per procedures, the college dean is responsible for extending offers to viable faculty candidates upon receiving approval from Human Resources.

**Faculty Tenure and Promotion Policy** is outlined in CBA Article 15 *Tenure* and Article 16 *Promotions*. Faculty on tenure-track or who are tenured who wish to go up for promotion select three tenured faculty members to serve as their Department Promotion Committee. Tenured faculty members may be selected from the home department and/or university in consultation with the department chair. An independent and formal recommendation in writing is made by the department committee, department chair, and the college dean. Along with the faculty member's submitted promotion materials, the independent recommendations are reviewed by the university Tenure and Promotion Committee. This university Tenure and Promotion Committee provides their recommendation to the Provost and President. The President makes the final decision and tenure and/or promotion. The CBA policy includes complaint and appeal procedures at all levels.

**f. research and service activities**

The Research and Community Service Committees are responsible for research and service activities within the MPH Program. The primary charge of these committees is to review feedback from multiple sources (such as Student Advisory Board, Community Advisory Board, and special surveys) and create/identify student opportunities for research and service (as part of MPH coursework and outside as supplemental opportunities). Importantly, committee membership includes track faculty and student representation.

Faculty research and service expectations are guided by the CBA in place then and their mutually agreed upon Statement of Expectations signed by the faculty member, department chair, and college dean. The Statement of Expectations outlines responsibilities and workload percentages devoted to the areas of Teaching & Professional Responsibilities, Scholarship, and Service. The department-created/approved Teacher-Scholar Model illustrates the range of scholarship activities and products appropriate to the field, including student-mentorship. Per CBA, faculty are evaluated not only on their teaching performance but also on their accomplishments in both the areas of scholarship and service. The Assessment Committee aggregates faculty accomplishments in these two areas and provides such data back to these committees for review and any subsequent recommendations.

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

The MPH Program adheres to a number of documents that determine the rights and obligations of administrators, faculty, and students in governance of the program. These documents are located in *ERF A1.3. Bylaws-Policy Documents*.

1. MPH Program Bylaws
2. WCU Faculty APSCUF CBA 2019-23
3. WCU Statement of Tenure and Promotion Policies and Procedures
4. WCU Affirmative Action Equal Opportunity Policy + WCU 2021 Affirmative Action Plan Abbreviated
5. WCU Strategic Plan Pathways to Student Success

6. WCU Graduate Catalog 2022-2023 + Requested updates to the Graduate Catalog
7. MPH Student Handbook

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

Table A1-4 denotes 2022 MPH Faculty serving on key governance committees at the university and college level.

<b>Table A1-4. Current MPH Faculty Membership on Campus Governance Committees (WCU &amp; CHS)</b>	
<b>MPH Faculty</b>	<b>University or College (CHS) Committee</b>
Zeinab Baba (CH)	<ul style="list-style-type: none"> <li>• Curriculum and Academic Policies Council (CAPC) (Elected Member)</li> <li>• CAPC Diversity Committee and J-Designation Assessment Committee (Member)</li> <li>• Diversity and Inclusion Strategic Plan Priority Committee, Member</li> <li>• COVID-19 Fall 2020 Transition Team (Invited Member)</li> <li>• COVID-19 D2L Training Module Workgroup (Faculty Advisor)</li> <li>• CHS Global Health Research Team</li> <li>• CHS Clinical Taskforce Committee</li> <li>• CHS Diversity &amp; Inclusion Faculty Learning Community (Co-Leader/Facilitator)</li> </ul>
Lorenzo Cena (EH)	<ul style="list-style-type: none"> <li>• WCU Safety Liaison Officers Committee (Member)</li> <li>• WCU Center for Nano Materials (Treasurer and Secretary)</li> <li>• Environmental Health Student Club (Faculty Advisor)</li> <li>• CHS Faculty Visionary Award Committee (Member)</li> <li>• BS Environmental Health Program (Program Director)</li> </ul>
Sharon DeJoy (CH)	<ul style="list-style-type: none"> <li>• General Education Council (Capstone Director)</li> <li>• BS Public Health Program (Program Director)</li> </ul>
Harry Holt (HCM)	<ul style="list-style-type: none"> <li>• Graduate Council (Member)</li> <li>• Moon Shot for Equity Initiative (Appointed Member)</li> <li>• Tenure and Promotion Committee (TeP) (Elected Member)</li> <li>• Distance Education Advisory Council (Member)</li> <li>• Academic Integrity &amp; Grade Appeal Board (Member)</li> <li>• New Faculty Orientation Committee (Member)</li> <li>• WCU APSCUF Union (Department of Health Representative)</li> <li>• CHS Student Success Committee (Member)</li> </ul>
Erin Knight (HCM)	<ul style="list-style-type: none"> <li>• Accelerated BS Public Health to MPH Program Committee (Chair and Academic Advisor)</li> </ul>
Stacie Metz (CH)	<ul style="list-style-type: none"> <li>• Faculty Senate (Elected At-Large Member, former Secretary in executive board and co-chair of Faculty Welfare Committee)</li> <li>• Graduate Council (Member)</li> <li>• Institutional Review Board (Appointed Member, former Co-Chair)</li> <li>• LGBTQ+ Caucus</li> <li>• Moon Shot for Equity Initiative (Appointed Member)</li> <li>• Faculty Mentoring Program (Mentor)</li> <li>• CHS Interprofessional Education Task Force (Member)</li> </ul>
Gopal Sankaran (HCM)	<ul style="list-style-type: none"> <li>• Curriculum and Academic Policies Council (CAPC) Diverse Communities Handbook Revision Committee (Invited Member)</li> <li>• COVID-19 Fall 2020 Transition Team (Invited Member)</li> <li>• Pandemic Management Team AY2021-22 (Invited Member)</li> <li>• CHS Interprofessional Education Task Force (Member)</li> </ul>

Table A1-4. Current MPH Faculty Membership on Campus Governance Committees (WCU & CHS)	
MPH Faculty	University or College (CHS) Committee
Ramona Stone (CH)	<ul style="list-style-type: none"> <li>• Curriculum and Academic Policies Council (CAPC), Interdisciplinary Subcommittee (Member)</li> <li>• Research and Creative Activity Advisory Board (Member)</li> <li>• REDCap Global Consortium (Collaborator)</li> <li>• Faculty Mentoring Program (Mentor)</li> <li>• CHS Faculty Research, Scholarship, and Creative Activities Committee (Member)</li> </ul>
Neha Sunger (EH)	<ul style="list-style-type: none"> <li>• WCU Assessment Advisory Committee (Elected At-Large Representative)</li> <li>• WCU International Animal Care and Use Committee (Member)</li> <li>• CHS Global Health Research Team (Member)</li> <li>• CHS Student Faculty Research Committee (Member)</li> </ul>
Chiwoneso Tinago (CH)	<ul style="list-style-type: none"> <li>• WCU's Strategic Plan: Pathways to Student Success, Diversity Workgroup (Appointed Member)</li> <li>• New Faculty Orientation Committee (Member, Human Resources Subcommittee Co-Chair, former Roundtable Committee Member)</li> <li>• Ethnic Studies Steering Committee (Invited Member)</li> <li>• Committee for Advising Excellence (Member; Training &amp; Professional Development Subcommittee and Publicity &amp; Events Task Group Member)</li> <li>• Women's Leadership Forum Workgroup (Invited Member)</li> <li>• WCU Faculty Ambassador (Member)</li> <li>• CHS Global Health Research Team (Chair)</li> <li>• CHS International Initiatives Committee (Member)</li> <li>• MPH Student Advisory Board (Faculty Advisor)</li> <li>• Delta Omega Public Health Honorary Society Beta Xi WCU Chapter (Faculty Advisor)</li> </ul>
Melanie Vile (EH)	<ul style="list-style-type: none"> <li>• Curriculum and Academic Policies Council (CAPC) (Interdisciplinary Subcommittee Member)</li> <li>• WCU Sustainability Council (Member)</li> <li>• CHS First Generation College Student Summer Orientation Program (Student &amp; Parent Liaison)</li> </ul>

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

Faculty interactions and dialogue are key to connectedness, transparency, and programmatic quality improvement. Faculty communicate through formal and informal mechanisms. Email and virtual meetings and events are primary means, but faculty have opportunities to meet in-person or at a variety of campus or external professional events. All faculty are invited to bi-weekly department faculty meetings. Examples of programmatic networking events include our Community Advisory Board meetings and end-of-semester MPH Poster Sessions in August, December, and May in which faculty, students, and community partners interact. To increase connectedness during the pandemic, we held virtual water cooler Zooms for staff and faculty. Faculty also attend conferences together including APHA, SOPHE, and PA Public Health Association (*ERF E1.3. PIF and non-PIF Faculty CVs*).

All part-time adjunct practice faculty are encouraged to attend the August Department of Health Adjunct Faculty Orientation/Welcome. This virtual orientation is co-facilitated by the Department Chair and MPH Program Director/Graduate Coordinator. All faculty (tenure-track/tenured and part-time adjunct) are invited to attend bi-weekly Department of Health and monthly MPH Program Faculty meetings as well as other relevant MPH committee meetings and events. The Department and MPH Program meetings have a virtual option in

order promote participation with our part-time practice faculty. Due to non-WCU work responsibilities, part-time practice faculty attendance at scheduled meetings and events is low but with strong exceptions of involvement. In particular, two MPH adjunct faculty members are strongly involved in program committee work, curriculum revisions, and professional/workforce development. Adjunct faculty member and alumni Chrissie Dziembowski serves as co-Chair of both the Public Health Workforce Development Committee and our Community Advisory Board (*ERFA1.5. Committee Meeting Minutes*). She co-facilitates all Community Advisory Board meetings and shares her professional expertise as an active participant in the Community Health break-out discussions which spurred track curriculum revision. Adjunct faculty member and alumni Chesley Price routinely meets with MPH Program Director/Graduate Coordinator (*ERFA3. Key Informant Interviews*) and continues to provide substantive feedback as a Community Advisory Board member in Community Health break-out sessions.

Starting in Fall 2020, Chelsey Price and Dr. Metz created and co-facilitated a CHES exam informational event in November followed by a Spring virtual six-session WCU MPH CHES Exam Study Group for WCU students and alumni. Chesley Price also served as a panelist in Dr. Metz's coordinated joint WCU MPH and PA SOPHE Career Panel 2021 professional development event.

Part-time adjunct faculty meet with the chair of their department evaluation committee (tenure-track or tenured faculty member) and department chair on an annual basis. Classroom observations are conducted on a semester basis by faculty and the department chair. Observation reviews are discussed and are viewed as an opportunity to mutually learn teaching tips and improve student engagement. The department evaluation committee chair meets with adjunct faculty to review annual evaluation materials. The department chair conducts a separate classroom observation and annual performance evaluation, which provides adjunct faculty with the opportunity to discuss their performance and ongoing professional development. Part-time adjunct faculty are oriented to the annual performance evaluation policy and processes including their right to request a different chair of their department evaluation committee.

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

**Strengths:** The MPH Program's strength lies in our prioritized advocacy for student success through our service and governance across critical decision-making committees and entities in the College of Health Sciences and across the university. Our faculty are valued at the university as evidenced by elected and appointed committee work and requests to share our expertise with the university. The MPH Program has effective administrative processes to fulfill its mission, goals, and conditions for accreditation. Program faculty have a range of formal opportunities for providing input into decisions impacting degree requirements, curricula design, student assessment policies and processes, admission policies and/or decisions, faculty recruitment and promotion, and research and service activities. The program encourages all faculty (tenured, tenure-track, and part-time practice adjunct) to interact with each other in formal and informal means as well as collaboratively participate in programmatic decision-making and governance.

**Plans for Improvement:** The MPH Program Director/Graduate Coordinator met with Practice Faculty member Chelsey Price on May 25, 2022 to discuss a plan to better involve our Department of Health part-time adjunct practice faculty. The MPH Program and Chelsey Price both agree that the annual Department of Health Adjunct Faculty Member Orientation & Welcome is a strength (*ERFA1.5 Department of Health Adjunct Orientation*). Both the Chair Dr. Jim Brenner and MPH Program Director/Graduate Coordinator Dr. Stacie Metz facilitate the virtual orientation the week before the Fall semester. This orientation includes discussion on roles and responsibilities, faculty evaluation policy and process, program assessment requirements, procedures and who to contact if student concerns, and Q&A. Adjunct faculty take part in public health workforce, core course and track committee meetings, and in 2021, the MPH Program Director invited all the MPH adjunct faculty (based on her feedback) to attend both the MPH Program Faculty and Community Advisory Board meetings to facilitate collaborative dialogue, promote connectedness, and welcome feedback. Although it was a discussion item at the August 2022 Department of Health Adjunct Faculty

Member Orientation & Welcome, in collaboration with Chelsey Price, we will be sending a REDcap feedback survey in Spring 2023 to Department of Health adjunct faculty (inclusive of MPH non-PIF practice faculty) to assess interest and ways to further engage adjunct faculty members in collaborative research and/or service activities such as semester adjunct faculty meetings. The MPH Program looks forward to identifying new means to engage with part-time practice adjunct faculty who hold an interest in pursuing collaborative professional development opportunities.

### A3. STUDENT ENGAGEMENT

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

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

Student participation in governance at the program level is highly valued by not only MPH program faculty and staff, but also by college and university administration. Aligned with the university strategic plan, student participation is highly encouraged. The WCU Graduate Student Association (GSA) and International Graduate Student Association (IGSA) are governing boards at the university level. In the MPH program, we offer a range of formats to offer feedback to the policy and decision-making process via surveys, interviews, or focus groups with the Student Advisory Board, Program Committees, and Delta Omega Honorary Society.

#### *Student Advisory Board*

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

- (1) to identify MPH program strengths and areas for improvement to then be funneled to the MPH faculty for discussion/action,
- (2) to nominate/elect MPH student representatives to participate in shared governance by participating in MPH Program Faculty meetings, and
- (3) to address any other needs of the MPH student body (i.e., social, community involvement, career development, etc.).

All MPH students are eligible to join, and student leadership is annually elected. Invitations to join the SAB are included in the student welcome orientation, group advising sessions, MPH Student e-announcements, MPH Instagram, and by word of mouth. Meeting announcements are emailed and placed on the WCU MPH Instagram which is maintained by SAB leadership. Since Fall 2020, Dr. Chiwoneso Tinago serves as the SAB faculty advisor. Past SAB meeting minutes and year-end summary reports are available in *ERFA 1.5 MPH Committee Meeting Minutes > Student Advisory Board*, and biographies of the 2021-22 and 2022-23 Executive Board are available for viewing in *ERFA 3 Student Advisory Board*.

The SAB also provides students with the opportunity cultivate their leadership skill set as Executive Board members. Executive Board members have pursued a number of leadership roles. Highlights include:

- Titilayo Adeniran, DrPH(c), MPH, Director of Outcomes & Data Analytics, HSS Education Institute; current DrPH student in Population Health Analytics and Decision Making at Samford University
- Amrit Baral, MBBS, MPH, current PhD student in Epidemiology at the University of Miami
- Alison Casola, PhD, MPH, MCHES, Past President of the APHA Student Assembly, Senior Research Investigator, Department of Family & Community Medicine, Thomas Jefferson University
- Danielle DiGiorgio, MPH, Clinical Research Associate, Janssen Pharmaceutical
- Rashad Freeman, MPH, CHES®, current PhD student in Health Behavior Sciences at Indiana University School of Public Health
- Terry-Ann Lynch, MPH, current DPA student at West Chester University, U.S. Patient Advocacy Lead (w/ health equity focus), Oncology & HIV, Medical Affairs, Merck
- Bonnie McIntosh, MBA, MPH, CHES®, current DHSc student in Leadership in Clinical Practice & education at George Washington University, Assistant Professor & Health Care Management Program Director, University of Rochester
- Sinja Sharma, MPH, CHES®, Health Research Analyst, New Jersey Medical Staffing Agency (currently applying for doctoral programs)

### ***Feedback surveys and focus groups.***

The MPH Program collaborates with the SAB to create relevant current student feedback surveys and focus group questions. Upon hire, Dr. Metz conducted interviews and focus groups with the SAB incoming and outgoing student executive board members in Summer 2020 (*ERFA3 Student Focus Groups*). Student focus groups were held in Fall 2021 on MPH community connectedness and in Spring 2022 on DEI efforts on campus and in the program (*ERFA3. Student Focus Groups*). Our MPH Exit and Alumni surveys are other means by which students and alumni voice their experience. Moreover, students are involved in tenure-track faculty hiring decisions. A teaching presentation is a requirement of the on-campus faculty interview process to assess student engagement, inclusivity, and pedagogical technique. Students attend and provide feedback on faculty candidate teaching presentations which informs departmental decision-making.

Feedback from the SAB is critical to programmatic quality improvement efforts. Upon hire in July 2020, the Program Director/Graduate Coordinator collaboratively worked with the outgoing and incoming SAB Executive Boards to inform an overall programmatic SWOT analysis and a 2-year initial action plan. Their feedback initiated the revision of the Applied Learning Experience (i.e., Applied Practice Experience) and the creation of our MPH Student Professional Development Series (*ERFB2.3*). Examples of events coordinated by the SAB include journal clubs, 5K Run for La Comunidad Hispana, travel to 2019 APHA Conference in Philadelphia, SOPHE Collegiate Champion events, library resource workshop, and student-faculty connection event. The 2022-23 Executive Board coordinated the September 2022 film and panel discussion event with the Chester County Immunization Coalition and MPH alumni Rachel Hahn, Immunization Coalition Coordinator of the PA Chapter of the American Academy of Pediatrics. Additionally, they coordinated and hosted the February 2023 virtual panel discussion event on The Health and Human Rights of Refugees and Immigrants featuring four experts.

### ***Participation on MPH Program Committees***

Shared governance with the student body is valued and encouraged; hence, we work to have student representation on standing committees within the MPH Program as noted in our program bylaws. The call for student representatives to standing committees is shared with the SAB President for their dissemination. In particular, the SAB President (or proxy) attends monthly MPH Program Faculty meetings and is also invited to attend our annual August MPH Program Retreat. The outgoing SAB President provides a year-end report on their work as well as their compiled list of program strengths and areas for improvement. Student representatives are voting members in all committees and collaboratively work with faculty to promote student success, equity, and programmatic quality improvement across committees. We are currently working with the incoming SAB President Sara Hassan on ways to encourage continual student representation on all standing committees.

### ***Delta Omega Honorary Society***

Delta Omega Public Health Honorary Society is the honorary society for graduate studies in public health. The purpose of Delta Omega is to recognize academic merit and sincere commitment to public health work inside and outside of the classroom. For more information about Delta Omega, visit the National Chapter's [website](#). Membership in Delta Omega is by election only. Therefore, students may nominate themselves for an opportunity to be inducted into the society by completing an electronic application. The WCU Chapter (Beta Xi) annually can only induct a select number of graduating students. Only students in the top 20 percent of the graduating class are eligible for membership according to Delta Omega by-laws. Hence, all applicants must have completed a minimum of 35 credits by the end of the semester they are applying and have a minimum cumulative GPA of 3.75 at the time of application. We encourage applications from students from all tracks who meet the guidelines. Calls for application occur in March via *MPH Student Announcement* emails (example in *ERFA3 Delta Omega*). The Beta Xi Chapter Faculty Advisor is Dr. Chiwoneso Tinago.

To promote professional networking opportunities for graduating students, the Beta Xi Chapter created the first Beta Xi Alumni Executive Board in 2021-22 (*ERFA3 Delta Omega*). The Alumni Executive Board reviews all applications to determine which graduating students demonstrate current and/or potential qualities of

outstanding leadership in the field of public health. Students selected are invited to participate in an annual April induction ceremony. In the past the annual induction event was held at our Spring MPH Applied Learning Experience Poster Session. Starting in April 2022, it became its own celebratory induction and networking event for Delta Omega Beta Xi and the Student Advisory Board.

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

**Strength:** A strength of our program is our commitment to consistently seek feedback via multiple formats and to collaboratively engage the student body in shared governance. Our aim is not only to seek programmatic improvements but also to cultivate collaborative leaders across campus and beyond. We consistently have strong student representation and engagement on the MPH Program Committee and many others. Student feedback is vital.

**Weakness:** Although we invite all current students to provide feedback via anonymous surveys and focus groups, only our SAB members have traditionally served on our program committees.

**Plans for Improvement:** During AY2022-23, we are examining ways to elicit participation from non-SAB members to collaboratively participate on MPH Program committees with faculty and staff. Additionally, given the preliminary success of Dr. Metz's piloted virtual service-learning initiative in which students were matched with alumni, the 2022-23 SAB executive board is in discussion about the possibility of creating a structured mentorship program aiming to continue to build student and alumni connectedness and professional networks. For instance, SAB, in collaboration with Dr. Metz and other members of the MPH Executive Committee, will survey students on their perceptions of the initiative (both as a mentee or peer-mentor), on their public health interests, and on their perceived needed supports for moving forward in the program. Upon assessed interest, the proposal is to create a "*Student Mentor Board*" that can coordinate student engagement in matching mentors/mentees and in creating social events. The goal is to match first-year students with second-year students and second-year students with alumni.



## B1. GUIDING STATEMENTS

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

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

The program defines *goals* that describe strategies to accomplish the defined mission. The program defines a statement of *values* that informs stakeholders about its core principles, beliefs, and priorities.

- 1) The program's vision, mission, goals, and values.

### *Vision*

Achieve a just society where health is a human right.

### *Mission*

The MPH program leverages the power of partnerships and engagement in research, education, and service to prepare diverse public health professionals that advocate and promote health, well-being, and human rights for all people.

### *Values*

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

#### **Community Engagement**

We develop mutually beneficial partnerships regionally and globally to facilitate sustainable capacity building and engage community stakeholders in decision making processes.

#### **Diversity and Inclusion**

We commit to and support the diversity and inclusivity of individuals, institutions, and communities. We are working to address historical institutional racism and marginalization through public health efforts.

#### **Human Rights and Justice**

We respect human dignity by promoting human rights for all and addressing social, racial, economic, and environmental injustice in our practice at the behavioral, institutional, and systemic levels.

#### **Interprofessional Collaboration**

We address complex public health issues through ethical and professional practice, compassion, and collaboration with professionals from a range of disciplines.

#### **Lifelong Learning**

We are committed to evidence-based practice, seek opportunities for professional growth, and share our expertise with colleagues and the community.

### *Goals*

To accomplish the MPH Program mission, we collectively monitor Goals and their respective Objectives.

#### **Education Goal**

To prepare diverse graduates with the knowledge and skills to pursue successful careers in the field of public health.

#### **Research Goal**

To model and engage graduate students in research and scholarly activity reflecting the theory and practice of public health.

#### **Service Goal**

To model and engage students in activities which promote and support service to the university, public health profession, and the community.

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

The MPH Program Review and Action Plan 2020-22 is located in *ERFB1.2 Strategic Plan*. This document outlines programmatic changes, SWOT analysis, 2-year goals, and the action plan with outcomes. The MPH Program Review and Action Plan 2023-25 with programmatic changes, SWOT analysis 2-year goals, and action plan is currently under development. The self-study process will help to inform the upcoming action plan.

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

**Strengths:** The program's guiding statements include the required vision, mission, values, and goals and are aligned with the guiding statements of the College of Health Sciences and the university. Faculty, staff, current students, alumni, and community advisory board members participated in the revision of the guiding statements (*see documentation of stakeholder engagement in ERF A1.5 Faculty Interaction > MPH Committee Meeting Minutes and ERF B1.1 Vision Mission Goals Values*). Upon hire as MPH Program Director, Dr. Metz spoke with a range of stakeholders to complete an MPH Program SWOT analysis. This SWOT analysis informed the creation of six goals with a 2-year action plan. The action plan was reassessed in August 2022. This self-study, the subsequent CEPH feedback and site visit, will inform our next set of goals with a 2-year action plan.

**Plans for Improvement:** Informed by the March 2022 student DEI focus group (*ERF A3. Student Focus Groups*) and subsequent MPH Program Faculty meetings (*ERF A1.5 Faculty Interaction*) our next step is to review the explicit curriculum and related material (syllabi, assignment instructions, grading rubrics, class activities, readings, guest lecturers) and ensure that diversity, inclusion, equity, and cultural competence are adequate. This aligns with our vision, mission, values, and goals to prepare students to meet the diverse cultural and linguistic needs in the workplace and to address systemic inequities present in our health care systems and communities. Additionally, we will be engaging in a thoughtful review of our goals related to DEI to ensure the data are utilization-focused and pertinent to especially our BIPOC students and faculty.

## B2. EVALUATION AND QUALITY IMPROVEMENT

The program defines and consistently implements an evaluation plan that fulfills the following functions:

- includes all measures listed in Appendix 1 in these Accreditation Criteria
- provides information that allows the program to determine its effectiveness in advancing its mission and goals (as defined in Criterion B1)
  - Measures must capture all aspects of the unit's mission and goals. In most cases, this will require supplementing the measures captured in Appendix 1 with additional measures that address the unit's unique context.
- defines a process to engage in regular, substantive review of evaluation findings, as well as strategic discussions about their implications
- allows the program to make data-driven quality improvements e.g., in curriculum, student services, advising, faculty functions, research and extramural service, and operations, as appropriate

As required by both CEPH and West Chester University, the MPH program has an Assessment Plan for competency attainment. Before Fall 2019 assessment data was collected only for the 10 core competencies, on a rotating schedule. During the academic year 2018-2019, the 10 core competencies were revised into a set of 22 Foundational Competencies, which were then linked to specific courses and respectively assignments. Later, the MPH track coordinators, together with the faculty who teach track courses, used a similar process to revise the track competencies and the assignments that measure the attainment of track competencies. Beginning with Fall 2019, the assessment data was collected at the end of every semester. Moreover, since Fall 2020, the new assessment committee have made continuous efforts to improve the data collection methodology, so that it meets the university requirements, the CEPH requirements, and our internal decision-making needs for program improvement. To this end, we sought out feedback about the key assignments and course assessment from students, faculty, members of community advisory board, and alumni. The assessment process at WCU is described in the *ERFB2.2 > 4. WCU Assessment Report > MPH Program Assessment at WCU*.

- 1) Present an evaluation plan in the format of Template B2-1 that lists the following for each required element in Appendix 1:
  - a. the specific data source(s) for each listed element (e.g., alumni survey, student database)
  - b. a brief summary of the method of compiling or extracting information from the data source
  - c. the entity or entities (generally a committee or group) responsible for reviewing and discussing each element and recommending needed improvements, when applicable
  - d. the timeline for review (e.g., monthly, at each semester's end, annually in September)

**Table B2-1** Evaluation Plan lists the measures/data items, data sources/data analyses, and the person or committee responsible for the review and/or decision-making responsibility, as relevant to the program evaluation and quality improvement efforts made by our MPH faculty.

### Goal 1

MPH EDUCATION GOAL: To prepare diverse graduates with the knowledge and skills to pursue successful careers in the field of public health.

### Goal 2

MPH RESEARCH GOAL: To model and engage graduate students in research and scholarly activity reflecting the theory and practice of public health.

### Goal 3

MPH SERVICE GOAL: To model and engage students in activities which promote and support service to the university, public health profession, and the community.

<b>Measures</b>	<b>Criteria /Table</b>	<b>Data source &amp; Method of analysis</b>	<b>Review &amp; Decision-Making Responsibility</b>	<b>Goal 1 Measure?</b>	<b>Goal 2 Measure?</b>	<b>Goal 3 Measure?</b>
Student enrollment	<i>Intro-2</i>	Program Director (PD) to request descriptive student enrollment data (total, by track, by demographics) from the Office of Institutional Research	PD DOH Chair, CHS Dean, and Assistant Director (AD) of Graduate Enrollment to review student enrollment on ongoing basis; Program Director to present last year's enrollment data at the annual MPH Program Retreat in August as an ongoing agenda item entitled <i>Enrollment &amp; Matriculation</i>	X		
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) (MPH Education Objective 1.1)	<i>B2-1</i>	PD to request number and percent of newly enrolled students each academic year who met the minimum GPA requirement of 2.8 from the Office of Institutional Research	PD and AD of Graduate Enrollment to review data on ongoing basis; Program Director to present last year's enrollment data at the annual MPH Program Retreat in August as an ongoing agenda item entitled <i>Enrollment &amp; Matriculation</i>	X		
60% of the students accepted into the MPH program will fully matriculate as MPH students (MPH Education Objective 1.2)	<i>B2-1</i>	PD and Assistant Director of Graduate Enrollment to request the number and percent of newly accepted students each academic year who matriculate as MPH student from The Graduate School	PD and AD of Graduate Enrollment to review data on ongoing basis; Program Director to present last year's enrollment data at the annual MPH Program Retreat in August as an ongoing agenda item entitled <i>Enrollment &amp; Matriculation</i>	X		
35% of enrolled MPH students will represent minority population groups (African American, Latino, Native American, Asian/ Pacific Islander or Multiracial) (MPH Education Objective 1.3)	<i>B2-1</i>	PD to request number and percent of newly enrolled students each academic year by race/ethnicity from the Office of Institutional Research	PD and AD of Graduate Enrollment to review data on ongoing basis; Program Director to present last year's enrollment data at the annual MPH Program Retreat in August as an ongoing agenda item entitled <i>Enrollment &amp; Matriculation</i>	X		

<b>Measures</b>	<b>Criteria /Table</b>	<b>Data source &amp; Method of analysis</b>	<b>Review &amp; Decision-Making Responsibility</b>	<b>Goal 1 Measure?</b>	<b>Goal 2 Measure?</b>	<b>Goal 3 Measure?</b>
At least 60% of enrolled MPH students will represent diverse gender identity groups (including CISgender female/woman, genderqueer, gender non-binary, gender fluid, transgender female/woman, transgender male/man, or another gender not listed) (MPH Education Obj. 1.4)	B2-1	PD to request number and percent of newly enrolled students each academic year by gender identity from the Office of Institutional Research	PD and AD of Graduate Enrollment to review data on ongoing basis; PD to present last year's enrollment data at the annual MPH Program Retreat in August as an ongoing agenda item entitled <i>Enrollment &amp; Matriculation</i>	X		
10% of the students enrolled in the MPH Program will represent international population groups (MPH Education Objective 1.5)	B2-1	PD to request number and percent of newly enrolled students each academic year by international student status from the Office of Institutional Research	PD and AD of Graduate Enrollment review data on an ongoing basis. PD presents prior year enrollment data at the annual MPH Program Retreat (August) as an ongoing agenda item entitled <i>Enrollment &amp; Matriculation</i>	X		
80% of MPH students will report very confident/confident in core and track competency preparation in the MPH Exit survey. (MPH Education Objective 4.5)	B2-1	ALE Coordinator to deploy the MPH Exit survey via REDCap to all graduating students, at the end of every spring, summer, and fall semesters.	PD, ALE, Assessment, and track coordinators to review student survey responses and provide summary at faculty retreat in August.  PD and MPH Executive Committee will use student and faculty feedback for program improvement.	X		
At least three specific examples of improvements undertaken in the last three years based on the evaluation plan. At least one of the changes must	B2-2					

Measures	Criteria /Table	Data source & Method of analysis	Review & Decision-Making Responsibility	Goal 1 Measure?	Goal 2 Measure?	Goal 3 Measure?
relate to an area other than the curriculum						
Graduation rates	B3-1	PD to request graduation rates from the Office of Institutional Research; descriptive data presented in table	PD to present data in Annual December CEPH Report; PD will present data in December MPH Program Faculty meeting in an ongoing agenda item entitled <i>Retention</i>	X		
Post-graduation outcomes (e.g., employment, enrollment in further education, most useful skills, etc)	B4-1	<p>MPH Alumni survey, the main data source for these measures, is deployed at the 1-year anniversary. However, post-graduation outcomes are collected using a pre/post/post design: MPH Exit survey (post), Alumni Survey (1-year follow-up); Stakeholder survey (bi-annual follow-up, includes alumni, employers, community).</p> <p>Data extracted from LinkedIn, other social media platforms (Facebook, Instagram), and Google searches. Descriptive data presented in tables.</p> <p>A current &amp; former student database is maintained in REDCap; employment information</p>	<p>PD and Assessment Committee review annual post-graduation outcomes in Spring Assessment Committee meeting</p> <p>Assessment Coordinator &amp; Assessment Committee to present last year's post-graduation data at the annual MPH Program Retreat in August as an ongoing agenda item entitled <i>Assessment</i></p>			

Measures	Criteria /Table	Data source & Method of analysis	Review & Decision-Making Responsibility	Goal 1 Measure?	Goal 2 Measure?	Goal 3 Measure?
		is updated within one year from the latest survey data collection.  We also maintain in REDCap a stakeholder (including employers) database.				
Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations.	B5	Data on self-assessed preparation for post-graduation destinations collected from Exit, Alumni, and Stakeholder Surveys via REDCap; data presented in tables. Data was also collected from alumni during CAB meetings and key informant interviews & informal conversations	PD and PH Workforce Development Committee to review data from alumni on Spring PH Workforce Development Committee meeting; PH Workforce Development Committee to share post-graduation preparation data and facilitate discussion annually at a CAB meeting	X		
Budget table	C1-1					
Student perceptions of faculty availability	C2	Data on number and percent of students strongly agreeing or agreeing that <i>faculty are available</i> are collected via Exit Surveys via REDcap	PD and Assessment Committee to review data on ongoing basis. Assessment Coordinator & Committee present prior year student perceptions of faculty availability from Exit Survey at the MPH Program Retreat in August as an ongoing agenda item entitled <i>Assessment</i>			
Student perceptions of class size & relationship to learning	C2	Data on the number and percent of students strongly agreeing or agreeing that <i>class size is conducive to learning</i> are collected via anonymous current student survey via REDCap	PD and Assessment Committee to review data on ongoing basis; Assessment Coordinator & Assessment Committee to present last year's student perceptions of class size from Exit Survey at the annual MPH Program Retreat as an ongoing agenda <i>Assessment</i> item			

Table B2-1. Evaluation Plan						
Measures	Criteria /Table	Data source & Method of analysis	Review & Decision-Making Responsibility	Goal 1 Measure?	Goal 2 Measure?	Goal 3 Measure?
List of all faculty, which concentrations they support & their FTE allocation to the unit as a whole	C2-1, E1-1, E1-2					
Ratios for student academic advising (all degree levels)	C2-2	Admin Asst. to assess ratios for student academic advising from administrative access to myWCU.	DOH Chair & PD review ratios each summer; PD recommends to Chair; Chair is responsible for amendments to advising load			
Ratios for supervision of MPH Applied Learning Experience	C2-2	Admin Asst. to assess ratios for supervision of MPH Applied Learning Experience (i.e., APE)	ALE Coordinator & PD to review ratios of supervision. PD makes recommendations to DOH Chair. Chair is responsible for amendments to supervision load		X	
Count, FTE (if applicable), and type/categories of staff resources	C3-1					
Faculty participation in activities/resources designed to improve instructional effectiveness	E3	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Assessment Committee and PD to review and recommend any activities /resources to improve instructional effectiveness to MPH Program Faculty as resources/ educational events arise.			
Faculty currency - Faculty who earn professional credentials or certifications maintain with ongoing continuing education	E3	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Assessment Committee and PD to review at the annual MPH retreat. PD talks to faculty who have lapsed credentials or certifications to identify barriers and offer support.	X		
Faculty instructional technique – student satisfaction with instructional quality	E3	Assessment Committee collects Exit Survey responses via REDCap from graduating students in HEA 650 ALE II.	Assessment Committee (inclusive of Assessment Coordinator and Program Director) to review at the annual MPH retreat in August and			



Measures	Criteria /Table	Data source & Method of analysis	Review & Decision-Making Responsibility	Goal 1 Measure?	Goal 2 Measure?	Goal 3 Measure?
		Student satisfaction is measured via six items on a 4-pt Likert scale in the Exit Survey.  Target is 80% or more who strongly agree or agree with the six items across academic years.	recommend any activities/resources to improve instructional effectiveness to MPH Program Faculty as resources/educational events arise.			
Program-level outcomes – faculty use of active learning strategies in the classroom	E3	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Assessment Committee (inclusive of Assessment Coordinator and Program Director) to review at the annual MPH retreat in August and recommend any activities/resources to cultivate additional active learning activities or assessments (in both online and face-to-face courses) to MPH Program Faculty as resources/educational events arise.			
Faculty research/ scholarly activities with connections to instruction	E4	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Research Committee to review in a Fall meeting and recommend any activities/resources/trainings to support faculty and faculty-student collaborative research activities at MPH Program Faculty Meetings.		X	
Faculty participation in research activities	E4-1	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Research Committee to review in a Fall meeting and recommend any activities/resources/trainings to support faculty and faculty-student collaborative research activities at MPH Program Faculty Meetings.		X	
Faculty presentation at professional meetings	E4-1	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Research Committee to review in a Fall meeting and recommend any activities/resources/trainings to support faculty and faculty-student		X	

Table B2-1. Evaluation Plan						
Measures	Criteria /Table	Data source & Method of analysis	Review & Decision-Making Responsibility	Goal 1 Measure?	Goal 2 Measure?	Goal 3 Measure?
			collaborative research activities at MPH Program Faculty Meetings.			
Faculty engagement in community-based research projects	E4-1	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Research Committee to review in a Fall meeting and recommend any activities/resources/trainings to support faculty and faculty-student collaborative research activities at MPH Program Faculty Meetings.		X	
Faculty participation in collaborative research/ evaluation projects with graduate students	E4-1	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Research Committee to review in a Fall meeting and recommend any activities/resources/trainings to support faculty and faculty-student collaborative research activities.		X	
Faculty extramural service activities with connections to instruction	E5	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Community Service Committee to review in a Spring meeting and recommend any activities/resources/trainings to support faculty and faculty-student collaborative service activities at MPH Program Faculty Meetings.			X
Faculty participation in extramural service to the public health profession and/or community at the local, regional, state, national, and/or international level	E5	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Community Service Committee to review in a Spring meeting and recommend any activities/resources/trainings to support faculty and faculty-student collaborative service activities at MPH Program Faculty Meetings.			X
Faculty participation in community-based service projects	E5	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Community Service Committee to review in a Spring meeting and recommend any activities/resources/trainings to support faculty and faculty-student collaborative service activities at MPH Program Faculty Meetings.			

<b>Measures</b>	<b>Criteria /Table</b>	<b>Data source &amp; Method of analysis</b>	<b>Review &amp; Decision-Making Responsibility</b>	<b>Goal 1 Measure?</b>	<b>Goal 2 Measure?</b>	<b>Goal 3 Measure?</b>
Faculty participation in public/private or cross-sector partnerships for engagement and service	E5	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Community Service Committee to review in a Spring meeting and recommend any activities /resources/trainings to support faculty and faculty-student collaborative service activities at MPH Program Faculty Meetings.			
Actionable data (quantitative and/or qualitative) from employers on graduates' preparation for post-graduation destinations	F1	Assessment Coordinator and Assessment Committee to collect data from employers on graduates' preparation for post-graduation destination with Stakeholder Survey via REDCap.	PH Workforce Development Committee to review and recommend any content/ activities/resources /trainings to support faculty at better preparing students for post-MPH employment at MPH Program Meetings.			
Feedback from external stakeholders on changing practice & research needs that might impact unit priorities and/or curricula	F1	Assessment Committee collects data from external stakeholders on changing practice and research needs from Alumni and Stakeholder Surveys via REDCap. Descriptive data presented in tables.  Data also collected from alumni and community partners in CAB meetings and key (or informal) informant interviews.	PD, Executive Committee, PH Workforce Development Committee to review data from alumni and stakeholder surveys in annual MPH retreat in August; PH Workforce Development Committee to share relevant data and facilitate discussion annually at CAB meeting			
Feedback from stakeholders on guiding statements and ongoing self-evaluation data	F1	PD elicits feedback from stakeholders on guiding statements via surveys from students, alumni, and CAB and via discussion in MPH Program and Community Advisory Board meetings.	PD compiles and shares collected stakeholder data on guiding statements with faculty in MPH Program Meetings. Through a collaborative and iterative process, the MPH faculty and student representative revised and approved program guiding statements.			

<b>Measures</b>	<b>Criteria /Table</b>	<b>Data source &amp; Method of analysis</b>	<b>Review &amp; Decision-Making Responsibility</b>	<b>Goal 1 Measure?</b>	<b>Goal 2 Measure?</b>	<b>Goal 3 Measure?</b>
		PD and Executive Committee Members elicited feedback on CEPH Self-Study sections via email/CAB.	Stakeholder review of guiding statements every 5 years (2021, 2026, 2031) to ensure relevancy.			
Professional AND community service activities that students participate in	F2	Assessment Coordinator and Assessment Committee to collect and maintain descriptive listing with Faculty Data Collection Form via REDCap.	Community Service Committee and Student Advisory Board to review in Spring meeting and recommend any activities/resources to support faculty and faculty-student collaborative professional or community service activities at MPH Faculty Meetings.			X
Current educational and professional development needs of self-defined communities of public health workers (individuals not currently enrolled in unit's degree programs)	F3	Assessment Coordinator and Assessment Committee to collect data on current educational and professional development needs in the Alumni Survey and Stakeholder Survey via REDCap. PH Workforce Development Committee and CAB to discuss current workforce needs for educational and professional development.	PH Workforce Development Committee to review in Spring meeting and recommend upcoming educational and professional development trainings. Members to coordinate and facilitate trainings.			X
Continuing education events presented for the external community, with number of non-students, non-faculty attendees per event	F3-1	PH Workforce Development Committee to maintain ongoing list of continuing education events presented for the external community.	PH Workforce Development Committee to review in Spring meeting and recommend external partner/community marketing strategies.			
Quantitative and qualitative information that demonstrates unit's ongoing efforts to increase representation	G1	PD collects qualitative data on ongoing efforts to increase representation and support success of self-defined priority	PD, DOH Chair, MPH faculty and the AD of Graduate Enrollment hold ongoing conversations on ways to increase representation among students and faculty. MPH faculty			

<b>Measures</b>	<b>Criteria /Table</b>	<b>Data source &amp; Method of analysis</b>	<b>Review &amp; Decision-Making Responsibility</b>	<b>Goal 1 Measure?</b>	<b>Goal 2 Measure?</b>	<b>Goal 3 Measure?</b>
and support success of self-defined priority underserved populations—among students AND faculty (and staff if applicable)		underserved populations among students and faculty.	intentionally gain membership on DEI related university committees (e.g., Moon Shot for Equity, Strategic Plan Diversity Committee, etc.) bring ideas to MPH Faculty meetings			
Student AND faculty (staff, if applicable) perceptions of unit's climate regarding diversity & cultural competence	G1	Data on student perceptions of climate regarding diversity & cultural competence collected via Exit Surveys via REDCap, current student survey, and DEI focus group. Faculty discussion on diversity, equity, inclusion, and belongingness (DEI-B) at DOH Faculty Retreat; DEI-B and cultural competence discussed in MPH Program and Core Course committee meetings	PD and Assessment Committee to review data on ongoing basis; Assessment Coordinator & Assessment Committee to present last year's student perceptions at annual MPH Program Retreat and relevant MPH Program/Core Course Committee Meetings	X		
Student satisfaction with academic advising	H1	Data on student satisfaction with academic advising collected via Exit Surveys via REDCap.	PD and Assessment Committee to review data on ongoing basis; Assessment Coordinator & Assessment Committee to present last year's data at annual MPH Program Retreat as an ongoing agenda item entitled <i>Assessment</i>	X		
Student satisfaction with career advising	H2	Data on student satisfaction with academic advising collected via Exit Surveys via REDCap	PD and Assessment Committee to review data on ongoing basis; Assessment Coordinator & Assessment Committee to present last year's data at annual MPH Program Retreat as an ongoing agenda item entitled <i>Assessment</i>	X		

**Table B2-1.** Evaluation Plan

Measures	Criteria /Table	Data source & Method of analysis	Review & Decision-Making Responsibility	Goal 1 Measure?	Goal 2 Measure?	Goal 3 Measure?
Events or services provided to assist with career readiness, job search, enrollment in additional education, etc. for students and alumni	H2	PD collects and maintains listing of professional and career development events and services for students and alumni (maintain list of exemplars)	PD and PH Workforce Development Committee, and Community Advisory Board to review past events/services and/or recommend future events or ideas for service improvements			X
Number of student complaints filed (and info on disposition or progress)	H3	PD collects and maintains listing of student complaints filed (type and outcome)	PD to review and discuss common student complaints with MPH Faculty in the last Spring meeting to brainstorm proactive ways to support students and address concerns before complaints occur.			
Percentage of priority under-represented students (as defined in G1) accepting offers of admission	H4	PD to request number and percent of newly enrolled students each academic year by race/ethnicity from the Office of Institutional Research	PD and AD of Graduate Enrollment to review data on ongoing basis; PD to present last year's enrollment data at the annual MPH Program Retreat in August as an ongoing agenda item entitled <i>Enrollment &amp; Matriculation</i>	X		

- 2) Provide evidence of implementation of the plan described in Template B2-1. Evidence may include reports or data summaries prepared for review, notes from meetings at which results were discussed, etc.

The following documents are available in the *ERF B2-2 Evidence for Evaluation Plan* folder, except as noted. File numbering was used to ensure that they are listed in the same order as below:

1. Documents for the Aug22 Retreat
    1. DOH Values Draft 082522
    1. MPH Program Retreat Minutes 082422
    2. MPH Goals Targets Findings 2019-22
    3. Alumni Data Table Aug22
    3. Alumni Frequencies July22
    4. Exit Data Table July22
    4. Exit Frequencies July22
    4. Exit Survey Data by AY
    5. Stakeholder Frequencies Aug22
  2. Survey Methodology
    - Exit Survey and Exit Survey Methodology
    - Stakeholder Survey and Stakeholder Survey Methodology
    - Note:** Alumni Survey Instrument & Alumni Survey Methodology are in the *ERF B5*.
  3. Survey Results
    - Exit Survey Data
    - Stakeholder Survey Data
    - Note:** Alumni Survey Data results are in the *ERF B5*.
  4. WCU Assessment Report
    - Master Assessment doc Fall19-Sum22
    - MPH Program Assessment at WCU
    - WCU SLO Assessment 2019-2022 (Nuventive)
- Support Letter from MaryEllen Stephens (Recruitment and Marketing Meeting Summary)  
**Note:** MPH Committee Meeting Minutes (*in ERF A1.5*)  
**Note:** Key Informant Interviews with Stakeholders (*in ERF A3*)

- 3) Provide at least three specific examples of improvements undertaken in the last three years based on the evaluation plan in the format of Template B2-2. At least one of the changes must relate to an area other than the curriculum.

Table B2-2 indicates three examples of improvements undertaken in the last three years based on the evaluation plan. Examples 1 and 2 are specific to the explicit curriculum involving data-informed revisions to the MPH Community Health Track curriculum and the Applied Learning Experience & Major Project Report. Example 3 is specific to the professional/career development of students, alumni, and community members.

**Table B2-2.** MPH Program Improvements in AY 2020-22 Based on Evaluation Plan Data

	Measure (Table B2-1) informing the change	Data that indicated improvement was needed	Improvement undertaken*
<p><b>Example 1</b></p>	<p>H2 Student satisfaction with career advising</p>	<p>Feedback from Student Advisory Board members, current students, alumni, and Community Advisory Board members informed subsequent improvements in the area of student satisfaction with career advising.</p> <p>1. Excerpts from interviews on 6/12/20 and 6/18/20 with outgoing 2019-20 SAB members:</p> <ul style="list-style-type: none"> <li>• “LinkedIn to leverage connections”</li> <li>• “Career opps posted by Career Center not specific”</li> <li>• “Include general and track specific professional events”</li> <li>• “Add career planning, how to apply to doctoral programs, collaborate with alumni on programming”</li> </ul> <p>2. Excerpts from 6/16/20 focus group with incoming 2020-21 SAB members (<i>ERF A3. SAB Meeting w Prog Dir June2020</i>):</p> <ul style="list-style-type: none"> <li>• “Need for guest presenters and more internship prep ~ what is out there? Alumni or agencies to present on what they did or are doing?”</li> <li>• “More pointed referrals to career center for help with resumes, cover letters, and mock interviewing”</li> <li>• “Want e-newsletter [with professional info] beyond just the MPH Connections”</li> <li>• “Have career panels”</li> <li>• “Mentorship through professional organizations and networking on social media”</li> </ul> <p>3. Most commonly reported professional and career development themes reported by current MPH students in June 2020 survey (<i>ERF A3. Student Surveys</i>):</p> <ul style="list-style-type: none"> <li>• Navigating the Public Health Job Market and Hiring Process (n=18)</li> <li>• Career Search Tips (n=14)</li> </ul>	<p>1. Dr. Metz created the MPH Professional Development Series with a minimum of 3 events each Fall and each Spring semester. AY2020-21 and subsequent events are compiled in <i>ERF B2.3 Professional Development Event Listing</i>. All efforts were undertaken to invite a diverse range of alumni and community partners.</p> <p>AY2020-21 Events included:</p> <ul style="list-style-type: none"> <li>• How Career Exploration Early in the MPH Program May Assist with Applied Learning Experience Site Selection</li> <li>• Civic Engagement: Social Work &amp; Public Health Perspectives: A Panel Discussion</li> <li>• Navigating the Job Market and Hiring Process during COVID-19 ~ Cover Letter/Resume Writing, Virtual Interviewing, and LinkedIn</li> <li>• Certified Health Education Specialist (CHES®) Info Session and related Study Group Sessions</li> <li>• Career Planning for Public Health International Students: A Panel Discussion</li> <li>• A Call to Serve the Community: PA SOPHE Public Health Career Panel</li> <li>• Current Issues in Aging: What All Public Health &amp; Social Work Professionals Need to Know in the Field</li> <li>• The Plight of Food Insecurity and COVID-19: A Panel Discussion Surrounding Cultural Considerations</li> <li>• Virtual SOPHE Micro-Mentoring Event</li> </ul> <p>2. Dr. Metz expanded the membership of the WCU MPH LinkedIn group to include current students, faculty, partners, site supervisors in addition to alumni (now titled WCU MPH Community LinkedIn). LinkedIn is now</p>



**Table B2-2.** MPH Program Improvements in AY 2020-22 Based on Evaluation Plan Data

	Measure (Table B2-1) informing the change	Data that indicated improvement was needed	Improvement undertaken*
		<ul style="list-style-type: none"> <li>• Pursuing a Job at a Local/State Health Department (n=12)</li> <li>• Alumni Career Panels (n=12)</li> <li>• Applied Learning Experience ~ How Career Exploration Early in the MPH will assist with ALE site selection” (n=12)</li> <li>• Tips on Pursuing a Doctoral Degree or Post-MPH Fellowship (n=12)</li> <li>• Resume and Cover Letter Writing (n=11)</li> <li>• Expectation on the Interview and Interviewing Skills (In-person and Virtual) (n=11)</li> <li>• Professional Networking: Participation in Local Events, Coalitions, and State Professional Associations (n=9)</li> </ul> <p>4. Approximately 69% of graduating students in Assessment Year 1 (Fall 2019-Summer 2020) reported they strongly agreed or agreed that the “Program provided adequate opportunities for career planning” (<i>ERF B.2.2 &gt; 3. Survey Results &gt; Exit Survey Data</i>).</p> <p>5. Compiled Exit Survey data from 2015-2020 included an open-ended question ‘What one change would you suggest to improve the MPH graduate experience?’ (<i>ERF B.2.2 &gt; 3. Survey Results &gt; Exit Survey Data</i>). Excerpts include:</p> <ul style="list-style-type: none"> <li>• “Better networking for jobs post-graduation”</li> <li>• “Availability of more professional networking opportunities and public health firms during graduate career fairs”</li> <li>• “More incorporation of professionalism and employment opportunities”</li> <li>• “More career options workshops on how to find jobs”</li> <li>• “Offer information about PhD programs”</li> </ul>	<p>used as a primary networking tool to connect with alumni, share announcements from alumni and community partners with direct reference to them so students can reach out to network, and to share about professional development events, jobs, internships, fellowships, etc.</p> <p>As a result of these improvements, graduating students increased their agreement (strongly agreed or agreed) with the following Exit Survey item ‘Program provided adequate opportunities for career planning’ from 69% graduating students AY2019-20 to 83% in AY2020-21 to 100% in AY2021-22 (<i>ERF B.2.2 &gt; 3. Survey Results &gt; Exit Survey Data</i>).</p>

**Table B2-2.** MPH Program Improvements in AY 2020-22 Based on Evaluation Plan Data

	Measure (Table B2-1) informing the change	Data that indicated improvement was needed	Improvement undertaken*
		<ul style="list-style-type: none"> <li>• “Offer increased professional networking opportunities”</li> </ul> <p>6. Excerpts from key informant interviews with alumni (<i>ERF A3. Key Informant Stakeholder Interviews</i>) and CAB meetings (<i>ERF A1.5 Faculty Interaction &gt; MPH Committee Minutes &gt; Community Advisory Board</i>)</p> <ul style="list-style-type: none"> <li>• Alumni '08: “recommend career panels specific to earning the doctorate – the process and options afterwards; include international students since additional hurdles”</li> <li>• Alumni '18: “recommend for the MPH improve career development including prof/career development events w alum or community panels – virtual or during class; more use of the alum LinkedIn page – not updated often – open up to students too to help with networking; feature more alum in newsletter to see what people end up doing; group advising sessions good but need more practical career tips and need to share more opps to volunteer, GA, or work with prof society”</li> <li>• Community Advisory Board 11/19/20 meeting minutes on workforce development needs or core skills needed to professionally thrive: “professional networking, seeking training, CHES 101, leadership skills”.</li> </ul>	
<b>Example 2</b>	B2. 80% of MPH students will report very confident /confident in core and track competency preparation per	Due to faculty retirement, in Fall 2020, Dr. Stone assumed the role of the CH track coordinator. During Fall 2020, she taught 2 CH track courses (HEA 543 Transcultural Health, and HEA 645 Global Health). Through this teaching experience and (initially) based on informal feedback from students she realized that the CH track curricula needed an in-depth review. She requested more feedback from the other CH faculty, other MPH faculty, CAB, and Dr. Metz.	<b>Process:</b> CH track coordinator (Stone) met with the MPH director (Metz) and CH faculty (DeJoy, Tinago, Price) to discuss and revise (1) the track competencies to aligned them with the areas of responsibilities for health education specialists; and, (2) the 6 track courses so that they better meet the expectations for CH curricula. During this process we discovered that some of the

**Table B2-2.** MPH Program Improvements in AY 2020-22 Based on Evaluation Plan Data

	Measure (Table B2-1) informing the change	Data that indicated improvement was needed	Improvement undertaken*
	the MPH Exit survey.	<p><b>Issues:</b></p> <ul style="list-style-type: none"> <li>• Students identified duplication of material across CH courses; one course (HEA 543) used the same textbook and an almost identical syllabus to an existing undergraduate course in transcultural health (HEA 110).</li> <li>• Furthermore, upon reviewing the HESPA areas, faculty identified weaknesses such as limited or no focus on health communication, health advocacy, and on technological skills.</li> <li>• All five competencies were linked to 3 of the 6 track courses; no CH competencies were linked to the other 3 courses.</li> <li>• Alumni surveys revealed that former students felt least prepared in using technology tools required / expected in their positions (ex, REDCap, ArcMap).</li> <li>• Next, the MPH Exit survey 2019-2020 data was used to identify program areas that needed to be revised and improved. The proportion of exiting students who were confident/very confident about their preparation on the five community health competencies were the lowest among all tracks, and it ranged from 58.3% (community asset map) to 75% (develop an evaluation plan), to 83.3% on the remaining 3 competencies (design a program implementation plan; prepare a grant proposal; prepare a budget)</li> <li>• <i>“The MPH program should have a better final project and incorporation field work in the community health course. Make the assignments relatable to current public health issues and tailor each course to be taught by someone who has ample knowledge, experiences and ideas-- and evaluate their teaching skills.”</i></li> </ul>	<p>competencies taught in the track courses were not explicitly stated (ex, advocacy), and some areas of responsibility were not explicitly addressed (ex, technologies, health communication).</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• A set of 6 new CH competencies were developed to better align with HESPA areas and with CEPH guidelines.</li> <li>• Each CH track competencies is the focus of a specific CH track course. Each course has a key assignment that measures the key CH competency.</li> <li>• The planning course (HEA 539) integrates technology skills in course lectures and assessment.</li> <li>• The course titles were revisited to better reflect the material taught.</li> <li>• The latest MPH Exit survey shows that compared to 2019-2020, CH students' confidence in their ability to practice track competencies increased significantly: <ul style="list-style-type: none"> <li>✓ Design implementation plans (from 83.3% to 100%)</li> <li>✓ Develop community asset maps (from 58.3% to 78.9%) – <b>not yet met</b></li> <li>✓ Develop evaluation plans (from 75% to 89.5%)</li> <li>✓ Prepare grant proposals (from 83.3% to 94.7%)</li> <li>✓ Prepare budgets (from 83.3% to 89.5%)</li> </ul> </li> </ul>

**Table B2-2.** MPH Program Improvements in AY 2020-22 Based on Evaluation Plan Data

	Measure (Table B2-1) informing the change	Data that indicated improvement was needed	Improvement undertaken*
<p><b>Example 3</b></p>	<p>B5. Actionable data (quantitative and/or qualitative) from recent alumni on their self-assessed preparation for post-graduation destinations</p>	<p><i>Using feedback from the alumni who serve on the community advisory board, informal conversations with students, comments made by students in the 2020-2022 Exit survey (ERFB2.2 Evidence for evaluation plan &gt; 3. Survey Results &gt; Exit Survey Data &gt; 4. MPH Exit Survey 2020-22 Data Table), MPH faculty reviewed and established a task force to revise the Applied Learning Experience courses.</i></p> <p><i>Key issues: Lack of Organization, Poor communication of expectations; confusing informational materials (ex, syllabus), poor orientation and advising on how to search for a placement (Student comments in the MPH Exit Survey available in the ERFB2.2 Evidence for evaluation plan &gt; 3. Survey results &gt; Exit Survey Data &gt; 4. MPH Exit Survey 2020-22 Data Table)</i></p> <p><i>Student comments extracted from the Exit Survey:</i></p> <ul style="list-style-type: none"> <li>• <i>“ALE to be better planned out and explained”</i></li> <li>• <i>“More organization during ALE I and II.”</i></li> <li>• <i>“Clear communication and expectations for the ALE”</i></li> <li>• <i>“Some clarity with the ALE process in the beginning. It is a little confusing in the beginning so starting that conversation and explanation early so that students know exactly what to expect.”</i></li> <li>• <i>“The ALE was confusing to grasp for a new incoming grad student.”</i></li> <li>• <i>“Prep ALE I students even more. Students should learn completely about ALE I &amp; II so they can better prepare themselves for the internship hunt when the time comes.”</i></li> </ul>	<p><b>Process Improvement</b></p> <p>Drs. Stone &amp; Sunger worked together with Ms. Kienle to redesign the ALE process and course requirements. In addition, Dr. Metz made the ALE topic a perpetual item on the required MPH group advising session that is offered at the beginning of every spring and fall semester.</p> <p>ALE I is an orientation/preparatory course. Students are required to develop a professional resume and a generic cover letter that they could later tailor to a specific position/s. At this time, students are asked to revisit and consider the MPH foundational/ core and track competencies and choose 3 and respectively 2 they would want to practice during the ALE 200h internship. Once they decide on the competencies, and identify 1-3 sites, they are asked to fill out a <a href="#">password protected online placement inquiry form</a>.</p> <p>The ALE faculty advisor reviews and approves students' chosen competencies, and provides guidance on assignments intended to prepare the student for their meeting with the site supervisor where they must articulate their major project proposal and describe the associated products in relation to their chosen competencies.</p> <p>All ALE related information is collected in REDCap, so that all ALE instructors, MPH director, track coordinators, and the director of internships have access to placement and competency choices, ALE outcomes, site evaluation completed by student, faculty evaluation of the student, and the student evaluation of the site supervisor.</p>

**Table B2-2.** MPH Program Improvements in AY 2020-22 Based on Evaluation Plan Data

	Measure (Table B2-1) informing the change	Data that indicated improvement was needed	Improvement undertaken*
		<ul style="list-style-type: none"> <li>• <i>“the ALE was confusing. Dr. Stone is doing a great job to correct it. Great person to choose she's too organized for her own good.”</i></li> <li>• <i>“Give full details about ALE from the beginning of the program, so students have plenty of time to figure it out! Some tracks consistently had meetings with their students prior to ALE to give them a better understanding, while other tracks didn't at all.”</i></li> <li>• <i>“I remember when taking ALE 1 I was very confused with the syllabus and what/when things were due. The one change I would suggest would be to redo ALE 1 syllabus to be more clear of the time line and when everything is due.”</i></li> <li>• <i>“Would like to see more discussion around the ALE experience prior to the ALE I starting. I think ALE I and II offer so much to students, but some are unaware of just how much work it will be, how to prepare for it, how to pick a project, etc. While I did very well with my ALE project, I think I would have done even better had there been more direction and discussion prior to my starting.”</i></li> <li>• <i>“More information on ALE I and ALE II early on in the program. I wish I had known more about the fine details when I was in my first semester in the MPH program. I think it would be beneficial for there to be a mandatory advising session specifically dedicated to ALE I and ALE II during students' first semester in the program.”</i></li> </ul>	<p>The centralized data collection includes all ALE information: placement (site name, site location, site supervisor name and contact information), student's chosen competencies, proposed products, major project proposal, cover letter and resume. At the end of ALE II, students upload in REDCap copies of their products, poster, major project report, professional practice activities form, and of the PDF binder.</p> <p>Site supervisors evaluate students via a REDCap survey. Students evaluate their site supervisors. ALE Faculty advisor evaluates the ALE II outcomes as related to the student's chosen competencies.</p> <p>The attainment of the 5 competencies - any combination of 3 foundational &amp; 2 track, selected by each student in consultation with faculty and site supervisor - is reflected in the following five ALE outcomes:</p> <ol style="list-style-type: none"> <li>1. The Major Project (ILE)</li> <li>2. Development of Two Products</li> <li>3. Professional Practice Activities</li> <li>4. The MPH Poster &amp; Poster presentation</li> <li>5. The ALE Professional Binder</li> </ol>

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

**Strengths:** Upon hire in July 2020, Program Director and Graduate Coordinator Dr. Stacie Metz conducted a comprehensive review of previously collected Exit Survey and Alumni Survey data as well as engaged in a number of important conversations with the executive leadership of the Student Advisory Board (AY 2019-20 and incoming AY 2020-21), current students through anonymous surveys, MPH faculty (tenure-track, tenured, and adjunct), the outgoing MPH Program Director Dr. Lynn Carson, and Community Advisory Board members. In addition, Dr. Metz led an IRB-approved public health workforce cross-sectional survey project with collaborators from WCU and Temple University.

Initial stakeholder feedback in Summer 2020 was utilized to develop a 2-year action plan with the following actionable goals (*ERFB1.2 Strategic Plan*).

**All program improvement goals were met.**

1. Review and revise the MPH program guiding statements with stakeholder input by August 2022
2. Coordinate and host three data-informed professional and career development virtual events in both the Fall and Spring semesters
3. Review and revise Applied Learning Experience guidelines and processes by May 2021
4. Review and revise the MPH-Community Health Track competencies and curriculum to align with the National Commission for Health Education Credentialing and the Society for Public Health Education *Health Education Specialist Practice Analysis II 2020* responsibilities and competencies by August 2022
5. Streamline program assessment data collection using REDcap by August 2022
6. Review and update MPH Program website content
7. Recruit tenure-track faculty member(s) using diversity plan to teach in the MPH program with an August 2021 start date (specifically, to teach Policy in Public Health and in the MPH-Health Care Management program)
8. Recruit new Community Advisory Board members especially in the area of Health Care Management by August 2021

As noted earlier, REDCap access allowed us to significantly improve data collection. Dr. Stone worked with CHS Dean to make REDCap available at WCU. REDCap is a user-friendly data collection web software that is widely used in the healthcare industry. It is known for the high level of security and its user-friendly platform. Not only that we are teaching our students how to use REDCap, a skill required by most hiring agencies, but we are using this tool to collect the data we need for quality improvement and program accreditation. In a nutshell, access to REDCap has allowed us to improve our program evaluation and assessment process at a much greater speed than we would have otherwise.

In AY 2021-22, the Assessment Committee completed transition of data collection to REDcap and the committee is now responsible for presenting all assessment data at the August Annual MPH Program Retreat to ensure committees (including our Student Advisory Board) have up-to-date data to better inform their year's work. The annual retreat will also be a place for committees to report out on their meaningful actions in the past year and brainstorm possible new goals. Since 2020, the MPH Program substantially improved the programmatic ability to efficiently collect data from multiple stakeholders, compile, and review for data-informed action. Collaborative data-informed continuous improvements will only improve our ability to prepare diverse professionals to meet the public health needs of the 21<sup>st</sup> century.

### B3. Graduation Rates

The program collects and analyzes graduation rate data for each degree offered (e.g., BS, MPH, MS, PhD, DrPH). The program achieves graduation rates of 70% or greater for bachelor's and master's degrees and 60% or greater for doctoral degrees.

- 1) Graduation rate data for each degree in unit of accreditation. See Template B3-1.

	Cohort of Students	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
2016-17	# Students entered	80					
	# Students withdrew, dropped, etc.	13					
	# Students graduated	3					
	Cumulative graduation rate	3.75%					
2017-18	# Students continuing at beginning of this school year (or # entering for newest cohort)	63	70				
	# Students withdrew, dropped, etc.	8	11				
	# Students graduated	25	2				
	Cumulative graduation rate	35.00%	2.86%				
2018-19	# Students continuing at beginning of this school year (or # entering for newest cohort)	27	57	85			
	# Students withdrew, dropped, etc.	1	2	10			
	# Students graduated	18	24	8			
	Cumulative graduation rate	57.50%	37.14%	9.41%			
2019-20	# Students continuing at beginning of this school year (or # entering for newest cohort)	10	29	67	71		
	# Students withdrew, dropped, etc.	1	4	4	10		
	# Students graduated	7	22	25	3		
	Cumulative graduation rate	66.25%	68.57%	38.82%	4.23%		
2020-21	# Students continuing at beginning of this school year (or # entering for newest cohort)	3	5	36	56	48	
	# Students withdrew, dropped, etc.	0	0	2	1	15	
	# Students graduated	2	5	23	15	2	
	Cumulative graduation rate	68.75%	75.71%	65.88%	25.35%	4.17%	
2021-22	# Students continuing at beginning of this school year	2	3	12	38	31	34

	<b>Cohort of Students</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
	(or # entering for newest cohort)						
	# Students withdrew, dropped, etc.	0	1	4	1	25	0
	# Students graduated	1	3	8	26	6	0
	Cumulative graduation rate	70.00%	80.00%	75.29%	61.97%	16.67%	0.00%

**\*Maximum Time to Graduate: 6 years**

- 2) Data on doctoral student progression in the format of Template B3-2.

*Not applicable*

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

Our program achieved graduation rates of 70% or greater for the cohorts starting in 2016-17, 2017-18, and 2018-19. The 2019-20 cohort is almost at the 70% threshold at this time (62%).

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

**Strengths:** We are committed to eliciting feedback from stakeholders on a routine basis. This stakeholder feedback has been pivotal in implementing several improvements to prepare a diverse public health workforce to meet the complex needs in our region and beyond.

**Weaknesses:** We have not yet examined if our graduation rates differ by demographic such as race/ethnicity, gender, or financial need.

**Plans for improvement:** In AY 2023-24, the MPH Program with assistance of the Office of Institutional Research and the Graduate School will be examining if our program displays graduation rate disparities. Data will be reviewed by the MPH Program Faculty. To develop a broader understanding of the systemic processes and policies that may contribute to such disparities, Dr. Harry Holt and Dr. Stacie Metz were appointed to the WCU Moon Shot for Equity initiative's Retention Grant Working Group to examine systemic ways to better support our diverse students and/or students in financial need and to close the gap in any graduation rate outcomes.



#### B4. Post-Graduation Outcomes

The program collects and analyzes data on graduates' employment or enrollment in further education post-graduation, for each degree offered (e.g., BS, MPH, MS, PhD, DrPH). The program achieves rates of 80% or greater employment or enrollment in further education within the defined time period for each degree.

- 1) Data on post-graduation outcomes (employment or enrollment in further education) for each degree. See Template B4-1.

	2018 Number and percentage	2019 Number and percentage	2020 Number and percentage	2021 Number and percentage
Employed	41 (77.4%)	40 (78.4%)	53 (84.1%)	40 (86.9%)
Continuing education/training (not employed)	0	3	1	1
Not seeking employment or not seeking additional education by choice	0	0	1	0
Actively seeking employment or enrollment in further education	7	6	2	1
Unknown	5	2	6	4
<b>Total graduates (known + unknown)</b>	<b>53</b>	<b>51</b>	<b>63</b>	<b>46</b>

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

**Our rates meet the criterion's expectations.** Speaking to individuals who were actively seeking employment in the public health field, current students, and alumni, the MPH Program Director/Graduate Coordinator assessed the need to expand career and professional development opportunities to better inform students of post-MPH opportunities and build a public health network prior to graduation (see *ERF B1.2. Strategic Plan*).

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

**Strengths:** Southeastern PA's job outlook in the healthcare field is strong, which contributes to positive career outcomes. As of Summer 2020, Dr. Metz has been actively engaging in the WCU MPH Community LinkedIn to develop a stronger professional network for current students, alumni, faculty, and community partners. Through this platform, we share job, internship, & fellowship announcements from working students, alumni, and community partners. We also share alumni accomplishments to build connectedness and encourage networking. The Applied Learning Experience Committee encouraged full student participation in LinkedIn professional networking, to expand their career opportunities, professional network and also assist us in tracking current alumni accomplishments. Prospective students often ask where our alumni are now. To better communicate this information, we used data collected from the Alumni Survey and on LinkedIn to create lists of common job titles and organizations. These post-MPH career opportunity lists are provided on our MPH Program website and used on our marketing materials.

**Plans for Improvement:** We will continue to work with the Career Development Center on programming that is highly relevant to the graduate student population especially for those graduate students with little to no work experience in the field of public health. Additionally, in response to student feedback, Dr. Metz is collaborating with the Career Development Center on a revised *Networking 101 for Graduate Students* career development event for Fall.

## B5. Alumni Perceptions of Curricular Effectiveness

For each degree offered, the program collects information on alumni perceptions of their preparation for the workforce (or for further education, if applicable). Data collection must elicit information on what skills are most useful and applicable in post-graduation destinations, areas in which graduates feel well prepared, and areas in which they would have benefitted from more training or preparation.

The program defines qualitative and/or quantitative methods designed to provide useful information on the issues outlined above. “Useful information” refers to information that provides the unit with a reasonable basis for making curricular and related improvements. Qualitative methods may include focus groups, key informant interviews, etc.

The program documents and regularly examines its methodology, making revisions as necessary, to ensure useful data.

### *Alumni Survey*

The program elicits feedback from MPH alumni and their self-assessment of their preparation for post-graduation destinations, including:

- (1) MPH Alumni Survey (*ERFB5.1 Alumni Perceptions – Survey Data; ERFB5.2 Alumni Survey – Methodology*)
- (2) Conversations with Alumni on our Community Advisory Board or One-on-One with Faculty (*ERF A1.5 MPH Committee Meeting Minutes – Community Advisory Board; and, ERF A3 Faculty Interactions - Stakeholders Interviews*)

As evidenced by the survey codebook, the data collected from alumni includes: employment, perceptions of competency preparation, professional development (certifications, professional associations, continuing education), interest in MPH program involvement, and other open-ended items design to garner **feedback on their personal experience during the program and post-graduation**. The Alumni Survey methodology (*ERF B5.2*) and summary data (*ERFB5.1*).

The revised **alumni survey** was first implemented in September 2021, when **310 graduates from 2016 to 2020** (for whom we had valid personal email addresses) were invited to participate. Then, in September 2022, an additional 46 alumni (2021 graduates) were invited. Of the 46 recent alumni, 34 (73.9%) responded to our invitation, although only 31 (67.4%) provided completed the survey.

We report on data collected from **N=145 alumni** who answered at least some of the questions in the survey; 119 (82% response rate) alumni completed the entire survey. Among the 119, 18 graduated in 2019, 26 graduated in 2020, and 31 graduated in 2021. Alumni surveys are now set to be collected regularly, to allow for timely reviews of the data to inform program quality improvements. The table below shows that the revised survey yields better response compared to the distant cohorts. This may be a result of our efforts to maintain our students and alumni engaged in the program events and in the efforts for quality improvement.

Graduation Year:		2016	2017	2018	2019	2020	2021	Total
Incomplete	N	5	8	5	2	4	3	26
	%	25.0	36.4	25.0	10.0	13.8	8.8	17.9
Complete	N	15	14	15	18	26	31	119
	%	<b>75.0</b>	<b>63.6</b>	<b>75.0</b>	<b>90.0</b>	<b>86.2</b>	<b>91.1</b>	82.1
Total	N	20	22	20	20	29	34	145

Overall, 122 (84.2%) alumni were employed at the time of the survey, 10 (7%) were continuing their education/training, 9 (6.2%) were unemployed but seeking public health work, and 3 (2.1%) were unemployed and not seeking work at the time. 92% worked in the public health field. The four most frequently

reported employment organization types were: Hospital/ Health Care Provider (31.3%), State/ Local Government (17.7%), University employee (12.5%), and Non-Profit/ Foundation/ Association (9.4%). It is noteworthy that 16 recent alumni reported that they were either accepted or enrolled or completed another educational program, and another 58 plan to apply for a post-MPH doctoral or other academic program in the near future. Thirty-three individuals reported public health certifications – CHES or MCHES (23), CPH (5), CIH (1), CIC (1), and REHS (3). Many are members of professional associations including APHA/PPHA, SOPHE, ACHE, and other professional associations.

**1) Summarize the findings of alumni self-assessment of their preparation for post-graduation destinations.**

***Skills alumni find most useful and applicable in post-graduation settings***

From the Alumni Survey, it is apparent that our alumni search for employment positions that allow implementation of competencies in which they feel most confident. To measure our graduating students' *perception of preparation for careers*, we asked them about their postgraduation plans, and about their perceived confidence to practice various professional activities / competencies taught in the program. We used this information to identify our program's immediate student learning outcomes. Students report high levels of confidence (85% or more were confident or very confident) only foundational competencies, including needs assessments, program development, analytical tasks, communication, cultural competence; 82.2% felt confident discussing multiple dimensions of policy-making.

**At 1-year follow-up**, alumni were asked how often do they use the competencies taught in the program (Figure B5-1). Over 80% of the alumni reported "working in interprofessional teams" (F21), "selecting, analyzing and interpreting quantitative and qualitative data" (F2, F3, F4), implementing "communication strategies" (F18, F19), and "applying principles of leadership and governance" (F16). Alumni were asked to comment on their ability to apply skills learned during the program in their daily practices, and to specify what skills and courses are most useful to them in their post-graduation placement/employment.

The **courses and the specific skills** gained during the MPH Program identified to have prepared them best for their current positions (*ERFB5.1 > 4. MPH Alumni Survey Data Table* are:

**(1) Most Useful Skills**

- data management & analysis, data interpretation, writing research papers, grant writing, program planning & evaluation, understanding social determinants of health, cultural competence, leadership

**(2) Most Useful Core Courses:**

- epidemiology, biostatistics, research methods, socio-behavioral aspects of public health, healthcare management, ALE;
- "all research-based courses"; from "most of the courses I was able to take away a different set of skills".

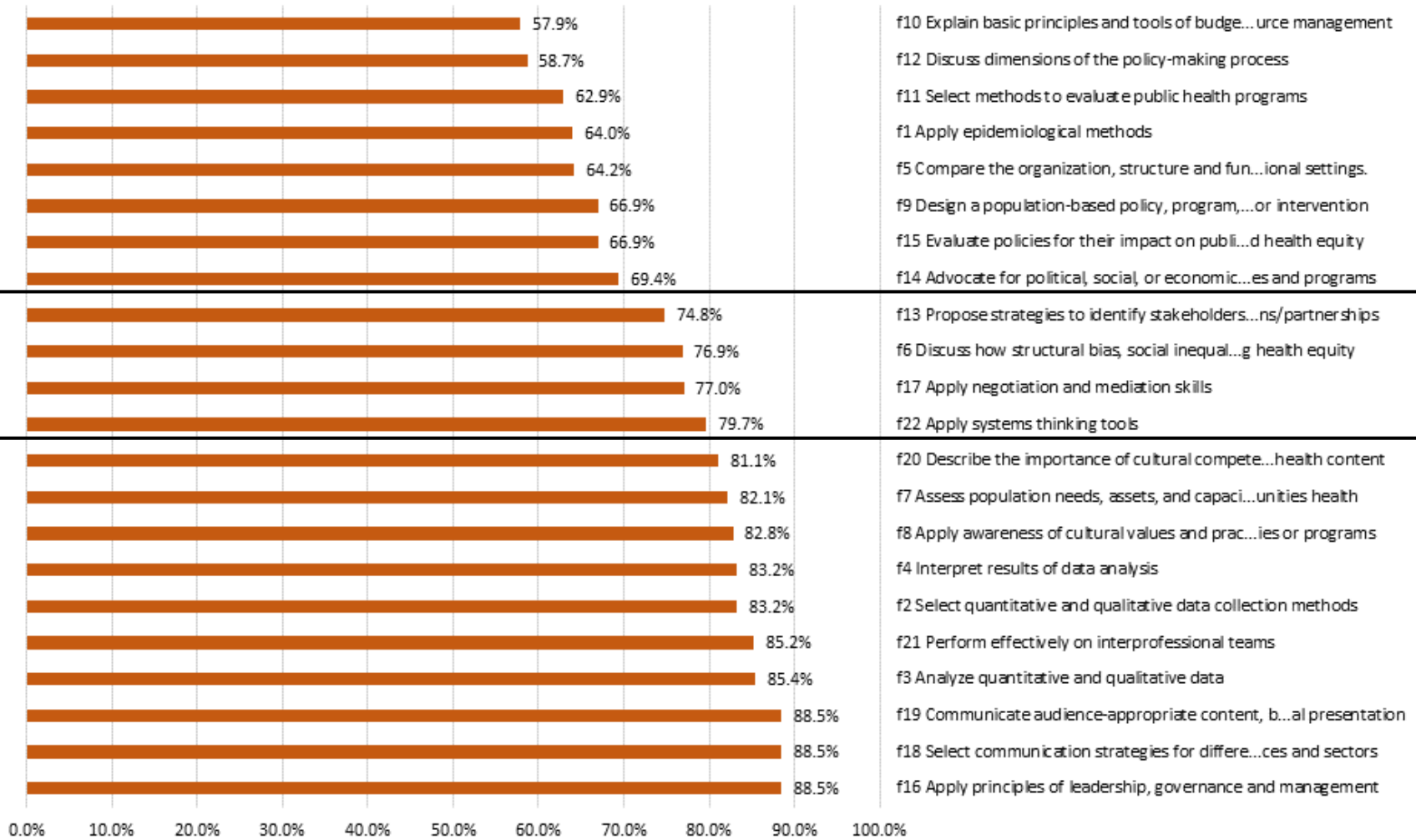
**(3) Most Useful Track Courses**

- CH: needs assessment, program planning, program evaluation, grant writing, global health
- EH: risk assessment, industrial hygiene, toxicology,
- HCM: strategic planning, healthcare finance

*"I feel as though I received a thorough overview of research methods and biostatistics, which enabled me to feel comfortable in an entry-level position where I can build on the skills I've learned. Many of my classes also had a common thread of learning to be culturally competent which has been huge for me, considering I interview many different types of people of all races and ethnicities."*

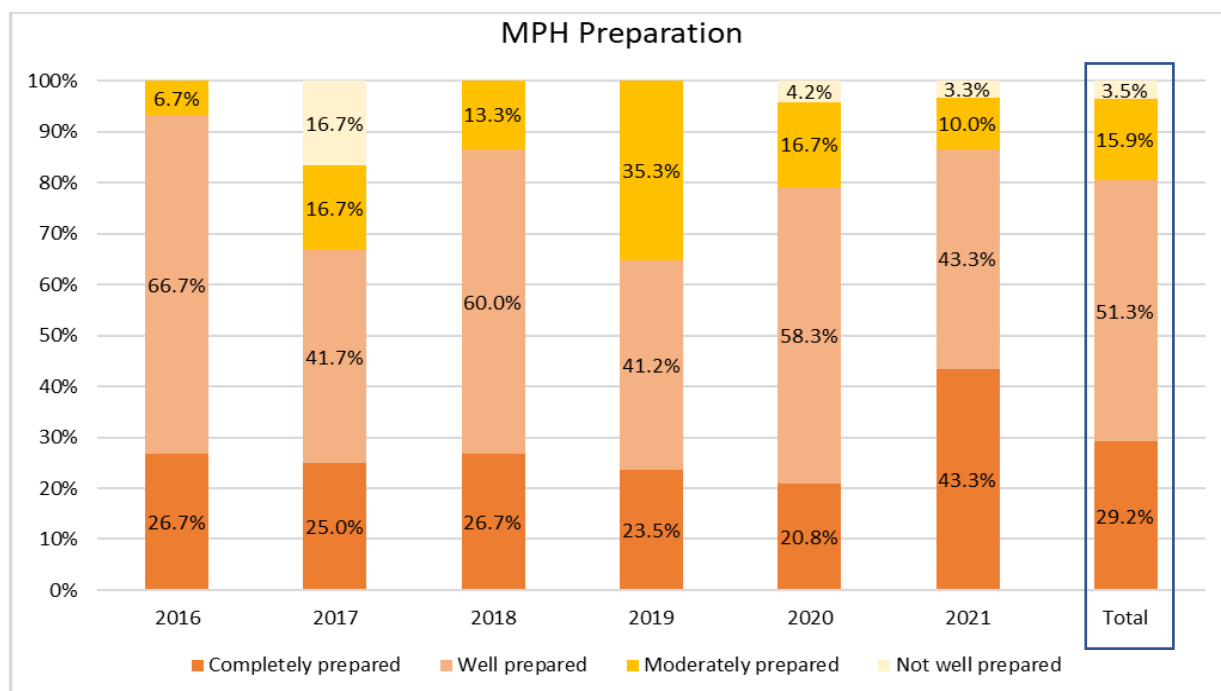
*"I feel that courses in grant management, program planning, and program evaluation most directly led to my preparation and ability to obtain and promote in my field."*

### Competencies used sometimes/regularly in current position (%)



### *Areas in which graduates feel that the program prepared them well*

We asked our alumni “*How well did WCU MPH program prepare you to adequately perform in your daily professional practice?*” Of the 113 alumni who answered the question about how well did the MPH program prepare them for professional practice, **80.5% were well or completely prepared**, another 15.9% were moderately prepared, while 3.5% were not well prepared. The longitudinal data shows a significant improvement in the graduating cohort of 2021, as a result of the program changes implemented since Fall 2019. Note that 43.3% of the 2021 alumni felt completely prepared, as compared to below 30% in the prior cohorts.



Alumni who serve on our Community Advisory Board (CAB) or others who spoke with the faculty shared their post-MPH experience. They assessed the skills and competencies learned during the program that were critical to their success in the field. At virtual professional development events, alumni panelists encouraged the students in attendance to get involved in faculty research, grant writing, or project management since most public health positions require a blend of analytical, professional writing/communication, and organizational skills.

Using another open question, we asked the alumni: “*In what single way did the MPH program at WCU prepare you for practice?*”

The **top three areas** in which our program prepares students well, as noted in their comments, are (1) analytical and critical thinking skills, (2) leadership skills, and (3) communication skills.

#### **(1) Analytical and critical thinking skills**

*“As the lead for the community health needs assessment for the county, I used a variety of skills such as quantitative and qualitative data gathering and analysis, focus groups, working with stakeholders, assessing the needs, and writing the report. I am happy to share my experiences in a newsletter.”*

*“Creating an algorithm to evaluate the post-acute network. This involved obtaining data from CMS and internal sources; selecting data that is most important when evaluating a skilled nursing facility for high*

quality; analyzing and evaluating the results to ensure they 'made sense'; deployment of algorithm to Post-acute Liaison for distribution to owned hospitals to help patients make an informed decision about their care. The goal was to have patients go to higher quality SNFs in order to reduce spend[ing], readmissions, and length of stay.”

“My current position at Villanova involves collecting both quantitative and qualitative data through performing structured interviews with study participants to be analyzed at the study end. Evidence-based public health skills are a part of my everyday job.”

“My training in public health taught me to think critically and communicate with diverse audiences. I use those skills every day when I help disseminate regulatory information and make appropriate recommendations to local organizations and the public.”

“Courses, mainly biostatistics, research methods and epidemiology prepared me to succeed in my job as a Disease Investigation Specialist at Chester County Health Department. Knowledge and skills on epidemiology study designs, calculating measures of effect, outbreak investigation, data analysis, and health research fundamentals were key to the successful day to day job responsibilities.”

## **(2) Leadership skills**

“After graduation, I felt more prepared to take on a leadership role because I had gained skills to help assess the needs in my community and to set measurable and attainable goals.”

“As a manager for a Home Health Care, I had to apply some form leadership/management skills and also develop strategies to meet different audiences”

“In day-to-day operations I interact with all types of professions and hit most of the skill listed from a daily occurrence to possible specific occurrence for a situation. Currently, I am interacting with emergency managers/planners, warehousing staff, agricultural staff and senior leadership from various departments in regard to COVID PPE operations in the Commonwealth. Militarily, I have dealt with numerous backgrounds and leadership across the Air Force when interacting with them related to operations while providing guidance and leadership related to Public Health's mission.”

“I've driven a network-wide Quality Improvement project on colorectal cancer screening at an organization of five community health centers. I've utilized project management and leadership in health care from my MPH experience at WCU to make this happen”

“I have partnered with local non-profits and providers to develop a Street Medicine program in Pottstown. This program works to bring healthcare to individuals experiencing homelessness, wherever they may reside. It could be a tent in the woods, at a soup kitchen or under a bridge. This program combines the knowledge and skill set of each class I took during the MPH program. We needed strong partnerships and collaboration from four organizations to get this program off the ground. It took time to plan and learn how to adapt traditional healthcare to meet the needs of those experiencing homelessness. Everything in the medical field had to be adapted to fit the needs of this community. We also had to think about how to measure the program's success through evaluation. And lastly, work to develop a funding plan for continued program sustainability.”

## **(3) Communication skills**

“In COVID-related communications, particularly at the start of the pandemic, I had to tailor messaging to different audiences and find the most effective means and message content through conducting focus groups, reviewing research and best practices, and collaborating with stakeholders to produce effective prevention and health promoting messages. “

"I have been working on a Federal Grant that provided our company with 50 Fitbits to distribute to minority women with hypertension within our patient base. I developed multilingual tools for a seamless intake, monthly follow-up, and determined the data to be collected to show the review board that the program was beneficial to the target patient base."

"The MPH program helped prepare me to be an effective communicator. Juggling 2 jobs and a graduate assistantship while enrolled full-time, wasn't typically easy, but worth it. This managed to teach me time management skills as well as problem solving skills as things came up in my life. I am very thankful for the flexibility the MPH program provided me with to allow me to work various jobs during my education."

"The MPH program affirmed the foundation needed for public health and health administration. I have to present data frequently, and the program strengthened my ability to communicate the data"

"The MPH program at WCU prepare me for practice by educating me on the importance of communicating public health contents to meet different sectors of the community".

"Understanding where to find health information and presenting information in different ways depending on the audience."

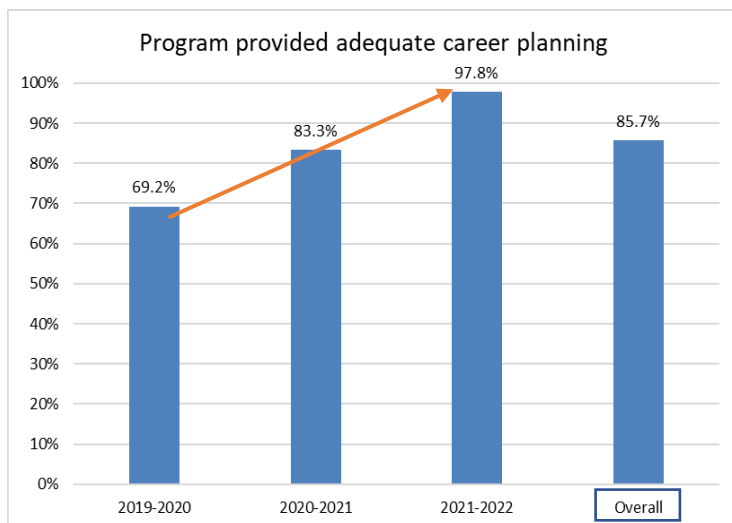
### ***Areas in which graduates think they could have benefited from more training or preparation during the MPH program***

The top areas of improvement identified by our alumni, one-year after graduation, are:

#### **(1) Career Planning/Advising**

Alumni were not asked about areas in which they could have benefited from more training, but many have offered this information in the open comments' fields. Nevertheless, the alumni felt they could have benefited from a formalized career planning advising. At WCU student advising is part of the faculty teaching responsibility, and thus, advising is woven across the curriculum. Yet, among the 2019-2020 cohort, only 69.2% of the graduates agreed or strongly agreed that our MPH program provided adequate opportunities for advising on career planning. The new leadership made concerted efforts to include career planning with academic advising. Moreover, faculty are more intentional about linking the skills they teach with examples of careers where those skills are essential or relevant.

This effort led to a **substantial increase in students' perception of career planning support**. As shown in the



graph on left, the proportion of students satisfied/very satisfied with advising on career planning received from the MPH faculty increased from 69.2% (2019-2020), to 83.3% (2020-2021), and to 97.8% (2021-2022).

In addition, the alumni survey comments on continuing education include needs such as:

*"Life after graduation; transitioning into a professional setting", "Finding opportunities for growth in your public health career outside of your current job, networking with other alumni"* (ERFB5.1 > 4. MPH Survey Data Table pg14).

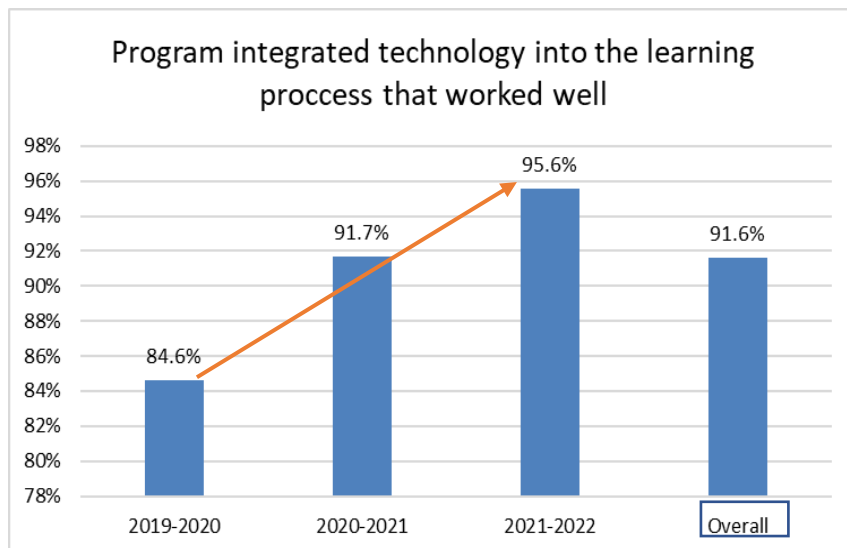
## (2) Cultural Competency

During one-on-one conversations, two MPH alumni (2015 and respectively 2017) encouraged more intentional incorporation of cultural competency and technology across the course content, readings, and assignments, and the recruitment of diverse faculty who can expose students to a broader range of vulnerable populations. During the Community Advisory Board (CAB) meetings, alumni shared their expertise in the review and revision of the Community Health track competencies, key assignments, and course content to better prepare the students for community health specialist positions. The emphasis was placed on advocacy, cultural competency, and strategic communication. Community health alumni noted the need for additional preparation in health communication, nonprofit organizational, technology, and networking skills. Alumni survey comments on continuing education needs include: “social determinants of health”, “health equity”, “interracial health disparities”, “collective impact, coalition building”, “advocacy” (ERFB5.1 > 4. MPH Alumni Survey Data Table pg13).

## (3) Analytical and Technology Skills

As noted above, during the community advisory board meeting alumni recommended and agreed on the need to incorporate greater use of technology in the curriculum, and a stronger emphasis on analytical skills. “WCU needs more classes that emphasize hard skills. Epidemiology, Biostatistics, and GIS were my favorite and most useful classes. More classes like these would add much value to students in the job market.” (ERFB5.1 > 4. MPH Survey Data Table pg14).

To meet the need for better analytical and technology skills, (1) faculty are engaging students in their research; (2) the key assignment in biostatistics is a secondary data analysis project using the structure of a peer-reviewed article; (3) all students are introduced to REDCap online survey data collection tool by faculty who teach research methods, biostatistics, ALE, and community health track courses; (4) students are required to use EndNote or Zotero reference software by most faculty.



Community health students are also introduced to the GIS/ArcMap, a widely used mapping software, in their planning course. The most recent MPH exit survey data shows a significant improvement in this area. Moreover, the alumni survey comments on continuing education needs include: “SQL, coding with public health, GIS, REDCap, R”, “Data and analytics”, “project management, budget management”, “grant writing”, “current drug trends, vaccine related programming”, “Information systems and methods for data management. Organization/operational efficiency”. (ERFB5.1 > 4. MPH Alumni Survey Data Table pg14).



**Provide full documentation of the methodology and findings from quantitative and/or qualitative data collection.**

The survey results are shared with the MPH Program faculty and are designed to be used to inform track coordination, curriculum, and program improvement. Documentation of mixed methods data and of Survey results are located in the following folders:

- (1) MPH Alumni Survey results are in the data table of *ERFB5.1 Alumni Perceptions*. The survey methodology is in the *ERFB5.2 Alumni Survey Methodology*.
  - (2) Conversations with Alumni on our Community Advisory Board or One-on-One with Faculty (*ERFA3 MPH Committee Meeting Minutes – Community Advisory Board* and *ERFA3 Key Informant Interviews with Stakeholders*)
  - (3) Exit Survey Results (*4.MPH Exit Survey 2020-22 Results.docx* located in the *ERFB2.2 Evidence for Evaluation Plan > 3. Survey Results > Exit Survey Data*).
  - (4) Stakeholder Survey Results (*ERFB2.2 Evidence for Evaluation Plan > 3. Survey Results > Stakeholder Survey Data > 4.MPH Stakeholder Results*)
  - (5) The Exit and Stakeholder Surveys Methodology are available in the *ERFB2.2 Evidence for Evaluation Plan > 2. Survey Methodology*).
- 2) **If applicable, assess strengths and weaknesses related to this criterion and plans for improvement in this area.**

**Strengths:** We seek ongoing alumni feedback on program improvement, on latest developments related to professional preparation for a range of public health careers. Our alumni feedback was critical in the review of the MPH-Community Health track curriculum which led to curricular modifications approved by the campus curriculum committee, CAPC. The alumni examples of competency application assist us in providing application-oriented class activities and assignments that will hold direct relevance to the field. In the past two years, we improved our process for collecting, analyzing, and interpreting data to be used to inform explicit and implicit curriculum revisions.

**Plan for Improvement:** Collected alumni data and site visit feedback will be used to develop our priorities for our 2023-25 Strategic Plan.

## C1. FISCAL RESOURCES

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

- 1) Describe the program's budget processes, including all sources of funding. This description addresses the following, as applicable:
  - a) Briefly describe how the program pays for faculty salaries. If this varies by individual or appointment type, indicate this and provide examples. If faculty salaries are paid by an entity other than the program (such as a department or college), explain.

Faculty salaries are paid out of the College of Health Sciences budget. Upon hire, initial salary is set by the College of Health Sciences Dean. Salary and steps according to level (Assistant Professor, Associate Professor, and Professor) are available through the APSCUF Collective Bargaining Agreement (CAB), available online on the PASSHE portal:

[https://www.passhe.edu/inside/HR/LR/Documents/APSCUF\\_July2019-June2023.pdf](https://www.passhe.edu/inside/HR/LR/Documents/APSCUF_July2019-June2023.pdf).

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

The MPH Program Director works closely with the Department Chair to identify faculty needs for the MPH Program as well as the entire Department. The Department Chair formally submits a request for a tenure-track faculty line with the College of Health Sciences Dean. The variables considered include the MPH courses that need a faculty hire as well as faculty expertise needs. There are also institutional and Collective Bargaining Agreements (CBA) that need to be met such as staying under the 25% (temporary faculty hires) clause. WCU temporary faculty cannot exceed 25% FTE (full-time equivalent) workload. Once a rationale is determined, the proposal is then forwarded to the Provost's Office for review and decision. If it is determined that the program needs additional staff, those needs are discussed with the College of Health Sciences Dean. The Dean then requests funding from the Provost's Office. If funding for a new, temporary position is written into a grant, paperwork is circulated and the grant is charged for the position's salary or wages, and benefits.

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

From the Provost level, colleges and departments are given a base operating budget reflecting full-time faculty complement, historical budget needs, and any special needs (e.g., laboratory support). The department budget is then augmented from the Provost's Office via the Dean's Office with funding from a special educational services fee collected from all students in support of educational materials and equipment. Allocations are based on need and credit hour production of the department. Other funds come into the department from other special allocations from the Dean, Provost, or President and typically for special projects, to address one-time needs such as managing large item equipment purchases, compensation for faculty overloads, accreditation fees, etc.

The Department of Health Chair directly manages the general operating budget, the separate educational services fee allocation and any other special or restricted funds received from Dean, Provost, or President. Specifically, the operational costs include: Phone line/ faculty member; paper and other office supplies; environmental health lab maintenance; instructional support; student professional development support; MPH

SAB support; PA Public Health Association (PPHA) membership; Constant Contact annual contract costs. If needs arise for which there are no dedicated funds, the Chair will carry the request to the Dean for support.

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

With application of the values of student-centeredness, inclusivity, and consistency, the Department of Health Scholarship Committee (members: MPH Faculty Dr. Harry Holt, Assistant Chair Dr. Whitney Katirai, and Dr. Heather Edelblute) reviews scholarship and requests for student support and provides recommendation to Department Chair. The Department Chair may request additional funds from the College of Health Sciences Dean. Recently, we have learned that our department has a small fund of almost ten thousand dollars; we are using these money to fund students' applications for fellowships, and for travel to conferences where they present a poster or a paper.

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

All new tenure-track faculty are provided \$6,000 in professional development funds to be used by the end of the second year of their appointment to the university. All other tenure-track or tenured faculty are provided \$1,200-\$1,500 in professional development funds to be used by the end of each fiscal year.

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

The MPH Program faculty requests additional funding for operational costs, student support, or faculty development expenses by submitting any request to the Department of Health Chair. The MPH Program Director, College of Health Sciences Dean, and/or Department of Health Scholarship Committee may be consulted. The Department Chair is responsible for oversight of the Department budget and if the request is not able to be fulfilled, they will forward the request, if appropriate, to the College of Health Sciences Dean. The Department of Health is annually provided an operating budget, as well as an annual professional development allotment per regular faculty member (\$1,200 - \$1,500 per year). Additional faculty development funds are available through the Provost Research Grant program and the PASSHE Faculty Professional Development Council Annual Grant program.

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

Internal budgets are based on the need of the program. This includes faculty salaries to teach the program's classes, as well as operating budgets to cover the costs of supplies, equipment, and services. The budget is not tied to student tuition. If additional needs arise, they can be presented during the faculty hiring process for personnel, or through a critical needs request at the university. As mentioned previously, each faculty member is provided with startup funds upon their hire, and then given faculty development funds annually after their startup period has ended.

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

Indirect costs (IDC) associated with grants are partially returned to the department and faculty members leading the grant. The faculty member identified as the Principal Investigator (PI) receives 15% of indirect costs charged to the grant in their own cost center. The PI is the approver and signing authority over the cost

center. Additionally, the department receives 10% of indirect costs charged to the grant. The department chair is the approver and signing authority over the department IDC cost center. Indirect costs can be used for a wide variety of program needs, including, but not limited to: supporting faculty development, student success needs, and as bridge funding for research.

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

*Not applicable*

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

Chart C1-2 is provided below.

	Year1 AY2017-18	Year 2 AY2018-19	Year 3 AY2019-20	Year 4 AY2020-21	Year 5 AY2021-22
<b>Source of Funds</b>					
Tuition & Fees	\$1,862,655	\$1,652,094	\$1,652,094	\$1,202,121	\$1,183,150
University Funds	NA	NA	\$12,000	NA	\$1,498
Grants/Contracts	\$44,917	\$114,920	\$114,920	\$105,353	\$50,962
Indirect Cost Recovery	NA	NA	\$433	\$914	\$891
Other (Funded GA positions – tuition & stipend)	\$131,900	\$131,900	\$131,900	\$92,112	\$87,264
Other (Educational Services)	NA	NA	\$2,824	\$494	\$720
<b>Total</b>	<b>\$2,039,472</b>	<b>\$1,898,914</b>	<b>\$1,914,171</b>	<b>\$1,400,995</b>	<b>\$1,324,486</b>
<b>Expenditures</b>					
Faculty Salaries & Benefits	\$2,549,205	\$2,184,415	\$2,670,992	\$2,769,292	\$2,512,327
Staff Salaries & Benefits	\$489,652	\$576,881	\$653,020	\$659,455	\$704,571
Operations	\$34,000	\$18,000	\$0	\$0	\$2,078
Travel	\$16,000	\$27,000	\$0	\$0	\$1,212
Student Support	\$19,189	NA	NA	NA	NA
<b>Total</b>	<b>\$3,108,046</b>	<b>\$2,806,296</b>	<b>\$3,324,012</b>	<b>\$3,428,012</b>	<b>\$3,220,188</b>

\* If an immediate need arises for additional program expenses beyond available funding, the Dean of the College of Health Sciences can supplement the program/department budget with one-time funding. If the Dean does not have funds available, the Provost's Office can also provide discretionary dollars to supplement the budget.

\* Large fluctuations may be result of large expenses such as equipment and repairs and maintenance. Additionally, grant funding may cause fluctuations. A grant that has ended will cause an overall lower swing in expenses, while newly funded grants will often cause a spike in funding. Educational services and student support are often sufficiently provided for within the existing budget.

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

*Not applicable*

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

**Strengths:** Fiscal resources are adequate to fulfill our mission and goals and sustain all core functions. The procedure to request additional funds from the Dean's Office is clear, transparent, and fair.

## C2. FACULTY RESOURCES

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

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

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

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

Table C2-1 highlights our program's instructional faculty resources. All Primary Instructional Faculty work full-time, are tenure-track or tenured, and teach a minimum of one track-specific MPH course. Three of our full-time tenured MPH faculty are designated as 1.0 FTE within the MPH Program (Drs. Holt, Metz, and Stone). Other full-time tenure-track or tenured faculty range between 0.25 to 0.50 with instructional and other MPH responsibilities. We have the minimum of three primary instructional faculty (PIFs) for each concentration.

Table C2-1. Instructional Faculty Resources				
	FIRST DEGREE LEVEL			ADDITIONAL FACULTY <sup>+</sup>
CONCENTRATION	PIF 1*	PIF 2*	FACULTY 3 <sup>^</sup>	
Community Health MPH	Ramona Stone 1.0	Stacie Metz 1.0	Chiwoneso Tinago 0.50	Sharon DeJoy 0.25 Chelsey Price 0.25 Zeinab Baba 0.25 PIF: 3 Non-PIF: 3
Environmental Health MPH	Melanie Vile 0.50	Lorenzo Cena 0.50	Neha Sunger 0.50	Omosehin Moyebi 0.25 PIF: 3 Non-PIF: 1
Health Care Management MPH	Harry Holt 1.0	Erin Knight 0.50	Gopal Sankaran 0.50	Nene Okunna 0.25 Judith Suska 0.25 PIF: 3 Non-PIF: 2
<b>TOTALS:</b>	Named PIF	9		
	Total PIF	9		
	Non-PIF	6		

The newly hired tenure-track faculty member, Dr. Nene Okunna, started in Fall 2022 and teaches in the Health Care Management track; she also serves as a member on MPH committees. Dr. Gopal Sankaran is not currently teaching within the MPH-Health Care Management curriculum, but continues to serve as an advisor for the Health Care Management track; he has 0.5 FTE MPH Core course instructional responsibilities, and MPH programmatic responsibilities.

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

Full-time tenure-track/tenured faculty teach a 4-4 course load each Fall and Spring semesters according to our CBA contract. At the discretion of the Dean, a faculty member may be approved to have a full-time all graduate course load. As indicated by our CBA contract, a full-time graduate course load is 3-3, with three graduate courses each Fall/Spring semester.

A 1.0 FTE indicates a full-time tenure-track or tenured faculty member who is 100% dedicated to MPH Program instruction and related programmatic duties. For instance, Drs. Stone, Metz, and Holt teach an all-graduate course load 3-3. Dr. Metz is awarded 6-credits of Alternate Workload Assignment each Fall/Spring semester for her role as MPH Program Director and Graduate Coordinator. Course instruction must partially lie in the track curriculum.

A 0.25-0.50 FTE indicates a full-time tenure-track or tenured faculty member with  $\frac{1}{4}$  or  $\frac{1}{2}$  of their 4-4 course load in the MPH Program with a smaller extent of related programmatic duties. Course instruction must partially lie in the track curriculum.

Non-primary instructional faculty are full-time temporary faculty (adjunct faculty) who have practice experience and/or academic expertise in the area of the MPH track course they teach. For AY 2022-23, we have three non-PIFs, as described below. Dr. Dwight Davidson was a non-PIF for the Health Care Management track in which he taught HEA 614 Health Care Technology & Information Management (now taught by Dr. Nene Okunna).

- Chesley Price, MPH, MCHES is the non-PIF for Community Health. She earned her MPH in Community Health from WCU. Chelsey Price teaches the MPH-Community Health track course HEA 544 Program Administration in Health and Human Services and is currently a Grants Administrator with UHS, Inc. With Dr. Metz, she co-facilitates the CHES Credential and Exam Info Session each November and the virtual WCU CHES Exam Study Group each Spring semester.
- Dr. Omosehin Moyebi, PhD, MPH is our non-PIF for Environmental Health. He completed his PhD in Environmental Health Sciences in 2022 and was accepted as a WCU Frederick Douglass Teaching Scholar in the Department of Health for Fall 2022-Spring 2023. He will be teaching the MPH courses taught by Dr. Neha Sunger while she is on leave.
- Dr. Judith Suska, DPA, MPH, MBA, FACHE, FHFMA, CHFP, CSBI is our non-PIF for Health Care Management. She accepted the invitation to teach the Spring 2023 Health Care Management track course HEA 616 Strategic Leadership in Health Care. She is the Director of Strategy and Business Development at Chester County Hospital, Penn Medicine and an Associate Fellow at University of Pennsylvania – Center for Public Health Initiatives (CPHI). In previous years,

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

Please see C2.2 narrative.

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

General advising & career counseling (Fall 2021-Summer 2022)			
Degree level	Average	Min	Max
MPH Community Health	39.5	38	41
MPH Environmental Health	15.5	13	18
MPH Health Care Management	27	17	34

Advising in MPH integrative experience (Fall 2021-Summer 2022)		
Average	Min	Max
6.3 students per faculty advisor	1	9

Currently, there are two faculty advisors for both the Community Health and Health Care Management concentrations and one faculty advisor for Environmental Health. Community health students are advised by Dr. Ramona Stone and Dr. Stacie Metz. Health Care Management students are advised by Dr. Harry Holt and Dr. Gopal Sankaran. Environmental Health students are advised by Dr. Melanie Vile.

All MPH students are encouraged to attend a virtual group advising session each Fall and Spring semester 1-2 weeks prior to graduate registration (end of September and February). This 1.5-hour advising session is broken into two sections: (1) Dr. Metz reviews any core course curricular updates, policies & procedures, communication mechanisms, and general career and support resources, (2) Track Coordinator facilitate track break-out sessions in which they review any track curricular updates and highlight relevant professional/career development resources. Students are also encouraged to request one-on-one academic advising appointments with their advisors, but also to seek out mentoring from other faculty with relevant interests.

Across the last academic year (Fall 2021 to Summer 2022), there were 7 faculty advisors (some advising more than one semester) for the MPH integrative learning experience. The average number of students per academic advisor was 6 with a min-max of 1-9 students per advisor. This is a decline in the average number of students per faculty advisor from the compiled data from Fall 2019 to Summer 2022 (M = 10, min-max = 1-16) with a total number of 22 faculty advisors (some more than 1x). The Applied Learning Experience (i.e., Applied Practice Experience) and Major Project Report (i.e., Integrative Learning Experience) faculty advisors are selected based on a combination of academic training, professional experience, faculty course load, and experience supervising students and based on their prior work experience, as they must be qualified to provide constructive feedback and guidance.

Between Fall 2019 to Summer 2022, our faculty advisors included Dr. Lynn Carson (previous MPH Program Director and Applied Learning Experience Coordinator), Dr. Debra Bill (previous Community Health Track Coordinator and Co-Chair of the MPH Community Advisory Board), Dr. Neha Sunger (Environmental Health Track Coordinator), Chelsea Price (adjunct in Community Health track), Dr. Lorenzo Cena (Environmental Health Track Faculty and BS Environmental Health Program Director), Dr. Ramona Stone (current Director of

the Applied Learning Experience and Community Health Track Coordinator), Dr. Stacie Metz (current MPH Program Director and Co-Chair of the MPH Community Advisory Board), and Chrissie Dziembowski (Co-Chair of the MPH Community Advisory Board and WCU MPH Alumni).

Starting in January 2021, Dr. Ramona Stone led the effort to revise the ALE courses and processes, and the relevant tracking forms. Together with Dr. Neha Sunger, they have revised the courses and ensured a smooth transition of our program from the 3-credit to 1-credit HEA 649 Applied Learning Experience I.

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

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

Current students via anonymous survey in August-September 2022 rated their level of agreement on a 5-pt Likert scale with the following item, "In general, MPH class sizes are conducive to my learning." 100% of students strongly agreed/agreed that class size was adequate. The item 'Class sizes were appropriate for quality learning' was added to our graduating student Exit Survey for August 2022+ graduates (*ERFB2.2 Evidence for evaluation plan > 2. Survey Methodology*)

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

From graduating students in Fall 2021, Spring 2022, and Summer 2022, 100% (n = 36) expressed strong agreement or agreement with the item "Program faculty were available." This percentage is up from percent calculated from the compiled Exit Survey results from the 110 graduating students who completed the survey from Fall 2019 to May 2022 (92%). See documentation in *ERFB2.2 Evaluation Plan > Exit Survey*.

In addition, in the compiled Exit Survey results over the past three years, over 80% of students strongly agreed/agreed that the program provided adequate opportunities for academic advisement (90%) or for professional & career planning (85%). If just examining the percent for graduating students in Fall 2021 to Summer 2022 (n = 36), 100% reported strong agreement/agreement with the above two items.

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

Qualitative open-ended Exit Survey data results are included in *ERFB2.2 Evidence for Evaluation Plan*. Qualitative feedback related to class size and availability of faculty for each item is included below.

**Please comment on your MPH Program experience:**

- *"Overall, I had a positive experience at WCU for completing my master's degree. I think the professors all had real-world job experience that added to the curriculum in a different way and they were open to sharing and widely available...."*
- *"The professors within the MPH program were amazing. They often worked with me when my disability became difficult. They were always available for questions and feedback."*
- *"West Chester University has great resources for the students. The MPH program has fulfilled all the CEPH requirements and helped students in learning all the skills needed to be a great public health professional. All the professors are extraordinary in their knowledge and work. They have always helped the students in all possible ways and are available anytime when you need help."*

**In what single way did the MPH program best meet your expectations?**

- *"Availability of professors"*
- *"The MPH program best met my expectations through the availability of each professor to be available and flexible to meet."*
- *"Small class sizes so professors could focus on their students"*



- *“Most of my professors wanted to teach the content that the classes focused on. The professors were extremely knowledgeable and willing to help whenever they could. If they could not help, they would refer me to someone who could.”*
- *“All of the professors I had were amazing. They were extremely helpful and supportive and did a fantastic job teaching the material.”*
- *“Continued support from faculty. Never feeling alone, always knowing who to ask for help.”*
- *“Feeling supported throughout my MPH experience.”*
- *“The knowledge and engagement of faculty.”*
- *“The professors experience, knowledge and guidance.”*
- *“The professors really went above and beyond to meet students’ needs. The professors valued and cared about each student.”*
- *“The way that the faculty supported us through the program and actually wanted us to be successful.”*

**What would be the one change you would suggest in your experience?**

*“Making advisors more available to meet would be helpful I felt at times that advisors/professors were difficult to meet with.”*

**Do you have any other comments regarding your experience at West Chester University?**

*“All of the professors were truly fantastic, and it was obvious they wanted all students to succeed. My professors were always available to meet and even offered assistance after completing their course.”*

*“I have enjoyed my time within the MPH program tremendously. The class sizes are perfect for someone who learns the way that I do. I received wonderful feedback from professors on the projects that I worked on, which made me a better writer, student, and public health professional. I will genuinely miss this program and the professors and peers that have helped shape me into the person I am today!!”*

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

**Strengths:** As noted in the 2-year program review & action plan, we made substantial improvements based on stakeholder input. Exit survey data compiled from participating graduating students show improvements in the percent of students who strongly agree/agree with a variety of implicit curriculum statements (e.g., academic advising, faculty availability, career planning, etc.). The MPH Program now hosts several professional/career development events (virtual and in-person) in addition to the group advising sessions to provide a more well-rounded professional and career development experience. In addition, based on recent alumni feedback in Summer 2020, Dr. Metz expanded membership to the WCU MPH Community LinkedIn to include current students, alumni, site supervisors, other community partners, and WCU faculty/staff with the goal to promote networking. She manages the LinkedIn page on a daily basis to support networking opportunities. It is highly active with alumni, faculty, and community partners sharing job and fellowship/internship postings. She also shares alumni accomplishments to provide ideas of the range of post-MPH options current students have.

**Weakness:** We were not collecting student feedback specific to class size.

**Plan for Improvement:** We have added the ‘Class sizes were appropriate for quality learning’ item to our Exit Survey which all graduating students complete (*ERFB2.2. Evidence for evaluation plan > 2. Survey Methodology*). Our Department Chair and College Dean are both advocates of retaining a smaller class size for graduate courses to promote student engagement and success. We continue to review ways to improve our ability to meet the advising needs of students.

### C3. STAFF AND OTHER PERSONNEL RESOURCES

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

- 1) A table defining the number of the program's staff support for the year in which the site visit will take place by role or function in the format of Template C3-1. Designate any staff resources that are shared with other units outside the unit of accreditation. Individuals whose workload is primarily as a faculty member should not be listed.

Role / Function	FTE
<b>Department Administrative Assistant</b> <ul style="list-style-type: none"> <li>• Tammy Wyatt</li> <li>• Administrative support for MPH Program and MPH faculty/students inclusive of enrollment support; office communications; fielding student questions of enrollment/registration, support services, and appropriate referral; updating Constant Contact lists (current students, faculty, alumni); assign academic advisors in myWCU; provide administrative support for MPH Poster Session and other MPH events; other duties as assigned</li> <li>• Reports to Chair, Department of Health</li> </ul>	0.50

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

#### *Dean, College of Health Sciences*

Dr. Scott Heinerichs EdD, AT is Dean of the College of Health Sciences (CHS). He is a strong advocate and supporter of the MPH Program with senior administration and in the community. He advocates with administration for new faculty lines, allocates funds each semester, and supports faculty in a variety of ways. He is available to faculty, staff, and students via appointment, through his multi-faculty meetings (i.e., graduate coordinators, practicum/internships, college-wide meetings), and via his participation in programmatic events. Dean Heinerichs' actively participates in MPH events such as virtual graduating student celebration, Community Advisory Board Fall 2020 meet-up, and Student Advisory Board/Delta Omega Honorary Society Induction Ceremony.

Standout features of Dr. Heinerichs leadership style and vision is his ability to cultivate new partnerships with community partners, his support for promoting diversity/ equity/ inclusivity in hiring and faculty training, and his encouragement for interprofessional research and innovation. Dean Heinerichs connected the MPH Program faculty to several community partners through his networking, including a new partner with the AstraZeneca Healthcare Foundation Executive Director Joyce Jacobsen. This partnership led to the formation of an Applied Learning Experience practicum site. MPH student Shannon Fyalkowski was hired as Operations & Communications Manager after successfully completing her practicum with the foundation.

As a Dean, Dr. Heinerichs promotes meaningful faculty DEI training. He meets with faculty search committees to interactively discuss the impact of implicit bias in hiring decisions and provides recommendations on how to intentionally apply DEI principles to creating the job announcement, diversity recruitment/marketing plan, and on-campus rating instruments. His training initiated a revision of our 2021-22 tenure-track Assistant/ Associate Faculty Search materials, resulting in an outstanding diverse hire to our department and program, Dr. Nene Okunna, at the Associate Professor rank. In addition, his office supported DEI-related virtual training events and funded Dr. Zeinab Baba's Innovation in Diversity and Inclusion Grant in August 2020 to create and facilitate the CHS Diversity and Inclusion Faculty Learning Community. Dr. Baba in collaboration with another CHS faculty member will be training their 3<sup>rd</sup> CHS faculty cohort. Several MPH faculty members (adjunct, tenure-track, and tenured) participated in the first two years.

To support interprofessional innovation, the College of Health Sciences formed a college-level Interprofessional Practice committee in which both Dr. Gopal Sankaran and Dr. Stacie Metz serve on with faculty across departments. This committee is responsible for the development and facilitation of the Spring multi-department Interprofessional Education virtual simulation event. He also initiated an effort to encourage College of Health Sciences faculty to share their expertise as a guest speaker in each other's classes or consultancy across departments (see *ERFC3.1 CHS Dean Sharing Faculty Expertise Email for Fall 2022*). His goal is "to provide the CHS programs and students with the best evidence and content to meet the requirements of their programs, sometimes, that may be from a different discipline."

Dean MPH faculty and other CHS faculty collaborated with Dr. Heinerichs on interprofessional education projects (see publications below).

**Heinerichs, S.**, Gilboy, M. B., **Metz, S.**, Reed, M. A., & Harrison, B. E. (2016). Community engagement with older adults to evaluate interprofessional education in allied healthcare students. *The Internet Journal of Allied Health Sciences and Practice*, 16(1), 1-6.

Davidson, P., **Heinerichs, S.**, Reed, M., Grillo, E., Thomas, C., **Sankaran, G.**, Curtis, N., & Bean, N. (2019). Students' knowledge and attitudes: An interprofessional education workshop and experience. *International Journal of Health Sciences Education*, 6(1). <https://dc.etsu.edu/ijhse/vol6/iss1/3>

#### ***Associate Dean, College of Health Sciences***

Dr. Cheryl Gunter provides oversight and critical feedback in regard to assessment and manages the CHS committees. She collaboratively works with the MPH Program Director/Graduate Coordinator and Department of Health Chair to resolve student complaints including grade appeals as well as student petitions for exception to graduate policy. Additionally, Dr. Gunter hosts a number of virtual events designed (1) to share resources and support faculty success and innovation in teaching, advising, and research, and (2) to educate and encourage faculty to pursue the CHS Award RFPs in Community Engagement, Global Initiatives, Faculty-Student Research, Course Innovation.

#### ***Digital Media Marketing Manager (previously titled Outreach Business Manager), College of Health Sciences***

Christopher Moreno was hired in January 2023 as the CHS Digital Media Marketing Manager. Dr. Erin Knight served on the hiring search committee. His position coordinates and manages all marketing efforts of CHS inclusive of program/department branding, digital presence, event marketing and coordination, etc. The former Outreach Business Manager Amanda Blue was an alumni from our MPH-Health Care Management program and led the Youth Mental Health First Aid initiative on campus, which trained many of our faculty and students. She provided support for event planning and continuing education. She attends one Department of Health meeting each year to provide updates and support. In particular, she supported Dr. Metz and MPH student Christina Shiller in developing the NCHEC-CECH 4/7/21 virtual event entitled The Plight of Food Insecurity & COVID-19: A Panel Discussion Surrounding Cultural Considerations (see *ERFC3-1 Food Insecurity Event Report-Out*). This event featured community partners from Philabundance, Chester County Food Bank, Phoenixville Area Community Services, and our campus Resource Pantry. Amanda Blue will represent community mental health in our Community Advisory Board starting in Spring 2023.

#### ***Budget Manager, College of Health Sciences***

Kelly Smith provides budgeting and fiscal management support to the department and MPH Program. She also manages Department of Health Graduate Assistantship credit allotment. She is the liaison to various campus entities such as the Graduate School, Human Resources, and the Office of Research & Sponsored Programs for hiring students, graduate assistants, faculty and managing faculty professional development and grant funding.

#### ***Director, Internship & Practicum Experiences, College of Health Sciences***

Stephanie Kienle, MPH (WCU MPH-Health Care Management alumni) provides practicum administrative support for MPH students inclusive of community partner outreach; WCU-site affiliation agreement management with site database updates; and electronic Applied Learning Experience application

creation/management. She also is an active member of our MPH Applied Learning Experience committee and provide student support and guidance in the Applied Learning Experience start-up process.

***Assistant Director of Graduate Enrollment, College of Health Sciences***

MaryEllen Stephens, MS serves as Assistant Director of Graduate Enrollment for the College of Health Sciences. In particular, she actively collaborates with the MPH Program Director/Graduate Coordinator on marketing and recruitment event planning and facilitation. Importantly, she is pursuing her EdD in Student Affairs and brings an evidence-based knowledge base to the MPH Program on student recruitment and retention inclusive of a disability and DEI efforts. She presents at information sessions and represents the MPH program at various recruitment events. She also evaluates prospective national and international candidate leads and establishes and sustains relationships with prospects across the enrollment schedule, from enquiry to enrollment. We are currently brainstorming strategies to recruit a more robust Latinx student body to meet the needs of the region.

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

The program's staff and other personnel support are sufficient to support the MPH Program mission, faculty, and student success. There are clear lines of communication between staff, faculty, and students. The MPH Program faculty look forward to working more closely with the newly hired Digital Media Marketing Manager.

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

**Strengths:** Commitment to supporting the administration of the MPH Program is evident in the College of Health Sciences Dean to the Department of Health Secretary due to transparency in communication and shared values inclusive of community engagement and collaboration.

#### C4. PHYSICAL RESOURCES

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

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

- **Faculty office space**

As of Fall 2021, the MPH Program is housed in the newly constructed 175,000 square-foot Sciences & Engineering Center and the Commons (SECC). This building is the largest single building project to ever be undertaken in the history of the Pennsylvania State System of Higher Education and its institutions. This building includes faculty offices for the Departments of Health, Nursing, and Nutrition. Faculty have now their own offices to promote greater efficiency. MPH Faculty are all located on the 2<sup>nd</sup> floor to promote connectedness, collaboration, and mutual support.

- **Staff office space**

The Program Administrative Assistant's office is located on the 2<sup>nd</sup> floor of SECC next to the Department Chair and a few doors down from the MPH Program Director/Graduate Coordinator. All College of Health Sciences staff are located on the 3<sup>rd</sup> floor of SECC. Close proximity enables open lines of communication and collaboration. Each staff member has their own office.

- **Classrooms**

The majority of MPH classes are taught in classroom space available in SECC and Anderson Hall. All classrooms are fitted with the latest technology. Anderson Hall holds computer classrooms which are used for in-person courses of HEA 526 Biostatistics for Public Health, HEA 531 Community as a Basis for Health, HEA 539 Community Health Program Planning & Technologies, and HEA 538 Evaluation for Health Programs. These computer classrooms are also booked for single class sessions that require the use of sustained technology use.

- **Shared student space**

There are various shared student spaces in SECC and across campus. There is a graduate student lounge and computer lab available on the 3<sup>rd</sup> floor of Sykes Student Union as well as the 6<sup>th</sup> floor of the library. There is a student computer lab available in Anderson Hall on the 1<sup>st</sup> floor which is on the same hall as the IT/D2L Helpdesk. Students benefit from the technology in our new Sciences and Engineering Center and the Commons (SECC) building. This is the largest state-of-the-art academic building in the Pennsylvania State System of Higher Education (PASSHE) universities. Students are able to host virtual conferences, conduct professional development events, and work together in groups either in-person or virtually. The students can engage with students from other health-related disciplines through the Interprofessional workshops that are organized and hosted by the College of Health Sciences.

- **Laboratories, if applicable to public health degree program offerings**

**Environmental Health Laboratory:**

Located in the SECC, the newest and most technologically advanced building on the WCU campus, the Environmental Health Labs are divided into three spaces: a Teaching Lab, a Research Lab and a Preparation Lab. In these spaces we embrace sustainability and energy independence: a solar array located on the building's green roof provides electricity to the lab. Here students prepare for their careers by gaining hands-

on experience in the use of equipment, measurement devices, and analytical techniques with the latest technology and instrumentation. The MPH-Environmental Health faculty involve students in faculty-led research including but not limited to Occupational Safety, Air and Water Quality, Climate Change, and Environmental Sustainability.

#### **Duey Immersive Learning Center:**

This immersive learning center contains:

- Twelve bed assessment laboratories for practicing clinical skills in a professional setting
- Four full-sized patient rooms for simulations in realistic hospital settings
- Four exam rooms capable of and a home health suite to provide immersive experiences in a variety of professional settings
- Two debriefing rooms that allow for livestreaming of simultaneous simulation experiences in addition to use of video recordings in debriefing
- Video Recording Platform that allows for creation, storage, marking, and sharing of educational videos
- A family of high-fidelity manikins in addition to a variety of low and mid-fidelity manikins
- The facilities to provide a Standardized Patient experience
- A low student to faculty ratio in skills and simulations

#### **Merion Computer Lab:**

Dean Heinerichs recently secured a College of Health Sciences Faculty-Student Research Space in Merion Hall Rm 103 for collaborative scholarship. This space is equipped with a conference room table and seating, smaller tables, docking stations and monitors for laptop hook-up, white board, and lockable storage cabinets.

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

The construction of the SECC was supported by data including U.S. Bureau of Labor & Statistics projected growth estimates in biomedical and public health-related jobs and the steady enrollment increase into undergraduate and graduate programs within the College of Health Sciences (<https://www.wcupa.edu/communications/newsroom/2018/08.16EngineeringCenter.aspx>). The new physical space includes student meeting areas, a café / dining hall, faculty offices, labs, and classrooms with the latest technology. In addition, there is a ballroom, auditorium, and meeting rooms which will permit faculty and students to host meetings, conferences, collaborative community events, and speaker presentations.

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

**Strengths:** The physical resources available to the program are highly sufficient to meet our program mission and goals. Classroom, laboratory, faculty/staff office space, and shared graduate student meeting space are all conducive to support student success, faculty/staff productivity, and faculty-student collaborations.

## C5. INFORMATION AND TECHNOLOGY RESOURCES

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

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

- **library resources and support available for students and faculty**

The mission of the University Libraries is to “empower intellectual exploration through building connections, collections, and community.” The library’s strategic plan is aligned to the five WCU Strategic Plan Goals of Learning, Personal/Professional Development, Sustainability, Diversity & Inclusion, and Community Engagement ([https://www.flipsnack.com/FCC5AA99E8C/stratplan\\_2021-24\\_book\\_r2/full-view.html](https://www.flipsnack.com/FCC5AA99E8C/stratplan_2021-24_book_r2/full-view.html)).

They cultivate resources that improve usability, the scope of research, and quality of high-impact practices, including creating self-guided learning and trainings. Importantly, the library analyzes collections, services, and spaces to identify and address diversity, accessibility, and inclusion gaps. The library provides a range of services to students and faculty including:

- (1) Printing & technology
  - Printers are available on the first and second floors of the FHG Library and in the Presser Music Library; students have a balance of 125 B/W pages per week
  - Laptop & equipment loaner program - laptops are available to borrow from the Library Help Desk for 7 days at a time; desktop computers are available for students to use on the 1<sup>st</sup> floor, 2<sup>nd</sup> floor, and 3<sup>rd</sup> floor
- (2) Interlibrary Loan (ILL) is a free service for WCU students, faculty, staff for books, articles, or other material not available at WCU libraries. ILL is fully available for students enrolled in distance education programs such as our MPH-Health Care Management program.
- (3) Innovation Media Center provides poster printing, laminating, and comb binding.
- (4) Distance Students
  - University Libraries created a home page for Distance Students. This home page includes a quick introduction, getting articles/books as a distance student, ILLIAD accounts for distance students, and other tutorials.
  - 86% of WCU library material is online and available to students 24/7 and any item WCU does not own can be requested through ILL.
- (5) Other Graduate Student Resources include a subject specialist assigned to each program who graduate students may contact for research/library assistance. Librarian Walt Cressler is assigned to the Master of Public Health program and is available for consultation.
  - With assistance of faculty, Walt Cressler created and maintains a HEA subject guide. This subject research guide includes resources for Global Health, Health Policy, Health Education, Health Statistics, Reference Books and online tutorials for keyword searching and EndNote.
  - This guide is often referred to in courses in which students are required to locate data from public online sources for assignments. A tutorial for Policy Map is also included.

For faculty, the library provides a range of services including: library instruction, course reserves, linking to & embedding library content, distance education, EndNote, authentication & remote access, Digital Commons, information literacy assessment, OER, and copyright rules & regulations. Faculty interact with our subject specialist librarian Walt Cressler for questions or to set up student trainings (in-class, virtual, or in library). He

is in constant contact with faculty to ensure that instructional and research needs of faculty and students are met. Importantly, he facilitates classroom trainings for students on how to locate peer-reviewed literature on their topics of interest (ex, for the biostatistics research paper) and developed a website specifically for students in the MPH program. The Student Advisory Board hosted a workshop last year led by our subject specialist librarian.

Students or faculty can contact a librarian via chat, phone, text, Zoom, or in-person. The library provides comfortable workspaces and group study rooms for collaborative work. Students can reserve study rooms with technology and white boards for three-hour increments. Graduate students may also wish to use the Graduate Student Lounge (6<sup>th</sup> floor of the FHG Library).

All MPH course syllabi include the Library Services for Distance Education statement since it is relevant for students in distance education and in-person courses.

### **LIBRARY SERVICES FOR DISTANCE EDUCATION**

Distance education students enrolled at West Chester University have access to library services and support through the Internet and by telephone. The library currently has a number of journals in electronic format; however, some are still only available as hardcopy or via interlibrary loan. Copies of journal articles that are available either through the university library's own holdings or that are obtained through interlibrary loan will be e-mailed (if possible) or mailed to the home address of students. Distance education students must use the ILLIAD service to request copies of journal articles; there is no charge for this service. Registration for ILLIAD can be done by selecting ILLIAD from Quick Links toward the bottom of the library's [home page](#). Registration requires the entry of the student's 14- or 16-digit authorization number, which can be found on the WCU ID or requested by calling the library circulation desk (610.436.2946). While registering, students must indicate their status as "Distance Ed Grad" and include the mailing address where they would like the articles to be mailed. The articles can also be faxed if that option is chosen as a preference on the ILLIAD registration form. Articles may be e-mailed as an attachment if they are available in electronic format. If a distance education student would like to obtain books, they are encouraged to use the interlibrary loan services or their local public library.

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

Students have access to both hardware and software necessary to successfully complete the program and enter into public health practice.

**Hardware:** WCU provides public computer lab access in several areas on campus including the FHG Library (Floors 1-3), Sykes Student Union, and Anderson Hall. Equipment lending programs have flourished during the pandemic. Lending programs available to graduate students include the FHG Library Short-Term Laptop & Equipment Lending (7 days) Program and the IS&T Loaner Program (Long-term loan program up to 2 semesters). The IS&T Loaner Program is part of the Moon Shot for Equity initiative at the university with the goal of providing equitable access to technology resources for student demonstrating need for the equipment. Students may request a laptop through ServiceNow.

**Software:** Students can download MS Office 365 for use or can access it through RamCloud. RamCloud is a virtual desktop infrastructure (VDI) that allows students, faculty, and staff to access WCU licensed software applications from any device. Other applications that are available through RamCloud include: SPSS, SAS, Stata, and ArcGIS. Students are also able to access WCU email, Zoom, D2L, and myWCU with Internet connection. Policy Map is available through the FHG Library and Dedoose qualitative research software is available through Service Now. Recently, our college requested an instance of REDCap (Research Electronic Data Capture) a server data collection web software developed by Vanderbilt University with National Institute of Health funding. Students learn how to use REDCap to create data collection forms and online surveys, how



to download the data in various formats, including SPSS, which they learned how to use in the biostatistics course. Many of our students use REDCap for their Applied Learning Experience projects, or they use it as graduate assistants on faculty research projects. Dr. Stone is the REDCap coordinator at WCU; she uses every opportunity to introduce students and faculty to this software. Students have REDCap assignments in two of the community health track courses, given that ability to use this tool is highly sought out by community health agencies. Starting with Fall 2021, students are required to use a reference software, such as EndNote. The web version of EndNote is provided free via the university libraries, although most students choose to purchase a perpetual license directly from the developer. An EndNote training webinar was offered to all students in February 2022.

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

Through IS&T, the university provides all tenure-track or tenured faculty with a laptop or desktop computer with MS Office 365 installed. OneDrive is also used as a means of file sharing and back-up. As of August 2022, all adjunct temporary faculty are now provided a laptop, if interested. Software available through RamCloud include: SPSS, SAS, Stata, and ArcGIS. PolicyMap is available through the FHG Library. Through her role on the Faculty Senate, Dr. Metz in the past led a WCU faculty survey on qualitative research which led to the university securing Dedoose qualitative research software free for both faculty and students. Faculty can request through Service Now. REDCap is also available to all faculty at WCU. The training videos are user friendly, however, some faculty solicited help from Dr. Stone, who has used this platform for many years, at her previous university. She also assisted the Office for Sponsored Research Projects in their effort to transition from an old MS Access data collection system to REDCap.

- **technical assistance available for students and faculty**

All MPH course syllabi include the following statement on Technical Support. These resources are available for both faculty and students. D2L support is available through the IT help desk.

#### **TECHNICAL SUPPORT**

The software on [RamCloud](#) is administered by The Division of Information Services. Ram Cloud will allow you to use SPSS and other software (i.e., MS Office, ArcGIS, SAS, etc.) from any location, on any device (whether university owned or personal) as long as you have access to Internet. RamCloud connectivity depends on your Internet connection, which may not always be fast or available. RamCloud times out your session if you do not stay active; hence, students have lost work when they did not consistently save their files. For help with RamCloud, please contact IT help desk at 610.436.3350 or the after-hours hotline support at 1.877.325.7778.

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

As evidenced by the Exit Survey data in *ERFB2.2 Evidence for Evaluation Plan*, 95.6% of graduating students from Fall 2021-Summer 2022 strongly agreed or agreed that the 'library resources at the university were appropriate' and that 'the program integrated technology into the learning environment & it worked well.'

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

**Strengths:** The information and technology resources are adequate to fulfill our mission and goals. They are also sufficient to promote student and faculty success and collaboration.

## D1. MPH & DrPH Foundational Public Health Knowledge

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

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

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

All MPH students are required to successfully complete a 1-credit online course, HEA 503 Foundations of Public Health. This course is taught by Drs. Sharon DeJoy and Ramona Stone. It covers the 12 foundational public health learning objectives.

<b>Content</b>	<b>Course number(s) &amp; name(s) or other educational requirements</b>
1. Explain public health history, philosophy, and values	HEA503 Foundations of Public Health, Assignments: Exercise 1 and Final Exam.
2. Identify the core functions of public health and the 10 Essential Services*	HEA503 Foundations of Public Health, Assignments: Exercise 1 and Final Exam.
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health	HEA503 Foundations of Public Health, Assignments: Exercise 2 and Final Exam.
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program	HEA503 Foundations of Public Health, Assignments: Exercise 2 and Final Exam.
5. Discuss the science of primary, secondary, and tertiary prevention in population health, including health promotion, screening, etc.	HEA503 Foundations of Public Health, Assignments: Exercise 3 and Final Exam.
6. Explain the critical importance of evidence in advancing public health knowledge	HEA503 Foundations of Public Health, Assignments: Exercise 3 and Final Exam.
7. Explain effects of environmental factors on a population's health	HEA503 Foundations of Public Health, Assignments: Exercise 4 and Final Exam.
8. Explain biological and genetic factors that affect a population's health	HEA503 Foundations of Public Health, Assignments: Exercise 4 and Final Exam.
9. Explain behavioral and psychological factors that affect a population's health	HEA503 Foundations of Public Health, Assignments: Exercise 4 and Final Exam.
10. Explain the social, political, and economic determinants of health and how they contribute to population health and health inequities	HEA503 Foundations of Public Health, Assignments: Exercise 4 and Final Exam.
11. Explain how globalization affects global burdens of disease	HEA503 Foundations of Public Health, Assignments: Exercise 5 and Final Exam
12. Explain an ecological perspective on the connections among human health, animal health, and ecosystem health (e.g., One Health)	HEA503 Foundations of Public Health, Assignments: Exercise 5 and Final Exam.

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

HEA 503 Foundations of Public Health (1-credit) syllabus and samples of key assignments linked to the 12 foundations are included in *ERFD1.2 MPH Foundations*.

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

**Strength:** The asynchronous design of the class enables students, particularly working professionals, to demonstrate foundational public health knowledge on a schedule that fits with their other classes.

**Weakness:** Most students in the class are successful; however, occasionally, students do not apply adequate self-management skills and fail to hand in assignments by the end of the course.

**Plans for Improvement:** Intelligent agents in D2L are used to monitor attendance and prompt students to log in and complete work. More frequent personal outreach will be conducted to ensure students achieve success.

## D2. MPH Foundational Competencies

The program documents at least one specific, required assessment activity (e.g., component of existing course, paper, presentation, test) for each competency, during which faculty or other qualified individuals (e.g., teaching assistants or other similar individuals without official faculty roles working under a faculty member's supervision) validate the student's ability to perform the competency.

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

Since the unit must demonstrate that all students perform all competencies, units must define methods to assess individual students' competency attainment in group projects. Also, assessment should occur in a setting other than an internship, which is tailored to individual student needs and designed to allow students to practice skills previously learned in a classroom. Additionally, assessment must occur outside of the integrative learning experience (see Criterion D7), which is designed to integrate previously attained skills in new ways.

These competencies are informed by the traditional public health core knowledge areas, (biostatistics, epidemiology, social and behavioral sciences, health services administration and environmental health sciences), as well as cross-cutting and emerging public health areas.

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

The foundational (core) and concentration (track) coursework and learning experience requirements are available in the tables below. These requirements are also available in the Graduate Catalog (*ERFA*1.3), MPH Student Handbook (*ERFA*1.3), and in the Student Advising Sheets (*ERFD*2.1).

Course Number	Course Name	Credits
<b>Foundational courses for all MPH students regardless of concentration</b>		
HEA 503	Foundations in Public Health	1
HEA 520	Public Health Epidemiology*	3
HEA 526	Biostatistics for Public Health*	3
ENV 530	General Environmental Health	3
HEA 516	Health Care Management	3
HEA 605	Utilizing Systems Thinking in Public Health	1
HEA 615	Policy in Public Health	3
HEA 632	Social and Behavioral Aspects of Health	3
HEA 647	Interprofessional Practice in Public Health	1
HEA 648	Research Methods in Public Health	3
HEA 649	Applied Learning Experience I (preparatory for ALE II)	1
HEA 650	Applied Learning Experience II 200-hour practicum)	3
	<b>TOTAL FOUNDATIONAL CREDITS</b>	<b>28</b>

<b>Table D2-1 Part B (1): Concentration requirements for MPH degree in Community Health</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
<b>Concentration courses for Community Health concentration</b>		
HEA 531	Community as a Basis for Health*	3
HEA 538	Evaluation of Health Programs	3
HEA 539	Community Health Program Planning & Technologies	3
HEA 544	Program Administration in Health and Human Services	3
HEA 543	Strategic Communication for Health Equity	3
HEA 645	Global Community Health Promotion & Advocacy	3
	<b>TOTAL CONCENTRATION CREDITS</b>	<b>18</b>

\*Service-learning course requirement for community health track

<b>Table D2-1 Part B (2): Concentration requirements for MPH degree in Environmental Health</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
<b>Concentration courses for Environmental Health</b>		
ENV 524	Industrial Hygiene*	3
ENV 545	Risk Assessment	3
ENV 547	Environmental Regulations	3
ENV 551	Environmental Toxicology	3
ENV 533	Water Quality and Health	3
ENV 553	Occupational Safety	3
	<b>TOTAL CONCENTRATION CREDITS</b>	<b>18</b>

\*Service-learning course requirement for environmental health track

<b>Table D2-1 Part B (3): Concentration requirements for MPH degree in Health Care Management</b>		
<b>Course Number</b>	<b>Course Name</b>	<b>Credits</b>
<b>Concentration courses for Health Care Management</b>		
HEA 513	Legal Aspects of Health Care	3
HEA 514	Approaches to Health Care Delivery	3
HEA 612	Health Care Financial Analysis and Management	3
HEA 613	Advocacy and Quality of Health Care Services*	3
HEA 614	Health Care Technology and Information Management	3
HEA 616	Strategic Leadership in Health Care	3
	<b>TOTAL CONCENTRATION CREDITS</b>	<b>18</b>

\*Service-learning course requirement for health care management track

- 2) List the required curriculum for each combined degree option in the same format as above, clearly indicating (using italics or shading) any requirements that differ from MPH students who are not completing a combined degree.

*Not applicable*

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

If the program relies on concentration-specific courses to assess some of the foundational competencies listed above, the program must present a separate matrix for each concentration.

Table D2-1 is reported on the next six pages.

Table D2-2. Assessment of Competencies for MPH (all concentrations)		
Competency	Course Number(s) and Name(s)*	Describe specific assessment opportunity <sup>a</sup>
<b>Evidence-based Approaches to Public Health</b>		
1. Apply epidemiological methods to the breadth of settings and situations in public health practice	HEA520 Public Health Epidemiology	<b>Assignment: Apply Epidemiological Methods to Diverse Settings:</b> Apply the basic terminology and definitions of epidemiology. (Exam #1; Assignment # 1) Describe a public health problem in terms of magnitude, person, time and place. (Exam #1; Assignments # 1 and 2) Calculate basic epidemiologic measures. (Exams # 1, 2, and 3; Assignments # 1, 2, 3, 4, and 5) Draw appropriate inferences from epidemiologic data. (Exams #2 and 3; Journal Article Critiques # 1 and 2) Identify the principles and limitations of public health screening programs. (Exam # 2; Assignments #4 and 5) While assignments and exams vary based on the content, they all test for and solidify these three components – i) comprehension of concepts; ii) use of appropriate methods; and iii) interpretation and applicability of results.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context	HEA648 Research Methods in Public Health	<b>Paper 3: Quantitative and Qualitative Survey Worksheet:</b> Students will design a quantitative questionnaire and a minimum of five qualitative /open-ended questions focused on their chosen research topic. Based in their study design and study aims, students will (1) identify the population of interest, (2) propose appropriate data collection strategies, (3) identify they key data items to be collected, and (4) develop a quantitative & qualitative data analyses plan.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate	HEA526 Biostatistics for Public Health	<b>Data Analysis Project:</b> This assignment has the structure of a research article, and it integrates both qualitative and quantitative analyses and interpretation skills. To learn qualitative data analyses skills, students are taught how to conduct a systematic review study and how to analyze qualitative information. They conduct an extensive search of the literature on their chosen public health research topic in peer-reviewed databases such as PUBMED and MEDLINE. They develop inclusion and exclusion criteria; once relevant articles were identified, they analyze the emerging themes, formulate new hypotheses, and refine their research question to be tested with various statistical techniques in IBM SPSS. Students identify the variables relevant to their topic during the systematic review, and locate these variables in the NHANES dataset and in the online CDC codebook. For homeworks (H), students report preliminary results of their systematic review, including key variables relevant to their topic; they conduct univariate, bivariate, and multivariable data analyses using SPSS. Feedback on homeworks and on the oral presentation helps students refine the data analyses for the data project.
4. Interpret results of data analysis for public health	HEA526 Biostatistics for Public Health	<b>Interpreting Results of Data Analysis Project:</b> Students choose a public health research topic; they conduct a systematic review of the literature and synthesize the research themes and report them in the introduction of their paper. Students

Table D2-2. Assessment of Competencies for MPH (all concentrations)		
Competency	Course Number(s) and Name(s)*	Describe specific assessment opportunity <sup>a</sup>
research, policy or practice		identify the key variables relevant to their topic and locate these variables in the NHANES dataset and in the online CDC codebook. Throughout the semester, students use these variables to determine and substantively interpret the results of univariate, bivariate and multivariable analyses conducted in SPSS. In the discussion section, students discuss their results in the framework developed during the systematic review of the literature; they discuss the implications of their results for practice and public health policy.
<b>Public Health &amp; Health Care Systems</b>		
5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings	HEA516 Health Care Management	<b>Week 15: Case Study: Medical Tourism and OECD Country Profiles:</b> PowerPoint presentations and in-depth discussion on Medical Tourism and the comparison of 4-5 OECD countries and their organization, structure and function of health care, public health and regulatory systems.  <b>In-Class Exercises:</b> During the in-class exercise students will be asked to present and discuss their findings on at least one of their four-five countries that they profiled. They will report on the structure of the health industry, the structure of the public health industry, and the capacity of the target country to deliver care for patients traveling for medical tourism. Class Presentation: Students will be present their case study on both the health care industry and the public health industry of four-five OECD countries to determine whether US patients should travel there for medical tourism.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels	HEA632 Social and Behavioral Aspects of Health	<b>Activity week #2:</b> Students will watch a documentary series about premature birth or low birth weight babies among African American Women in the U.S. As they watch the series, they will complete a handout where they will discuss how structural bias or racism influence premature birth or low birth weight babies among African American Women in the U.S. They will also discuss at least one influence at the organizational, community and policy levels of the social ecological model. Students will submit their handouts for grading.
<b>Planning &amp; Management to Promote Health</b>		
7. Assess population needs, assets and capacities that affect communities' health	HEA520 Public Health Epidemiology	<b>Assignment: Needs, Assets and Capacity Assessment:</b> Students will develop and submit a two-page report that succinctly compares the health status of two counties based on the indicators reviewed. Individuals will include a priority list of three conditions to be addressed in each county keeping in focus the assets and capacities noted. Students will need to justify choice of indicators, specify their utility, indicate additional epidemiological data required, and state for what purpose. In class, students will calculate various common measures, as applicable to data on morbidity, mortality, fertility and health infrastructure.



Table D2-2. Assessment of Competencies for MPH (all concentrations)		
Competency	Course Number(s) and Name(s)*	Describe specific assessment opportunity <sup>a</sup>
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs	HEA632 Social and Behavioral Aspects of Health	<b>Cultural Awareness Module (in-person and online course):</b> Students will complete a 30-minute Cultural awareness module where they will: (1). Define and understand concepts of culture, cultural awareness, cultural humility, and cultural competence. (2). Identify how to incorporate cultural humility into the development of a public health program or intervention as they review and apply concepts learned through a case study. (3). Highlight capacities and skills necessary to work effectively across diverse cultures.
9. Design a population-based policy, program, project or intervention	HEA632 Social and Behavioral Aspects of Health	<b>Final Exam Question #1:</b> Population-based interventions are targeted toward promoting the overall health status of the community by preventing disease, injury, disability, and premature death. Students will design a population-based intervention to address one of the following health issues: Suicide rates among White American males or cervical cancer among Hispanic/Latino American females. a. Briefly summarize your health issue and target group. b. Identify individual and community assets and deficits for your intervention. c. Identify critical stakeholders for the planning, implementation and evaluation of your intervention. d. Describe and provide examples of important components that would need to be included in an intervention to address your chosen health issue based on two individual-level, two interpersonal-level, and one community-level theoretical construct. e. Describe how cultural values and practices could influence the design or implementation of your intervention. Include reference page in APA format.
10. Explain basic principles and tools of budget and resource management	HEA516 Health Care Management	<b>Week 10: Case Study: Managing Costs and Revenues at Feel Better Pharmacy.</b> Introduction to Health Care Management, 3rd Edition. Buchbinder and Shanks, 2017. The case study is presented and discussed during the class. Students are required to submit a written case study report addressing all questions and incorporating the material on the principles and tools of budget and resource management that was presented in class and contained in the textbook. The case study will utilize principles learned about the following budget tools: Working capital, current assets, current liabilities, operating budget, cash budget, expense budget, revenue budget, cash outflows, cash inflows, ending cash. Issues such as federal legislation, policy, and the economy and their influence on the budget and resources are also addressed. The case study is then reviewed in class both in student groups and in a large group discussion. They will be critiqued by their cohorts and the instructor during and after the presentation. Individual debriefing with the instructor will take place with each of the presentation groups.
11. Select methods to evaluate public health programs	HEA648 Research Methods in Public Health	<b>Evaluating Public Health Programs Worksheet:</b> Students will read a peer-reviewed article describing a program and its evaluation methods; next, they will propose/develop their own evaluation plan for the program described in the peer-reviewed article.
<b>Policy in Public Health</b>		

Competency	Course Number(s) and Name(s)*	Describe specific assessment opportunity <sup>a</sup>
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence	HEA615 Policy in Public Health	<p><b>Policy Analysis Paper/ Part I, II, and III:</b> Over the course of the semester students will engage in critical policy analysis that will culminate in the development of a professional <i>Policy Analysis Paper</i>, broken into three parts. The development of the paper will follow the policy process to allow students to demonstrate competencies in four major areas:</p> <ol style="list-style-type: none"> <li>1. Discuss the public health policy process including the roles of ethics and evidence in the development of policy options;</li> <li>2. Propose strategies to identify stakeholders and develop coalitions to influence public health policy;</li> <li>3. Advocate for political, social, or economic policies and programs that will improve health in diverse populations; and</li> <li>4. Evaluate policies for their impact on public health and health equity.</li> </ol> <p><b>Part I</b> of the policy paper focuses on <b>Problem Definition</b>. Students are expected to detail the issue (describe population affected, trends in incidence/prevalence, risk and protective factors, scope/magnitude, consequences, root causes etc.), and produce a clear and concise problem statement. Students should be conscientious to identify the root cause of the issue, which may not be obvious at first and should be determined through an extensive review of pertinent data and existing literature on the issue. Students are expected to conduct research beyond what may have been presented in the initial resources used to identify the problem (ex, America’s Health Rankings, KidsCount, etc.) in order to develop a comprehensive problem statement and are encouraged to use different tools for presenting data (ex, figures, graphs, etc.).</p> <p><b>Values Essay</b> Over the course of the semester, we will be discussing the role of values in public health and in public policymaking more generally. Values are often the greatest source of conflict in policymaking; therefore, it is important to be able to identify and understand your own values and where they come from or how they developed. This understanding will help you understand and appreciate others’ values, which helps to facilitate collaboration and compromise. For this assignment, students will be asked to reflect on their values and identify their 3-5 “core” values. After reflecting on their values and the sources of those values, students will be asked to consider how their core values relate to their interest in pursuing an MPH degree.</p>

<b>Table D2-2. Assessment of Competencies for MPH (all concentrations)</b>		
<b>Competency</b>	<b>Course Number(s) and Name(s)*</b>	<b>Describe specific assessment opportunity<sup>a</sup></b>
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes	HEA615 Policy in Public Health	<b>Policy Analysis Paper / Part III: Stakeholder Analysis:</b> After constructing two alternatives for addressing the problem, policy analysts must consider the options from the perspectives of different stakeholder groups. This involves identifying relevant stakeholders and their interests. It might involve exploring websites of potential stakeholder groups (ex, existing coalitions, advocacy groups or even nonprofit organizations already working on the problem). It may involve trying to put yourself in the shoes of various stakeholders and trying to consider how the options would impact them and their work. Stakeholder groups often include the communities affected by the problem as well as the general public (who may be expected to pay for the recommended policy alternative through tax dollars). Students should explore stakeholder groups that may support and/or oppose the alternatives and what compromises may be needed to garner support. Further, students should consider any necessary trade-offs for each alternative.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations	HEA615 Policy in Public Health	<b>Op-Ed Paper:</b> The final assignment for the class is a letter to the editor or “Op-Ed” based upon your policy analysis paper. Students will develop an article in which they concisely describe the key points in their policy analysis paper and advocate for their recommended policy solution to address the public health problem they identified. Importantly, students will need to understand how to communicate audience-appropriate public health content in this format.
15. Evaluate policies for their impact on public health and health equity	HEA615 Policy in Public Health	<b>Policy Analysis Paper / Part II: Policy Alternatives:</b> In the second part of the policy paper assignment, students will construct and evaluate 2 options or alternatives for addressing the problem they outlined in the first part of the assignment. In order to construct alternatives, students will need to build upon the problem statement developed in part I of the assignment; and review and assess different policy options to address the problem. This review should focus on how the problem has been approached or addressed in the past or in other areas, including a discussion of the pros and cons of possible solutions based on their potential impacts on public health and equity.
<b>Leadership</b>		
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making	HEA516 Health Care Management	<b>Week 10: Assignment: New Free Clinic Visioning Session:</b> Students will participate in an exercise where they develop a Vision, Mission, Value, and Governance statement for a new primary care “Free Clinic” providing health care to a rural underserved area. They will develop basic decision-making principles that will guide clinic during its operation. They will develop guiding principles and statements regarding the clinic’s leadership mission, vision, values and organizational structure. They will determine the composition of the governing board, administrative staff, and clinical staff. Potential partnerships and collaborative agreements with other local providers will also be developed in the exercise. Students will

Table D2-2. Assessment of Competencies for MPH (all concentrations)		
Competency	Course Number(s) and Name(s)*	Describe specific assessment opportunity <sup>a</sup>
		participate in in-class exercises and a class evaluation will be completed through student reflections and the quality of contributions to contract negotiations. Groups have a feedback session with the instructor.
17. Apply negotiation and mediation skills to address organizational or community challenges	HEA516 Health Care Management	<p><b>Week 12: Class Exercise: Contract Negotiations Between Hospital System and Nurses Union.</b> Introduction to Health Care Management, Buchbinder and Shanks, 2017. Chapter 12. The Strategic Management of Human Resources, Page 321. The class will have an in-depth power point presentation on the principles of negotiation and mediation. The class exercise is presented and discussed during the class.</p> <p><b>In-Class Exercises:</b> During the Class Exercise students are grouped together as human resource managers or union leaders of a nurse’s union for a hospital system. The students will conduct a contract negotiation between human resource managers and nurses. They will be grouped into groups of four with two members for each side. Each side will present their position and then engage in negotiation and compromise until an agreement can be reached.</p> <p><b>Class Presentation:</b> Students will be present their reflections. Each student will be assessed based upon a reflection paper written after the exercise and for their contribution to the contract negotiation.</p>
<b>Communication</b>		
18. Select communication strategies for different audiences and sectors	ENV530 General Environmental Health	<p><b>Week#6: Toxicology and Risk Assessment Assignment:</b> Students will be asked to select an environmental health related topic and use one of the communication strategies- “precautionary advocacy communication strategy” to convince people on the selected topic via submitting PowerPoint slides at the discussion board forum within their groups and then commenting on their group members presentation to reflect on the content. This assignment will be for different audiences and the communication strategy selected will be applicable to different audiences. For example- if the selected topic is Lyme disease, the communication strategy will be suitable and applicable for convincing parents, pet owners, medical and veterinarian staff about the severity of the disease. Similarly, if the selected topic is HIV, the targeted audiences may be medical staff, teens and young adults.</p>
19. Communicate audience-appropriate public health content, both in writing and through oral presentation	ENV530 General Environmental Health	<p><b>Week#12: Food Safety Assignment:</b> Students will be given a hypothetical situation and will be asked to use stakeholder communication to inform a new food inspector about an assigned agent that causes foodborne illness. They will submit a narrated PowerPoint in their groups at the discussion board platform summarizing key aspects of disease symptoms, control strategies to reduce risk and transmission pathways for the agent. Students within the group will need to comment on each other’s PPT providing critique on their colleagues’ work.</p>

<b>Table D2-2. Assessment of Competencies for MPH (all concentrations)</b>		
<b>Competency</b>	<b>Course Number(s) and Name(s)*</b>	<b>Describe specific assessment opportunity<sup>a</sup></b>
20. Describe the importance of cultural competence in communicating public health content	ENV530 General Environmental Health	<b>Week#15 Waste Management Assignment:</b> Cultural competence is the constant attempt to understand the values, beliefs, traditions, and customs of diverse groups. Students will be provided with 4 peer-reviewed waste management related articles and will be asked to comment one of the 4 articles describing the importance of cultural competence in communicating the public health concern of that article within their groups at the discussion board platform.
<b>Interprofessional Practice</b>		
21. Integrate perspectives from other sectors and/or professions to promote and advance population health	HEA647 Interprofessional Practice in Public Health (1-credit)	<b>Reflective Paper: Simulated Interprofessional Education (IPE) Case Scenario on a Current Public Health Issue (Parts I and II):</b> A detailed case scenario built on a current complex public health issue will be made available to students online. Students from multiple disciplines (such as public health, social work, counselor education, and other health professions) will participate in an interactive virtual session to analyze the scenario and discuss interventions from an ecological framework. A series of questions will prompt students to assess the situation, determine the needs and assets of those affected, mobilize teams, identify key roles and responsibilities of members of the team, and suggest how best to meet the needs of those affected. Students will meet for a specified length of time (such as 45 or 60 minutes) with their interprofessional student team to prepare a presentation of their assessment to the larger group which will be followed by Q&A. The virtual session will be supervised by faculty representing each of the participating disciplines.  <b>Reflective Paper Part I:</b> Each student, after participation in the virtual simulated IPE session, will develop a one-page narrative that provides a situation analysis, identifies the roles and responsibilities with task delineation for each professional; and develops evidence-based recommendations for intervention.  <b>Reflective Paper Part II:</b> Each student, after participation in the virtual simulated IPE session, will develop a one-page narrative that offers a thoughtful narrative reflecting on what worked well: what did not; suggestions for change; and lessons learned from the session.
<b>Systems Thinking</b>		
22. Apply systems thinking tools to a public health issue	HEA605 Utilizing Systems Thinking in Public Health (1-credit)	<b>Weekly Systems Thinking Activities in Homework Assignments Weeks 1-14.</b> - Students practice weekly activities in visualizing system concepts and practice drawing concepts with linkages. This builds from simple models to more complex Casual Loop Diagrams CLD).  <b>Summary Assignment for Causal Loop Diagram Applied to a Public Health Issue</b> – Students produce a final CLD to describe a complex public health issue or problem of their choice. The diagram includes interpretive labels and a short summary memo for overview.

- 4) Include the most recent syllabus from each course listed in Template D2-1, or written guidelines, such as a handbook, for any required elements listed in Template D2-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D2-2, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

The core course syllabi and supporting documentation inclusive of assessment instructions/grading rubrics and examples of key assignments/assessments covering each of the 22 MPH foundational competencies are included in *ERF D2.4. Syllabi and supporting documentation*.

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

**Strengths:** Collection of assessment data helps faculty identify patterns where students are struggling and serves as the first point of contact for faculty improvement. Results of the assessment are now being shared with faculty on an annual basis during the MPH faculty retreat (held in August before classes start) to allow for a discussion of results and methods to address any issues. One example is the order in which students take HEA526 (Biostatistics) and HEA648 (Research Methods). Before students took HEA526 before HEA648. Students were struggling with HEA526 semester after semester and after a few conversations among faculty and with students Dr. Ramona Stone (HEA526) and Dr. Zeinab Baba (HEA648) reversed the order of the courses resulting in better outcomes with competencies measured in HEA526. Overall, collecting and storing faculty data in REDCap has been extremely useful, serving as a repository for all the assessment components.

Our core course curriculum which addresses the 22 MPH foundational competencies is discussed and reviewed in several MPH Program Committees including MPH Program, Core Course, and Applied Learning Experience. The charge of the Core Course Committee for AY2023-24 is to review core course material/topics/readings/assessments to ensure strong coverage of diversity, equity, inclusion, human rights, and social-economic-environmental justice. Two student representatives who are also Student Advisory Board members are currently assisting in establishing review criteria from which a task group (composed of students, alumni, CAB members, and faculty) will review syllabi and offer recommendations for improvement.

**Weaknesses:** The biggest weakness is that annual data collection for all components was only started in Fall 2021 with our revised assessment data collection system (REDCap), meaning that it was difficult to collect data from key faculty members who have since left the university.

**Plans for improvement:** The Assessment Coordinator sends out end-of-semester REDCap invites with multiple reminders for data assessing core and track competencies which will allow for more timely review of data by the full MPH Program committee with student representation. Assessment is an agenda item for our annual August MPH Program Retreat which is conducive for issue identification/prioritization.

#### D4. MPH & DRPH CONCENTRATION COMPETENCIES

The program defines at least five distinct competencies for each concentration or generalist degree at each degree level. These competencies articulate the unique set of knowledge and skills that justify awarding a degree in the designated concentration (or generalist degree) and differentiates the degree offering from other concentrations offered by the unit, if applicable.

The list of competencies may expand on or enhance foundational competencies, but, in all cases, including generalist degrees, the competency statements must clearly articulate the additional depth provided beyond the foundational competencies listed in Criteria D2 and D3.

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

Except for cases in which a program offers only one MPH or one DrPH concentration in the unit of accreditation, assessment opportunities must occur in the didactic courses that are required for the concentration.

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

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

The WCU MPH Program offers three concentrations – Community Health, Environmental Health, and Health Care Management. The concentration-specific competencies, courses, and key assignments are described in narrative and table format in this document, and in *ERFD4.2 Tailored Concentration Matrix*.

##### *Community Health*

The Community Health Track prepares students to plan, design, implement, manage, administer, and evaluate community health policies and programs. Our students are trained to engage stakeholders to work together toward better community health, to address existing health issues and prevent others. They learn how to identify, analyze, and mitigate health inequities; how to use relevant health behavior theories to develop and implement effective and efficient health interventions; how to use mixed methods approaches to collect and analyze data for program improvement; and, how to promote better community health through strategic communication and advocacy efforts in the United States and globally.

During the academic year AY 2019-2020, the Community Health track underwent some significant changes triggered by feedback solicited from faculty, students, and members of the Community Advisory Board. To better meet the Council on Education for Public Health (CEPH) expectations for re-accreditation, and to better align with the Health Education Specialist Practice Analysis (HESPA) 2020 framework, the Community Health Track Committee members reviewed and revised the track competencies. In the early stages of the revisions, we identified the weaker areas of what was being taught in the community health track; these weaknesses were: health communication, advocacy, and technological skills. Next, we learned that the wording of the five track competencies did not reflect what was being taught in class. In other words, the competencies were not explicitly associated with the track courses and with specific assignments, making course assessment difficult. Three of the track courses were not formally linked to any competencies, while the other three courses appeared to cover all five.

Using the syllabi, we identified what was being taught in each track course, what competencies were addressed, and what assignments were required. Our challenge was to redefine each course in such a way that its purpose or focus is well defined and that is reflected in a main course competency. Thus, we developed a structure where each track course emphasized one track competency that is assessed by a final assignment. The final assignment is a real-world product that measures each individual student's attainment of the course competency it measures. As shown in the table below, by the end of the MPH program, each community health student conducts a needs assessment, writes a grant proposal, designs an evaluation plan, develops a technical report, writes a global health issue brief, and develops and critiques a social media campaign focused on a chosen health issue. Each of these course assignments is intentionally associated with one track competency, although it is expected that all or some of the other track competencies will be apparent too. The assignments' descriptions were revised to ensure that they are valid and reliable assessments of the competency they are intended to measure. One other comment about the main course assignments is that community health faculty agreed that smaller skill-development assignments could be used as building blocks for the key course assignment. Another concern was to reduce the overlap between track courses, so that the material taught in one track course is not being retaught or duplicated by another instructor in another track course. Rather, we redesigned the track courses to complement each other, to eliminate redundancy, while still allowing for some material to be presented from different perspectives. For instance, we teach logic models in three courses: program planning, program evaluation, and technologies for program planning and implementation. Each of these courses discusses the development and utilization of logic models from different perspectives and explains their purpose using real-world examples relevant to the course that is being taught.

One track course, HEA 539, was fully redesigned to include technology skills development, while maintaining the focus on program implementation, specifically on management and administration tasks, including, designing tools for program monitoring and reporting. Specifically, students develop a technical report while learning how to use software to conduct various program management tasks (ex, data collection tools to track service delivery, develop timelines, assign staff to various tasks, manage and report on resource allocation, etc.). Another track course (HEA 543) was redesigned to emphasize development of health communications skills, while the global health course (HEA 645) focuses on advocacy skills as an approach to development of cultural humility. The other three courses (HEA 531, HEA 538, and HEA 544) had a much clearer focus and their key assignments (needs assessment, evaluation plan, and respectively grant proposal) were so well designed that the students were referring to these classes by their main assigned (ex, the "service-learning, needs assessment course", "the program evaluation class", or the "grant proposal class"). In fact, learning about this fact is what helped us redesign the other three courses.

To conclude, community health track curricula was reviewed and the course content for all six CH track courses was fully revised to ensure comprehensive coverage of the material and a symbiotic relationship between CH courses. The course revisions lead to: (1) clear and concise course objectives, well reflected in the course assignments; (2) up to date required readings; (3) redesigned main course assignment; (4) addition of advocacy, health communications, and technology skill development lectures and assignments. Four of the six courses were reviewed and approved by the department, college, and university curriculum committees; the other two revised courses were taught for the first time during the spring semester and are now undergoing the same approval process.



Table D4-1 Assessment of Competencies for MPH in Community Health Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity <sup>a</sup>
1. Generate a report on community health vulnerabilities and assets using spatial and non-spatial data.	HEA531 Community as a Basis for Health	<b>Community Health Needs and Assets:</b> Assessing and mapping community health needs and assets are critical skills to be able to collaboratively prioritize needs and subsequently plan to act on those unmet community health needs by leveraging existing assets. Each student will complete a community health needs and assets assessment for a community of choice. The community should represent a geographic location with well-defined boundaries (bound by county or metropolitan city). You will compile an 8-10 pages report that assesses the community needs and assets, prioritizes needs, and offers data-driven recommendations to address a target need within the community. Both spatial and non-spatial data will be presented. Sections include: (1) Description of the community (2) Analysis of population demographics (3) Analysis of indicators of health status (4) Summary of health care resources and other assets in the community (5) Analysis of the community's social and political system (6) Identification of community stakeholders, plan for engagement, and proposed methods for primary data collection to supplement summarized secondary data (7) Prioritization of health needs and plan for stakeholder participation in interpretation of results (8) Plan to communicate assessment results to diverse stakeholders (9) Proposed community health improvement plan based on assessment findings
2. Develop a grant proposal to fund an equity-focused health promotion initiative.	HEA544 Program Administration in Health and Human Services	<b>Grant Proposal:</b> Propose a health promotion program focused on a specific health disparity. Each student will submit a 10-12-page grant proposal relevant to their chosen non-profit agency's mission. Grant proposal components include: a cover letter, title page, table of contents, abstract, introduction, problem statement, goals and objectives, implementation plan, budget, financial management plan, future funding for program sustainability.
3. Design a participatory evaluation of a community-based health initiative.	HEA538 Evaluation of Health Programs	<b>Program Evaluation Plan:</b> Design a comprehensive community-based Evaluation Plan to assess the effectiveness of a health education/promotion program focused on reducing health inequities. A community-based participatory evaluation approach engages people in evaluating a program designed to serve them. This proposal will highlight participant involvement at all stages of the evaluation process. Retaining a participatory evaluation focus, the evaluation proposal will follow the CDC framework for program evaluation. It will include: (1) title page (program name, dates covered, and evaluation focus), (2) evaluation focus: formulate evaluation questions appropriate to measuring program success, (3) describe the program theory and its role in program evaluation (4) program description (narrative and logic model) and intended users, (5) select appropriate methods for formative, implementation/process, and summative evaluation; (6) select appropriate primary & secondary data sources; (7) develop appropriate primary qualitative & quantitative data collection tools on electronic platforms (ex, Padlet,

Table D4-1 Assessment of Competencies for MPH in Community Health Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity <sup>a</sup>
		Qualtrics, REDCap); (8) select appropriate data analysis software & techniques (9) use, dissemination, and sharing plan, and (10) critical analysis of the cultural appropriateness and the participatory evaluation approach for this population.
4. Analyze the implementation of a social media campaign to promote health equity.	HEA 543 Strategic Communications for Health Equity	<b>Analytics-Based Critique of a Social Media Work Product:</b> Develop and critique health communication materials focused on a health disparity specific to a group affected by structural disadvantage. Students will work in teams to develop a strategic communications plan to remediate a health inequity of their choice. Then, each individual student will develop a creative brief and social media work product in support of the plan, distribute the work product on social media, and analyze its reach and dose. As part of this project, each student will: (1) develop communication materials using appropriate multimedia; (2) pilot test message(s) and materials; (3) use digital media to engage audience(s); (4) assess reach and dose of communication using social media analytics and tools; (5) synthesize findings; and (6) develop recommendations based on findings.
5. Apply a global perspective to design a community health initiative.	HEA645 Global Health Promotion & Advocacy	<b>Issue Brief:</b> Each student will select a country and write a 2-page (maximum) issue brief to an elected official on a public health topic provided by the professor of the course. The student will act as a representative of a non-profit organization in the country they select where they will advocate and provide a concise overview of the viewpoints of actions, plans, key stakeholders to involve, etc. regarding the topic. The student should also describe recommendations for addressing the topic, specific to their selected country. At least one of the recommendations should be a community health initiative. International and regional conventions, treaties, declarations, resolutions, past and present programs of action which are relevant to the policy of your country should be addressed.
6. Utilize technologies to develop strategies for planning and implementing community health programs.	HEA539 Community Health Program Planning & Technologies	<b>Technical Report:</b> Each student will design a community health program on a topic of their choice and use various technologies to develop administration tools for managing the allocated program resources. Students will: (1) develop a database and a survey in REDCap; (2) conduct data entry for 50 fictitious clients; (3) locate real public information on their topic of interest, including community assets information from PolicyMap; (4) download the REDCap data; (5) create tables and graph in Excel; (6) create choropleth maps in ArcMap. Students will develop a Technical Report that will include: (a) an executive summary, (b) a table of contents, List of tables, and a List of graphs (c) Literature review with EndNote in-text citations, (d) program description, including a flow chart or a logic model (e) Data & Methods with description of data collection processes and tools; (f) Results with summary tables, graphs, and choropleth maps, with narrative explanations; (g) Gantt timeline chart, and (h) a report on the allocation and distribution of resources, including costs per unit of service and cost per client. This is an applied project focused on program planning and implementation, on administration and management skills development, while learning how to leverage technologies in community health.

## *Environmental Health*

Environmental Health is the branch of public health that focuses on the interrelationships between people and their environment, promotes human health and well-being, and fosters healthy and safe communities. As a fundamental component of a comprehensive public health system, environmental health works to advance policies and programs to reduce chemical and other environmental exposures in air, water, soil, and food to protect residents and provide communities with healthier environments. Environmental health protects the public by tracking environmental exposures in communities across the United States and potential links with disease outcomes. West Chester University provides an enriched learning environment that has successfully prepared students to become future leaders in the fields of Environmental Toxicology, Risk Assessment, Occupational Safety, Industrial Hygiene, and Environmental Sustainability. Both the undergraduate and MPH programs are accredited by the National Environmental Health Science and Protection Accreditation Council (EHAC).

During the academic years AY 2019-2020 & 2021-2022, the Environmental Health track underwent significant changes. With the retirement of Dr. Chares Shorten in 2019, Dr. Melanie Vile joined the faculty in Spring 2020 bringing expertise in Environmental Sustainability and Global Climate Change, and in Environmental Regulations. In Fall 2022, Dr. Sunger (MPH Environmental Health Track Coordinator) took a leave of absence, and Dr. Vile has agreed to serve as interim MPH Director for the Environmental Health Track. Additionally, we had an opportunity to hire Dr. Omosehin Moyebi, who received a Frederick Douglas Teaching Scholars Fellowship, and joined our department in Fall 2022. Not only does Dr. Moyebi bring new expertise to the department, but he is also a former WCU MPH Environmental Health graduate. Dr. Moyebi, along with Drs. Cena and Vile teach the entirety of the MPH courses for the Environmental Health Track.

As mentioned above in the Community Health Narrative, The Environmental Health faculty revised the track competencies to better meet the Council on Education for Public Health (CEPH) expectations for re-accreditation, and to better align with the Health Education Specialist Practice Analysis (HESPA) 2020 framework. The Environmental Health Track Committee members reviewed and revised the track competencies. Competencies #5-6 were added to address advocacy, policy, and communication specific to environmental health. Specifically, we developed a structure where each track course emphasized one track competency that is assessed by a specific assignment that demonstrates a mastering of the course competency (Table D4-1 EH). Next, we redesigned the track courses to remove redundancies in our course offerings, while allowing for some material to be presented from different perspectives. The Environmental Health Faculty are also trained scientists who readily involve students in faculty research. Faculty train the future generation of Environmental Health Professionals to anticipate, recognize, evaluate, and control hazards that can affect human health in both the natural and built environment. Further we train students how to apply their skills to solving environmental problems. Environmental Health graduates are in demand and are widely employed in the pharmaceutical industry, hospitals, universities, environmental consulting firms, food supply and distribution companies, state and federal government, and county health departments.

Moving forward, in preparation for our AY 2022-2024 self-assessment, we will continue to review and revise our track competencies, accordingly. There are several new courses being taught at the undergraduate level that we may consider for the MPH program, specifically, Global Climate Change and the Future of Public Health, and Environmental Sustainability.

**Table D4-1** Assessment of Competencies for MPH in Environmental Health Concentration

Competency	Course number(s) and name(s)	Describe specific assessment opportunity <sup>a</sup>
1. Identify illness and injury causing agents in workplaces, residences, health care facilities and other institutions, and the outdoor environment.	ENV524 Industrial Hygiene	<b>Worksite Hazard Portfolio:</b> The worksite hazard portfolio will include an investigation into the toxicity of an assigned worksite hazardous chemical agent and the processes in a worksite that exposes workers to this hazard. The health effects, literature providing documentation of these effects, evaluation techniques to quantify the hazard and the control strategies used to reduce risk to the hazard will be researched by the student. Additionally, students will provide references of current US Government regulations including OSHA, EPA, DOT, any additional relevant agencies and also include a brief synopsis of NIOSH, ACGIH and WHO recommendations. Students produce a 2-page paper summary.
2. Measure biological, chemical and physical disease agents in any environment and assess compliance with environmental regulations and professional standards.	ENV524 Industrial Hygiene	<b>Industrial Hygiene Equipment Exercises:</b> The field/lab exercises will include learning how to use field instruments, calibration, data collection, and technical analysis of field data to analyze biological, chemical, and physical disease agents in any environment and comparison of the data to regulations and professional guidelines. In addition, each student will be assigned a worksite hazardous agent and will develop portfolio materials. The portfolio will include data on regulations and professional guidelines for exposure to the assigned hazard. Students will provide references of current US Government regulations including OSHA, EPA, DOT, any additional relevant agencies and include a brief synopsis of NIOSH, ACGIH and WHO recommendations. Exposure limits, both regulatory and professional, must be included. In addition, each student will lead a class discussion about an article related to their portfolio topic, the hazards, and the regulations.
3. Analyze, interpret, and evaluate toxicological, epidemiological and environmental exposure data.	ENV551 Environmental Toxicology	<b>Article Critique:</b> This assignment is designed to enhance the student's writing skills and the student's ability to evaluate toxicological data. Each student will use the provided format (separate handout) to critique the article. This format requires complete essay answers to a series of questions. Each answer must be documented with material from the article. We will review/discuss sections of the article in class to make sure everyone is on the right track. Each section of the critique will focus on the following aspects: toxicological data provided in the article, data analysis techniques, interpretation and evaluation of results, and the overall presentation of the results in a peer-reviewed article. A final version of this article critique must be done by each student and in paper form along with an annotated paper copy of the article. Students must keep corrected critiques and bring them to class. The skills learned will then be applied to actual data provided by the instructor where students will be assessed on the ability to apply data analysis, interpretation, and evaluation techniques similar to those used in the critiqued article.
4. Quantitatively assess risk using mathematical	ENV545 Risk Assessment	<b>Fate-transport and risk characterization:</b> Each student applies a mass balance approach to develop a carcinogenic/non-carcinogenic risk assessment. The assignment assesses risk

**Table D4-1** Assessment of Competencies for MPH in Environmental Health Concentration

Competency	Course number(s) and name(s)	Describe specific assessment opportunity <sup>a</sup>
models and communicate risk information to populations served.		<p>using slope factor values, non-cancer risk assessment using reference dose values, determination of Average Daily Dose (ADD), Hazard Quotient (HQ), and contaminant concentrations in environmental media (air/water) using Gaussian Plume model and advection-dispersion models. (Quantitative assessment)</p> <p><b>Conceptual Model assignment:</b> For a hypothetical contaminant release scenario, each student will design a conceptual map showing all possible exposure pathways, all potential routes of entry, target population and sub-population, and describe important physical parameters that should be included in considering the fate of the compounds. Students will write a short discussion of how they should approach the exposure assessment for the given scenario and will need to share their model and discussion with the class via an oral overview of their model in 2-3 minutes. (Risk communication)</p>
5. Integrate the legacy of environmental (in)justice and other historical social inequities into sustainable policy decisions for future generations.	ENV547 Environmental Regulations	<p><b>Policy Plan:</b> Weeks 1-7. Week 1 includes two lectures on the structure of government and the role of state and federal governments. For each of the environmental health policy acts (e.g., Clean Water Act, Clean Air Act, etc.) presented in Week 2-7, the role of state and federal government in its implementation and/or state equivalent laws (e.g., National Environmental Policy Act) are discussed. Assessment Opportunity: Policy Plan - Students develop a written policy plan for the solution to an environmental (in)justice public health problem and give an oral presentation on their proposed new policy plan.</p>
6. Determine how climate-change and sustainability policies have disproportionately affected vulnerable groups.	ENV547 Environmental Regulations	<p><b>Briefing Public Commentary:</b> Students attend a public meeting on an environmental health topic of their choice and summarize their experience. Students then write a brief, evidence-informed public comment that could be delivered at the public meeting to inform policymakers about the environmental health impacts of the issue or proposed policy. Students then develop expert testimony synthesizing complex evidence for lawmakers to consider as part of policy development.</p>

## *Health Care Management*

The Health Care Management Track prepares students to pursue administrative careers with health systems, hospitals, consulting firms, managed care organizations, insurance firms, medical group practices, government agencies and other health care settings. This program responds to the demands for skilled administrators and managers by building upon the core curriculum through a series of courses that introduces the student to administrative perspectives and issues of the health care industry. The Health Care Administration track provides an opportunity to pursue an area of concentration, strong preparation in management skills, and expertise in finance, strategy, leadership, information systems technology, and patient safety and advocacy. The Health Care Management Track prepares students to serve as policy makers in state and federal government and in the private sector to serve in hospitals, health systems, health insurance companies, life science and pharmaceutical companies, and consulting and advisory firms.

**Health Care Management Course Content Redesign.** The track underwent several significant enhancements based on faculty, students, and members of the Community Advisory Board (CAB). To better meet the Council on Education for Public Health (CEPH) expectations for re-accreditation the Health Care Management track reviewed the course content and incorporated the recommended changes. For example, industry leaders, alumni and CAB members recommended that students improve their skills in the following areas: Information Systems Technology, Population Health, Project Management, Revenue Cycle, Return on Investment projections, Operations, Systems Thinking, and Leadership. Specifically, stakeholders recommended expertise to be developed in the following areas:

- **Information Systems Technology:** Students needed to have expertise in the basic tools of communication and analysis with MSWord and MS Excel. Specially, in developing budgets in Excel and conducting surveys in Qualtrics surveys. They recommended that students have knowledge of the functionality of Electronic Health Records (EHRs). Simulations were also recommended to understand patient flow.
- **Population Health:** It was recommended that students have a high level of fluency in using population health data to assess and identify segments of the population for service improvement opportunities. This data would also be used to identify best practices for post-discharge care in the home the influence of the social determinates of care.
- **Project Management:** The health care setting is fast paced and stressful and students need to know how to use MS Excel and Informatics to develop and manage projects. Understanding of project management skills and quickly learning new skills is critical in today's health care environment.
- **Revenue Cycle:** Students need to have an understanding of the core business processes in health care delivery to generate revenue, profit, and long-term viability. Understanding of payers and their incentives and constantly changing rules. Students need to know how to use population health practices need to generate revenue for the provider to sustain the operations of the hospital.
- **Operations:** Students need to acquire skills in the daily operations of clinics and hospitals and the management of staff. Management skills in times of crisis is necessary for students to acquire to operate in the modern healthcare environment. These skills can be learned through simulations, role playing, and online gaming. These are very intense disputes and exposure for students will prepare them for future scenarios they will experience. The only way to adequately prepare for such a scenario is to experience it, even if artificially, in the simulation.

These insights were shared with instructors who facilitated classes in these areas. They have been incorporating into their classes and learning objectives. Instructors increased opportunities for skill development in these areas for students. Positive results from these efforts have been recorded in the graduate exit surveys and feedback from current and past students.

**New Faculty for the Health Care Management Track.** The Health Care Management track added two additional tenure track faculty from diverse and interdisciplinary backgrounds. The Department of Health participated in a national search and reviewed many stellar diverse candidates from both academia and industry. The search committee underwent unconscious bias training and worked closely with the Office of Human Resources to evaluate candidates in an objective and unbiased manner.

Two new tenure track faculty were hired. Dr. Erin Knight joined the Department of Health in August 2021 and Dr. Nena Okunna joined the department in August 2022. Dr. Nena Okunna is a tremendous fit with the healthcare management track based on her passion for teaching, expertise in research, and dedication to serve the community and public health workforce. Dr. Okunna earned a PhD in Health Policy and Management from the University of Massachusetts, Amherst and has leadership experience as the Master of Health Administration at Saint Joseph's University since 2020. Her research interests provide students with opportunities for training and mentorship in the areas of health policy; health disparities; health care access and utilization, universal health coverage; tobacco control policy; and global health. Dr. Erin Knight joined the faculty in August 2021 and provides a deep background in healthcare policy analysis development. She has leadership expertise as the Associate Director of the Center for Community Research & Service at the Biden School of Public Policy & Administration, University of Delaware. She was also a Health Policy Fellow at the Center for Community Research & Service, Biden School of Public Policy & Administration, University of Delaware. This provides the Health Care Management students with opportunities to gain expertise and mentorship in health policy study. Dr. Knight has industry experience as the manager in the A.I. DuPont Hospital for Children and in the Massachusetts Department of Public Health. All of these experiences will provide students with critical exposure to real life health policy and management case studies and experiences. Dr. Knight will be facilitating HEA 615 Policy and Public Health and the HEA 613 Advocacy and Quality of Health Care Services courses for the Health Care Management track.

**New Sciences and Engineering Center and the Commons (SECC) building.** The Health Care Management track students have the opportunity to take advantage of the technology in new Sciences and Engineering Center and the Commons (SECC) building. This is the largest state-of-the-art academic building in the Pennsylvania State System of Higher Education (PASSHE) universities. Students are able to host virtual conferences, conduct professional development events, and work together in groups either in-person or virtually. The students can engage with students from other health-related disciplines through the Interprofessional workshops that are organized and hosted by the College of Health Sciences.

**Student Case Competition for the Healthcare Leadership Network of the Delaware Valley.** Students were encouraged to take part in the professional development and networking opportunities that are hosted and organized by the Healthcare Leadership Network of the Delaware Valley (HLNDV). Students are presented with opportunity to participate in the mentorship program organized by the HLNDV and to participate in a case study competition each spring. The Health Care Management track was strongly represented in the competition with the participation of two teams of students: Sara Hassan and Marguerite Lena and Matthew Martillotti. These two teams of students received coaching and mentoring in preparation for the competition from Dr. Harry Holt, the track coordinator of the Health Care Management. Erik Wilson represented the Environmental Health and also competed strongly in the competition. The team of Sara Hassan and Marguerite Lena earned first place and a cash prize and Erik Wilson earned third place and a cash prize for their presentations. The Health Care Management track looks forward to providing mentoring and supervision to students who will participate in the competition in Spring 2023. The goal of the competition is to provide students with opportunities to research and present examples of using technology innovation to improve care delivery in the Greater Philadelphia area. The experience provides the students with the opportunity to interview leaders of technology innovation organizations and present their findings to the competition's judges. The judges are composed of senior health care executives who are members of the HLDNV.

To conclude, the Health Care Management track curricula was redesigned to meet the needs of the modern health care industry. Students are given opportunities to acquire critical skills to be successful as managers. New faculty were welcomed by the department and offer multidisciplinary and diverse learning experiences and mentorship in their areas of expertise. Students are actively participating in the opportunities for networking, mentorship, and case study competition with the HLNDV. Students are able to collaborate and host educational events in the new SECC Building while connecting virtually with students who may be located in other regions of the state and country.

Table D4-1 Assessment of Competencies for MPH in Health Care Management Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity <sup>a</sup>
1. Engage in activities that enhance skills to identify and respond to current trends and issues of health care management and policy.	HEA613 Patient Advocacy and Quality of Health Care Services	<b>Fact Sheet &amp; Video Pitch:</b> Students are asked to reflect on the range of problems within the healthcare system that they have become aware of through coursework and/or popular media and identify a specific issue of concern that requires additional investigation. Students are prompted to consider questions such as: why this issue is important? who is affected? what is the cause of the problem or what are some contributing factors? who else might share your concern? what can be done to address the problem? and why hasn't change happened before now? After conducting independent research, students synthesize their findings into a 2-page fact sheet that includes a recommended solution at a policy or systems level. Students are also required to develop a brief "pitch" or elevator speech intended to persuade a decision-maker to address the issue of concern.
2. Identify external and internal pressures affecting administrators' functions and their role in organizational politics, resource allocation decisions, and other critical issues.	HEA616 Strategic Leadership in Health Care	<b>Case Study / Team Project - Safety Net Hospitals:</b> Safety net hospitals are crucial to reducing disparities in access and healthcare. The case study looks at the external environmental threat to an urban safety net hospital including national threats that affect even the better-off hospital stakeholders. The safety net hospital has some leverage over the other hospitals, but it must build a coalition that ensures its survival via identification of shared interests among shareholders. Furthermore, there are internal pressures on the safety net hospital given its location and aging facilities and technology. Porter's Industry Analysis Framework combined with a traditional SWOT analysis will identify avenues for strategic interaction between the safety net hospital and its stakeholders.
3. Demonstrate the widespread applicability of management theory to diverse types of health services organizations and health systems.	HEA514 Approaches to Health Care Delivery	<b>Discussion Board</b> postings spanning the full functionality of managed care organizations from HMO to PPO and the implications of the ACO model for population health. The functions on which students comment include risk management, provider networks, payment systems, and quality management and improvement strategies. These strategies are discussed through the lenses of value-driven healthcare delivery and value-benefit insurance designs.
4. Apply health care management terminology and concepts to enhance professional development and lifelong learning.	HEA616 Strategic Leadership in Health Care  HEA613 Patient Advocacy and Quality of Health Care Services	<b>Individual Assessment</b> of one's own strength and weaknesses combined with personal interests in career path opportunities and threats to making that future come true, culminate in an application of a SWOT analysis of one's professional career direction in a final paper. The SWOT concept is examined in the strategic leadership course as management tool to develop strategies for organizational adaptation to its changing environment.  <b>Weekly homework problems</b> assess the multiple dimensions of patient-centered care, the organizational culture that fosters quality patient-centered care, and the skill set that is necessary to measure and motivate employees in a culture of quality improvement. The skills span multiple homework assignments that build a foundation for organizational culture change to patient-centered care.



Table D4-1 Assessment of Competencies for MPH in Health Care Management Concentration		
Competency	Course number(s) and name(s)	Describe specific assessment opportunity <sup>a</sup>
5. Analyze health care regulations and legal requirements for health care operations and financial sustainability of health care organizations.	HEA513 Legal Aspects of Health Care	<b>Case Study Assignment Addressing the False Claims Act, Physician Self-Referral (Stark I and II), and the Anti-Kickback Statute:</b> Students work through a series of realistic scenarios involving physicians, hospitals, patients, and payers. They apply the lessons from the False Claims Act, Physician Self-Referral (Stark I and II), and the Anti-Kickback Statute to the fact pattern involving stakeholders in the health care industry. The students identify the correct rule to apply to the issue, document their understanding of the rule, apply the rule by facts in the scenario and determine whether there is a violation or whether an exception or safe harbor applies, develop recommendations for the physicians or hospital on how to be compliant with the requirements of the regulations. The assignment is five pages, single-spaced, and requires outside research to support the analysis made throughout the document.

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

*Not applicable*

- 3) Include the most recent syllabus for each course listed in Template D4-1, or written guidelines for any required elements listed in Template D4-1 that do not have a syllabus. If the syllabus does not contain a specific, detailed set of instructions for the assessment activity listed in Template D4-1, provide additional documentation of the assessment, e.g., sample quiz question, full instructions for project, prompt for written discussion post, etc.

*ERFD4.3 Syllabi and Supporting Documentation* includes the syllabi, assessment instructions, and student samples for each track. Documentation of the revision process to the Community Health track inclusive of Community Health competencies, curricula, and assignments is included in *ERFD4.3 > Community Health > 1. Syllabi and supporting documentation > Supporting docs*.

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

**Strengths:** In 2020, during the SWOT analysis, CH track faculty have identified a series of weaknesses (as discussed above) and since then have worked diligently to address them, starting with the larger picture, the structure of the CH curricula, and continuing with the details specific to each of the six track courses. At the time we are writing this self-study, we are still revising the course sessions and each assignment description for two track courses (HEA 539, the technologies course in program planning and implementation where student write a “technical report”, and HEA 544, the “grant proposal” course). Both courses were taught for the first time in this new format during the Spring 2022, and we are still working on integrating student feedback. As of right now, the HEA 539 course, taught by Dr. Stone, is undergoing significant improvements because students found it to be too optimistic in terms of the numbers of areas covered, the number of homework assignments, and number of newly introduced software. Students suggested focusing the course on fundamental areas, specifically on: ArcMAP / GIS, Excel graphs/tables, REDCap tool development, and use of EndNote in Word. Coincidentally, the need for GIS was brought up during the alumni panel conversations and was mentioned in the survey comments too. Once the course sessions and the intermediate assignments are completed, the syllabi for these two courses must be approved by the chair, dean, and university curriculum committee (CAPC). As a result of this work in progress, the mapping of the track courses with the HESPA areas is in the final stage (*ERFD4.3 Syllabi and Supporting Documentation, Community Health > Syllabi and supporting documents > Supporting docs*). We expect much progress to be made by the time of the site visit.

**Plans for Improvement:** With recent hires, the Environmental Health and Health Care Management tracks have the opportunity to revisit competencies, key assignments, and to incorporate new active learning strategies into track coursework.

## D5. MPH Applied Practice Experiences

MPH students demonstrate competency attainment through applied practice experiences.

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

The program assesses each student's competency attainment in practical and applied settings through a portfolio approach, which reviews practical, applied work products that were produced for the site's use and benefit. Review of the student's performance in the APE must be based on at least two practical, non-academic work products AND on validating that the work products demonstrate the student's attainment of the designated competencies.

Examples of suitable work products include project plans, grant proposals, training manuals or lesson plans, surveys, memos, videos, podcasts, presentations, spreadsheets, websites, photos (with accompanying explanatory text), or other digital artifacts of learning. Reflection papers, contact hour logs, scholarly papers prepared to allow faculty to assess the experience, poster presentations, and other documents required for academic purposes may not be counted toward the minimum of two work products.

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

The Applied Learning Experience (ALE) is the culminating activity for the MPH Program and it occurs after completion of the majority of core and track course work. The purpose of the ALE is to provide students with an opportunity to gain real-world public health graduate-level experience, to get introduced to an agency where they can apply competencies learned in the classroom. To accomplish this purpose, **in consultation with the faculty ALE advisor and the site supervisor, each student selects his or her own 5 (five) competencies** on which they wish to focus at the public health setting.

The five competencies must include:

- Any 3 (three) competencies from the list of 22 Foundational Competencies and
- Any 2 (two) competencies from the list of 5-6 Track Competencies.

Given that each student chooses his or her own combination of 3 core and 2 track competencies, the set of 5 competencies will **differ** from one student to another.

During the 200h students will practice their self-selected competencies by developing at least two products that have high utility to the agency, and by engaging in professional practice activities (PPA), under the guidance of the site supervisor and mentoring of the ALE faculty advisor. Once they decide on their 5 competencies, and identify 1-3 sites, they are asked to initiate the placement process by completing a [password protected online placement inquiry form](#). In the event the ALE products morph due to agency needs, students have the opportunity to change their self-selected competencies, but they are expected to consult with both the site supervisor and the ALE faculty advisor.

The **attainment of the five chosen competencies is reflected** in the following five ALE outcomes that reflect any 3 core & 2 track competencies:

1. The Major Project (Integrative Learning Activity)
2. Development of Two Products
3. Professional Practice Activities (PPAs)
4. The MPH Poster Session (*ERFD5.3 ALE Student Samples- Posters*)
5. The ALE Professional Binder (*ERFD7.5 Student Samples-Binders*)

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

The syllabi for HEA 649 Applied Learning Experience I and for the HEA 650 Applied Learning Experience II are located in the ALE Syllabi folder under the *ERFD5.2 ALE Syllabi & Requirements*.

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

All student ALE outcomes are included in the Appendix of the Major Project Report, forming an ALE PDF Binder. Samples of the Applied Learning Experience student samples (full binders and original posters) are located in the *ERF Student Samples- Binders*. *Samples of student Posters are available in the ERFD5.3 ALE Student Samples- Posters, while samples of ALE Binders, which include the Major Project Report and all key ALE outcomes are in the ERFD7.5 Student Samples- Binders)*

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

**Strength:** Stakeholder feedback prompted review and revision of the ALE process, syllabi, and assignment descriptions (see Table B2-2 Example 3 for details). The Exit Survey demonstrated improvement in the percent of graduating students in strong agreement or agreement with the statement, “Program articulated policies and procedures related to the Applied Learning Experience in a clear manner” from 2019-20 to 2021-22 (*ERFB2.2 Evidence for Evaluation Plan > Exit Survey*).

**Plans for Improvement:** Plans for improvement include integrating feedback recently (end of August 2022) received from the students and site supervisors. Examples of feedback include reduce the number of assignments in ALE I (ex, students did not find the Professional Practice Activities Planning form to be useful). Students found useful the ALE alumni panel of Spring 2022 and recommended to have such panels every academic semester (spring and fall).

## D7. MPH INTEGRATIVE LEARNING EXPERIENCE

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

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

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

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

*ERF*A1.3 Bylaws-Policy Documents the MPH ALE Guidelines document made available to students on our website and on the MPH Program Informational Desire2Learning (D2L) site.

<b>Integrative learning experience</b>	<b>How competencies are synthesized</b>
<p><b>Major Project Report</b> as a key assignment in the HEA 650 Applied Learning Experience II (3 credits) where students describe and reflect on their 200h on site experience.</p> <p>The project major report is supported with evidence included in the Appendix (the 2 Products, Poster, Placement form (Checklist 1), Logs, PPA, SSR, Site supervisor's evaluation, Student evaluation, cover letter, resume). We commonly refer to this as the ALE binder.</p>	<p><b>Students choose any combination of 5 competencies (3 foundational and 2 track)</b> they plan to practice and refine during the onsite experience, which are reflected in the two products, and in the set of professional practice activities in which they engaged. Students may change the competencies if the focus of the two products changes (for ex, as a result of changes in site priorities). The ALE faculty advisor reviews and evaluates students' assignments and assesses students' ability to report on their practicum experience in the Major Project Report, on a Poster, and during the Poster presentation session. Site supervisors evaluate the interns/students at the end of ALE via an online REDCap form. Similarly, students evaluate their site experience via REDCap. Finally, the faculty provides the final evaluation of each student's Major Project Report and ALE Portfolio / Binder using a global rubric that includes all assignments, to assess whether the student met the expectations on the chosen competencies, or not, or whether he or she needs significant improvement.</p>

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

The Integrative Learning Experience is a Major Project Report on the 200h of practice at an agency, under the supervision of a qualified public health professional. The Major Project Report starts as a proposal, the key assignment for the preparatory applied learning experience (ALE) course (HEA 649). While there is no guarantee that the proposed project is going to be approved by the agency, this assignment is a first step toward preparing the students for the second ALE course (HEA 650). The purpose of the proposal is for students to familiarize themselves with the agency's services, policies, and target population; to conduct a

brief literature review on their topic; and to articulate how the proposed topic and products could benefit the populations served by the agency, and how the two products are relevant to their chosen core/foundational and track competencies.

### **Applied Learning Experience Major Report**

The purpose of the practicum and culminating activity is to allow students to integrate core MPH competencies with selected specialties and to employ newly acquired skills and knowledge to a current public health problem in a community setting. In addition to the culminating activity, the practicum will include student involvement in professional practice activities. These activities 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.

Student projects are determined by joint agreement between the Student, Agency Site Supervisor, and ALE Faculty advisor. The major project enables the agency to complete an area of work or research which otherwise could not have been undertaken. It provides the student with an opportunity to demonstrate his/her ability to function as a public health professional, and to experience working in a public health setting. The completed project may serve as an important example of the type of work the student is able to accomplish in an actual work setting.

During the practicum phase of the applied learning experience, students will develop and implement their proposed major project, two professional products, and will engage in professional practices activities mutually beneficial to the student and to the site. Students will complete 200 on-site practicum hours under the supervision of a qualified public health professional.

Students are also expected to write a **Major Project Report** that includes the following components:

1. **Introduction to the Problem/Issue-** Provide a brief introduction to the problem/issue (ex, health or related social issue) that will be the focus of your Major Project. Discuss the role of the agency in addressing the issue in the community. Report on local data or information about the problem, and its impact on the community.
2. **Literature Review-** Develop a systematic review of peer reviewed literature focused on your chosen problem/issue. EndNote reference software is required.
3. **Project Need/Justification/Significance** - Describe the need for this project and develop a justification for its significance to the agency and to the community. How will the agency and the community benefit from this project? Describe the specific agency and community needs that this project meets. Include here the list of 2 Core and 3 Track competencies.
4. **Methods and Data** Describe the implementation plan you envision to follow during Applied Learning Experience II. These are some of the same components that were in the Applied Learning Experience Major Project Plan. They will need to be added to this report with updates for project activities, data collection plans, data analysis and the timeline. *Students need to remember that now that the project is implemented, they will need to review the narrative and check to change future tenses to past tenses for this report.*

Goal and Objectives- Students will list 1 project goal, 4 process objectives and 1 outcome.

Target Population- Students need to provide an overview of the target population who are impacted by the health problem. This can include information on demographics, gender, age, ethnicity, educational levels, socioeconomic status, etc.

Project Activities - Students must provide details on their methods and professional practice activities implemented during internship: ex, development of health education curriculum, of case studies, of needs assessment or risk assessments, quality assurance reviews, etc.

Data Collection- Students will discuss the actual data collection procedure for interventions or activities that were implemented in this Major Project Plan.

Data Analyses – If applicable, students report on the data analyses conducted during the ALE  
Results – this section will differ from one project to another. These could be data analyses results, but they could also be interpreted as any type of results of the applied learning experience.  
Project Timeline – Students must produce a Gantt Chart to describe the timeline for their ALE professional practice activities

5. **Project Recommendations and Conclusion** - Discuss the successes & the challenges encountered of program implementation. Students will discuss the lessons learned during this project and how this project adds to the related research (students should relate this section to the research cited in the literature review and other sections of this report). Students will provide recommendations as a result of the project implementation. For example, these could be recommendations to the agency for improvement and changes to a program as a result of program evaluation. Other recommendations can include ideas for further study or suggestions for increasing services as a result of a needs assessment. This section will focus on the issues generated during project implementation and completion.
6. **Major Project Meets the Mission of the Agency**  
In this section, explain how the work you completed during your 200h of internship has contributed towards the mission of the agency.
7. **Professional Development Plan & Product Description**  
Professional Development - Describe your plans to acquire practical training and/or continuing education while working with the placement agency. What skills did you develop or enhance?  
Products Development Describe the two required work products that you plan to develop. Clearly state when and where did you implement the proposed project plan and products.
8. **Professional Practice Activities Report**  
Types of Professional Practice Activities: Describe the types of Professional Practice Activities opportunities at this site.  
Professional Growth and Development: Describe the contributions of these practice activities to your professional growth and development.  
Public Health Professional Role: Relate these Professional Practice Activities to your role as a public health professional.  
Skills Acquired: Identify specific skills acquired through participation in Professional Practice Activities
9. **Reflections**  
In this section, you must reflect on your overall experience at your site, and on how the chosen core & track competencies were attained throughout the internship. Describe the ways in which your work on the major project, on your products, and your professional activities are relevant and relate to the competencies you have chosen. You must clearly relate each of the five competencies to specific components of your project, to your products, and to the professional activities carried on at the site during ALE hours; identify specific skills that are related to each of your five selected competencies. Note that each section requires a one-page narrative.  
Overall Experience: Reflect on your overall experience of working at this site.  
Core Competencies: On one-page, describe how you attained the 3 MPH Core Competencies through the completion of your Major Project, Products, and Professional Practice Activities.  
Track Competencies: Similarly, on one-page, explain how you were able to attain the two MPH Track Competencies through your Major Project, Products, and Professional Practice Activities.
10. **References**  
List of references used in Major Project Plan in APA format. EndNote is required.
11. **Appendices**  
Include all required documents: the 2 Products, Poster, Placement form (Checklist 1), Logs, PPA, SSR, Site supervisor's evaluation, Student evaluation, cover letter, resume.

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

The ALE Guidelines, the syllabi for the ALE II (HEA 650), which include instructions on the Major Project Report (and all other assignments) are available in the ALE Requirements folder under the *ERFD5.2 ALE Syllabi & Requirements*.

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

Students receive ongoing feedback from the site supervisor and from the faculty advisor. During the ALE II, the faculty advisor reviews and provides feedback on the biweekly student logs, that capture the professional practice activities (PPA) in which students engage at their sites/placements. The number of hours of engagement in professional practice activities are cumulated on the PPA tally form at the end of the semester. The PPA tally form must be sign by the site supervisor to certify the completion of the 200h of practicum.

The faculty advisor reviews and evaluates all ALE outcomes, provides recommendations for improvement. To ensure that all faculty who teach ALE courses are consistent in their evaluation of whether the student meets professional standards in the implementation of his/her chosen 3 foundational and 2 track competencies, a rubric was created in REDCap. The faculty rubric includes assessment items for all ALE outcomes (*ERFD7.4 Methods of Competency Assessment*).

At the end of the semester, ALE faculty hold two individual sessions with each student. Before the poster session, the conversation is focused on products, professional activities, forms that require signatures, and on feedback on the poster content. After the poster session, the meeting is focused mainly on additional feedback on the major project report and on the portfolio/binder content (ex, student logs, updated resume). Guided by the REDCap rubric, faculty ask students to articulate the ways in which their chosen foundational and track competencies are reflected in their two products, in the reported professional activities, and in their major project report. Each section of the Major Project report is evaluated using the rubric, and the faculty makes a final assessment of whether the student's work needs improvement, meets professional standards, or does not meet the professional standards.

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

Samples of Student ALE Binders (which include the major project report, placement information, copies of the products, poster, professional activities form, student logs, cover letter and resume) are available for all concentrations// tracks in the *ERFD7.5 ALE Student Samples- Binders*; *samples of the ALE Posters are available in the ERFD5.3 ALE Student Samples- Posters*.

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

**Strengths:** The ALE process has been modified over the past two years as a result of feedback and suggestions from students, ALE faculty advisors, alumni, and former site supervisors. The strengths of the new process are primarily in the streamlined placement process, but also in our new data collection process. Because all data collection for ALE is now conducted in REDCap, there is more transparency and more opportunity for feedback from faculty track coordinators and from our internship director, who all have access to the REDCap ALE project. We expect that more improvements will follow, as we discover ways to enhance students' learning process and evaluation processes.



### D13. MPH PROGRAM LENGTH

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

Programs use university definitions for credit hours.

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

At West Chester University, the MPH Program requires **46 credits** to graduate. Our academic terms are standard semesters inclusive of Fall (15 weeks), Winter (3 weeks over December to January), Spring (15 weeks from January to May), and three Summer Sessions (Summer I from May-June, Summer II July, and Post-session August).

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

The WCU Curriculum and Academic Policy Council (CAPC) Student Credit Hour Policy is posted on the Vice Provost website (see below). Specifically, for every one credit awarded, the minimum contact time per week is 50 minutes and the minimum instructional total time for 15 weeks is 750 minutes.

[www.wcupa.edu/viceProvost/capc/documents/StudentCreditHourPolicy.pdf](http://www.wcupa.edu/viceProvost/capc/documents/StudentCreditHourPolicy.pdf)

Credits Awarded	Minimum Contact Time per Week	Minimum Instructional Total Time for 15 weeks	Minimum Out of Class Student Work per Week	Minimum Out of Class Student Work Total for Weeks	Total Instructional Contact Time & Out of Class Student Work
1	50 contact minutes	750 minutes	100 minutes	1500 minutes	2250 minutes (37.5 hours)
3	150 contact minutes	2250 minutes	300 minutes	4500 minutes	6750 minutes (112.5 hours)

## D19. DISTANCE EDUCATION

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

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

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

The MPH in Health Care Management is offered as a fully 100% online program with both core and track courses offered as distance education. All online courses have been approved by CAPC to be offered as 100% online following review. All MPH Core and HCM Track Courses are offered as 100% online for Health Care Management students. The track Health Care Management track courses, offered 100% online, are:

- 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 (service-learning requirement)
- HEA614 Health Care Technology and Information Management
- HEA616 Strategic Leadership in Health Care

The **Health Care Management Graduate Certificate** is also available to students as 100% online. Other graduate students may choose to complete the Health Care Management Certificate while completing another degree program, such as Master of Public Administration, Master of Business Administration, or a Master of Social Work program.

- 2) Describe the public health distance education programs, including
  - a) an explanation of the model or methods used

The model that is used in the distance education program is to provide high quality educational content in an accessible format while providing a curriculum that is objective and unbiased. Instructors work closely with the Office of Digital Learning and Innovation to design course content that is tied closely to learning objectives, includes a diversity of authors and perspectives, and accessible to students in a multitude of formats. Faculty work closely with Office of Digital Learning and Innovation, which provides the following technology tools to incorporate into online courses as appropriate.

- **Examity:** A live proctoring service for students taking online exams within our Desire2Learn system.
- **Gather.Town:** An online platform to building virtual spaces for people to live and interact more effectively online.
- **H5P:** A asynchronous student engagement tool, able to be embedded into the D2L environment
- **Proctorio:** A proctoring service for students taking online exams within our Desire2Learn system.
- **Poll Everywhere:** A student response system designed to increase engagement in large-lecture settings.
- **VoiceThread:** A platform for group project collaboration and presentation.

Faculty may also access the **One-Button Studio**. While the studio contains professional-grade recording equipment, it has been designed to be as easy as possible to operate: simply insert a USB thumb drive to activate all the equipment and press one button to start recording. This studio can be used to record lectures in video format. Editing services is available through the Office of Digital Learning and Innovation or **Camtasia** video editing software.

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

There are several rationales for offering the MPH in Health Care Management 100% online. First, it meets the demands of potential underrepresented and underserved students in the field of public health. Many students may not be able to travel to the West Chester campus and attend in-person courses two to three times a week. The virtual delivery format provides students with the flexibility of accessing material and learning tools that otherwise would require in-person presence in the classroom.

Second, virtual delivery of the course material, combined with competitive tuition rates, provides the university with a competitive advantage in retaining students and attracting new students. Many of the universities with which WCU competes, also provide 100% online programs in Public Health and Health Care Management, among other programs. The competitive tuition rates that are offered by the university enables it to compete and attract students that otherwise would attend programs delivered by more expensive competitors.

Third, most of the Health Care Management students work full-time. Delivering the course content in a virtual format allows students to access course content on their schedule and increases access to students who otherwise would find attending in-person prohibitive. This increases access to critical management skills and tools for students. Students may attend classes despite being in the West Coast or areas throughout the Mid-Atlantic states.

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

Students are provided administrative assistance by helpful administrators in the following offices:

- The Graduate School
- The Twardowski Career Development Center
- The Greg and Sandra Weisenstein Veterans Center
- The Graduate Student Association

The Health Care Management students are accessing their course work and Zoom seminars with the use of Internet technology. Technology assistance is provided 24/7 through the Information Services Technology (IS&T) Help Desk & Support. Students are able to call this Help and Support Desk 24/7 and be provided verbal or virtual assistance with their hardware or software. The Help Desk provides first level customer support for students and employees in locations such as administrative offices, classrooms, residence halls, remote sites & satellite campuses using ServiceNow. The IS&T Help Desk is the central point of contact for all technology-related hardware, software, and system support such as Office 365, myWCU and D2L.

The Information Services and Technology Help Desk and Support offers short and long-term laptop loaner programs for students in need, collaborating with university Library, Academic Success Program, and College of Education and Social Work who also have a mix of Mac and Window laptops to loan. In addition, IS&T partners with Apple, Dell, and Lenovo to provide educational discounts for students looking to purchase computers and/or peripherals. MPH students have access to information technology products and services, including communications networks, collaboration tools, multimedia/audio-visual, video production and event services, services for face-to-face, hybrid and online courses, and support for multiple on-campus student Windows and Mac computing labs, including tablets and iPads. Graduate Health Care Management students are also assigned a tenure-track faculty advisor who provides assistance with course selection and career counseling. Group advising sessions are conducted twice every academic year. Advisors follow up with students throughout the semester to provide guidance and mentoring. Additional details are provided in section C5. *Information and Technology Resources*.

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

Academic rigor is monitored through several methods. First, the program continually seeks feedback from practitioners in the field and alumni on the quality of program and courses. Specifically, health care management stakeholders provide feedback on core management skills are needed by program graduates to be competitive and succeed in the industry. Information and feedback are gathered at the Community Advisory Board meetings held twice per academic year. Feedback from practitioners and alumni is incorporated into current course work to enable students to obtain and practice critical skills. Faculty update alumni on changes that they have made to curriculum, based on their recommendations, to continually assess the quality and rigor of courses and program.

Second, the program incorporates feedback from the Stakeholder Survey that is administered by the MPH program. This information is used to understand the core skills that are needed by graduates of the program to be competitive in the field and advance. Curriculum changes that enable students to acquire and practice critical skills is incorporated into the courses to maintain their academic rigor based on this survey.

Third, all online courses are meticulously reviewed for quality and learning objectives in the CAPC approval process at WCU. All online MPH courses have been assessed and approved by the WCU CAPC. They have been assessed for how they reflect program review recommendations, accreditation requirements, assessment results, or changes in the discipline. Evidence is provided to support this rationale and there is agreement between the course description, learning outcomes, course outline, evaluations. All assignments in the courses comply with the CAPC evaluation policy. Additionally, all faculty (tenure-track, tenured, or adjunct) are required to participate in the WCU Office of Digital Learning & Innovation's Online Faculty Development (OFD) training program before obtaining their CAPC Training Credential to teach a distance education course. Faculty are required to update their training on a routine basis to stay informed of best practices for online/blended teaching and emerging e-learning technology tools. Faculty are also encouraged to be trained on the Quality Matters (QM) rubric, standards, and course review process. The general standards include: (1) course overview and introduction, (2) learning objectives, (3) assessment and measurement, (4) instructional materials, (5) learning activities and learner interaction, (6) course technology, (7) learner support, and (8) accessibility and usability. In 2022, Dr. Chiwoneso Tinago obtained QM certification for the HEA 632 Social Behavioral Aspects of Public Health online core MPH course. Evidence of MPH faculty participation in continuing education in the area of distance education is included in E3.3.

Health Care Management course learning objectives were specifically approved by the Pennsylvania State System of Higher Education (PASSHE). Throughout the review process the courses were assessed for how they enable diverse, equitable, and inclusive environments for students and enable them to gain core skills in health care management.

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

Educational outcomes are monitored and assessed in several ways. First, each core and track course which measures a competency is evaluated for how many students achieved at least an 80% in the assessment tool for that proficiency. Second, feedback from alumni and management practitioners is gathered informally and at the Community Advisory Committee meetings that are held twice annually. Responses from these meetings is gathered regarding whether the desired educational outcomes are achieved by graduates. Changes are made in the curriculum. Third, graduates participate in an Exit Survey and focus group in which they provide qualitative feedback on the skills they have acquired throughout the program. This information is critical to the understanding and evaluation of the educational outcomes. This feedback is incorporated into changes in the courses to ensure that educational outcomes are achieved by all students in the program.

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

The identity of the student applicant is verified throughout the application process. Student applicants are required to submit a verified transcript and proof of graduation from an accredited undergraduate institution. These documents and proof of graduation are verified by The Graduate School. Throughout the semester Zoom seminars are conducted in all courses which are 100% online. Confidential login credentials with Duo Security or two-factor authentication are used to log into all course Zoom seminars. Throughout the Zoom seminars course content is conveyed and exercises completed that are part of the course and degree requirements.

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

**Strengths:** The university provides needed support for the program, including administrative, communication, information technology and student services. A strength of Distance Education is its flexibility and accessibility for students in the field of public health. Students are able to access the course material and learning tools based on their own schedule and availability. This increases access to critical course content to enhance critical services and skills in the public health field.

Faculty teaching online courses are well-trained through the WCU and are interdisciplinary themselves, with backgrounds policy, management, finance, community health, environmental health, nursing, social work, and diversity, equity, and inclusion. Direct, indirect, subjective and objectives measure are used to evaluate performance of students and faculty from different perspectives. Goals and objectives have been extensively reviewed by all program constituents and fruitful discussions occurred during these reviews. Students are highly encouraged to articulate their feedback about the strengths and weaknesses of the MPH program in a multitude of ways. These methods include course student ratings of instructor surveys, anonymous current student surveys or focus groups, feedback to MPH Student Advisory Board or Program Director, group advising sessions, feedback as student representation in MPH Program Faculty meetings, and exit survey). As evidenced by Exit Survey data in *ERFB2.2 (3. Survey Results > Exit Survey Data > 4.MPH Exit Survey 2020-22 Results)*, 97% of graduating students from Fall 2021-Summer 2022 strongly agreed or agreed that the 'library resources at the university were appropriate' and that 'the program integrated technology into the learning environment & it worked well.'

## E1. FACULTY ALIGNMENT WITH DEGREES OFFERED

Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified by the totality of their education and experience.

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

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

<b>Table E1-1. Primary Instructional Faculty Alignment with Degrees Offered</b>						
<b>Name*</b>	<b>Title/ Rank</b>	<b>Tenure status Classification</b>	<b>Graduate Degrees</b>	<b>Institution(s) from which degree(s) were earned</b>	<b>Discipline in which degrees were earned</b>	<b>Concentration affiliated C2-1</b>
Cena, Lorenzo	Associate Professor	Tenured	PhD, MS	The University of Iowa; Iowa State University	Occupational & Environmental Health (Industrial Hygiene); Industrial Education & Technology (Occupational Health & Safety)	Environmental Health
Holt, Harry	Associate Professor	Tenured	PhD, JD, MBA	The Pennsylvania State University; Case Western Reserve	Health Policy & Administration (Management & Organization); Health Law; Health Systems Management	Health Care Management
Knight, Erin	Assistant Professor	Tenure-track	PhD, MPH	University of Delaware; University of Minnesota	Urban Affairs & Public Policy; Public Health Administration	Health Care Management
Metz, Stacie	Professor	Tenured	PhD, MPH, MSW, MA	Saint Louis University; Towson University	Public Health – Health Services Research; Community Health; Health; Experimental Psychology (Neuropsychology)	Community Health
Sankaran, Gopal	Professor	Tenured	DrPH, MPH, MD, MBBS	University of California, Berkeley; All India Institute of Medical Sciences; Maulana Azad Medical College	Public Health – Maternal & Child Health (Epidemiology & Biostatistics); Maternal & Child Health; Preventive & Social Medicine; Medicine, Surgery & Allied Disciplines	Health Care Management
Stone, Ramona	Professor	Tenured	PhD, MPH, MS	University of Louisville; Harvard University; Technical University of Cluj-Napoca Romania	Urban Affairs (Program Evaluation & Policy Analysis); Quantitative Methods (Biostatistics, Epidemiology); Management (Org. Behavior)	Community Health
Sunger, Neha	Associate Professor	Tenured	PhD, MS	Drexel University; Institute of Technology, Kanpur, India	Environmental Engineering (Exposure & Risk Modeling); Environmental Engineering (Groundwater Treatment)	Environmental Health
Tinago, Chiwoneso	Associate Professor	Tenured	PhD, MPH	University of South Carolina; University of Southern Mississippi	Public Health – Health Promotion, Education, & Behavior; Public Health – Health Education	Community Health
Vile, Melanie	Assistant Professor	Tenure-track	PhD, MS	University of Notre Dame; Villanova University	Biological Sciences, Ecosystem Ecology, Biology	Environmental Health

- 2) Provide summary data on the qualifications of any other faculty with significant involvement in the program's public health instruction in the format of Template E1-2.

Programs define "significant" in their own contexts but, at a minimum, include any individuals who regularly provide instruction or supervision for required courses and other experiences listed in the criterion on Curriculum.

Reporting on individuals who supervise individual students' practice experience (preceptors, etc.) is not required.

The identification of instructional areas must correspond to the data presented in Template C2-1.



<b>Table E1-2. Non-Primary Instructional Faculty Regularly Involved in Instruction</b>							
<b>Name*</b>	<b>Academic Rank^</b>	<b>Title and Current Employment</b>	<b>FTE or % Time Allocated</b>	<b>Graduate Degrees Earned</b>	<b>Institution(s) where degree(s) were earned</b>	<b>Discipline in which degrees were earned</b>	<b>Concentration affiliated with in Template C2-1</b>
Baba, Zeinab	Assistant Professor	Tenure-track	25%	DrPH, MS	Drexel University The University of Iowa	Community Health & Prevention; Epidemiology	Community Health
Barasa, Louise Makau-	Instructor, Temporary	Visiting Scientist, Division of Population Sciences Dana-Farber Cancer Institute, Teaching Affiliate, Harvard Medical School; Adjunct Professor, Gillings School of Public Health, University of North Carolina at Chapel Hill	10-25%	DrPH, MS	University of North Carolina, Chapel Hill; Eastern University	Health Policy & Management; Global Economic Development	Health Care Management
DeJoy, Sharon	Associate Professor	Tenured	25%	PhD, MPH	University of South Florida	Public Health (Women's & Gender Studies); Maternal Child Health	Community Health
Moyebi, Omosehin	Instructor, Temporary	Frederick Douglass Teaching Scholar (Post-Doc Fellow), Department of Health, WCU	25%	PhD, MPH	University of Albany; West Chester University	Environmental Health	Environmental Health
Okunna, Nene	Associate Professor	Tenure-track	25%	PhD, MPPA, MPH	University of Massachusetts, Amherst	Public Health – Health Policy & Management; Public Policy & Admin; Health Policy & Management	Health Care Management
Price, Chelsey	Instructor, Temporary	Grants Administrator, UHS, Inc.	10-25%	MPH, MCHES	West Chester University	Community Health	Community Health
Suska, Judith	Instructor, Temporary	Director of Strategy and Business Development at Chester County Hospital, Penn Medicine; Associate Fellow, U. of Pennsylvania – Center for Public Health Initiatives (CPHI)	25% (Started in Spring 2023)	DPA, MPH  MBA, FACHE, FHFMA, CHFP	West Chester University; University of Pittsburgh	Public Administration; Health Care Management; Business Administration	Health Care Management

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

The CVs for individuals in the above templates are included in *ERFE1.3. Faculty*.

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

*Not applicable*

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

**Strengths:** The MPH Program hires primary and non-primary faculty with education and professional experience appropriate to teach in core and track curriculum. In response to Dr. Neha Sunger's leave of absence this academic year to pursue an industry assignment, our Department of Health was able to hire Dr. Omorehin Moyebi as a Frederick Douglass Teaching Scholar (post-doctoral fellow). We also were able to successfully recruit a regional health care leader, Dr. Judith Suska, to share her expertise with students in the HEA 616 Strategic Leadership in Health Care course.

## E2. INTEGRATION OF FACULTY WITH PRACTICE EXPERIENCE

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

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

- 1) Describe the manner in which the public health faculty complement integrates perspectives from the field of practice, other than faculty members' participation in extramural service, as discussed in Criterion E5. The unit may identify full-time faculty with prior employment experience in practice settings outside of academia, and/or units may describe employment of part-time practice-based faculty, use of guest lecturers from the practice community, etc.

The MPH Program integrates perspectives from the field of practice in a range of ways. These include prior practice experience of full-time faculty, adjunct faculty with practice experience, and the use of guest lecturers or panelists from the practice community. Tenure-track and tenured faculty in the MPH Program demonstrated significant work experience prior to accepting their position at WCU, as described below:

- Dr. Zeinab Baba at The Children's Hospital of Philadelphia as a Senior Clinical Research Assistant for the Departments of General Pediatrics and Infectious Disease from 2007-2011 and as a Data Programmer/Analyst in the Healthcare Analytics Unit from 2011-2014. She also served as Epidemiologist II in the Division of Public Health, Delaware Department of Health & Social Services.
- Dr. Lorenzo Cena worked as a Research Scientist and Industrial Hygienist in the Health Effects Laboratories, Exposure Assessment Branch at CDC/NIOSH from 2011-2016.
- Dr. Sharon DeJoy worked as a Project Coordinator and Manager for both the Lawton & Rhea Chiles Center for Healthy Mothers and Babies and the Moffitt Cancer Center at USF from 2004-2007.
- Dr. Harry Holt worked as a Senior Health Care Consultant between 1996-2002 for Cap Gemini Ernst & Young, LLC, First Consulting Group, and The Cleveland Clinic.
- Dr. Erin Knight held several practice-based positions from 1996-2021. These include: Associate Director of the University of Delaware Partnership for Healthy Communities; Research Associate of the Center for Community Research & Service at the University of Delaware; Manager of the Office of Sponsored Research Projects at A.I. DuPont Hospital for Children; Manager of Rural Hospital Flexibility Program at the MA Department of Public Health; Program Development Manager at the Community Health Center of Franklin County; Graduate Fellow for CDC; & Epidemiology Assistant with the MN Dept. of Public Health
- Dr. Stacie Metz served as a Mental Health Worker and Research Volunteer for the Quality Assurance Department at Sheppard Pratt Health System from 1995-1998 and as a Research Assistant at the Division of Epidemiology & Prevention, Institute of Human Virology, University of MD, Baltimore from 1998-2001. She also worked as a Research Assistant for an adolescent HIV prevention and life skills program at Washington University from 2001-2003 and as a Research Assistant for a multi-site health-related quality of life study at Saint Louis University from 2001-2006.
- Dr. Ramona Stone practiced as a Director of Evaluation (2010-2017) for several federally funded Research Centers at the University of Kentucky, including Center for Clinical & Translational Sciences, Southeast Center for Agricultural Health & Injury Prevention, Rural Cancer Prevention Center. She also served as the Director of Evaluation for the Kentucky IDeA INBRE workforce development program (2010-2019) implemented by the School of Medicine at University of Louisville in collaboration with the other research and teaching universities across Kentucky. Moreover, during 2001-2017, while an investigator on the evaluation of several social and public health programs, she worked closely with community-based agencies in Kentucky. Notably, she worked on studies that receive national attention: the evaluation of the Welfare Reform in Kentucky, on the Cost of Homelessness study in Jefferson, KY;

The Social Work Pilot (nominated by Ash Center at Harvard School of Government among top 25 most innovative programs); on the evaluation of the Housing Opportunities for People Everywhere (HOPE VI) programs in Louisville, KY and on many other social studies. Finally, before pursuing her doctorate, she worked overseas as a Sociologist for two international nongovernmental organizations (Doctors Without Borders and World Vision International) where she engaged in public health professional practices, while leading needs assessments, program planning and program evaluation efforts.

- Dr. Neha Sunger worked in India as both a Sr. Executive Engineer for Water & Wastewater Solutions, Thermax Ltd. and as an Assistant Engineer for the Pile Foundation & Ground Engineering Department at Simplex. She is currently on leave of absence from WCU from Fall 2022-Spring 2023 to gain additional practice experience in industry.
- Dr. Melanie Vile worked as Postdoctoral Fellow in the Department of Ecology & Evolution at Princeton University from 2001-2003; Assistant Curator of Ecosystem Ecology at the Academy of Natural Sciences in Philadelphia from 2003-2006; Director of Grant Development for the College of Liberal Arts and Sciences and Research Assistant Professor in the Department of Biology at Villanova University from 2006-2014; Assistant Professor in the Department of Geography & the Environment from 2014-2019; Assistant Professor in the Department of Health, West Chester University from 2019-present.

In addition, tenure-track and tenured faculty pursue consulting and research external to the university which is counted in tenure and promotion section of Research & Scholarly Growth (to the Community & Profession). Often faculty will engage in such activities outside of the 9-month contract during the summer months and at times are able to involve students in such professional experiences. Sharing former and current professional experience provides a rich experience in the classroom and assists faculty in helping students understand complex concepts by sharing real world applications.

**Adjunct Faculty with Practice Experience:** We currently have three temporary adjunct faculty who are in practice while they are teaching. Below describes their practice experience.

- Dr. Louise Makau-Barasa teaches our core course HEA 605 Utilizing Systems Thinking in PH and is a 2016 DrPH from the University of North Carolina's Gillings School of Public Health in the Health Policy & Management Department. She is a Visiting Scientist with the Division of Population Sciences Dana-Farber Cancer Institute in Boston, MA. She has most recently published in *Health Research Policy & Systems* on a review of Kenya's cancer policies to improve access to cancer testing and treatment in the country (Makau-Barasa et al. 2020).
- Chesley Price, MPH, MCHES® teaches within the Community Health Track and currently works as a Grants Project Manager for Universal Health Services, Inc. (UHS) in which she is responsible for identifying funding and community development opportunities for UHS acute care hospitals and behavioral health facilities across the U.S. She also provides technical assistance to UHS facilities through the grant application process and following project award. From 2015-2020, she was the Director of Senior Victim Services at the Delaware County Office of the District Attorney's Office. She brought \$1.2 million in grants ranging from federal & state victim services, local police department initiatives, Anti-Violence Strike Task Force gun violence, and opioid related RFPs. She served as the office representative on public health and victim services task forces and committees. Chelsey also served as a Prevention Coordinator at Holcomb Behavioral Health Systems from 2013-2015. Due to her extensive grant practice and program administration experience, she accepted the role of being our lead instructor for the HEA 544 Program Administration in Health and Human Services and continues to provide substantial insight into course content and assignment revisions. She is an active MPH Community Advisory Board member.
- Dr. Judith Suska, DPA, MPH, MBA, FACHE, FHFMA, CHFP, CSBI accepted the invitation to teach the Spring 2023 Health Care Management track course HEA 616 Strategic Leadership in Health Care. She is the Director of Strategy and Business Development at Chester County Hospital, Penn Medicine, and an Associate Fellow at University of Pennsylvania – Center for Public Health Initiatives (CPHI). She leads and collaborates on a range of projects including hospital strategic planning initiatives and community health needs assessments. She also is an active Applied Learning Experience site supervisor for our Health Care Management students and recently accepted the invitation to serve on our MPH Community Advisory Board.

**Community Practitioners as Guest Lecturers, Panelists, and Mentors:** The MPH Program invites community practitioners to serve as guest lecturers and panelists during professional development events and to serve as mentors in virtual service-learning activities. Effort is taken to ensure representation in terms of expertise, age, race/ethnicity, gender identity, and international status. Our compiled Professional Development Event listing is in *ERFB2.3*. Examples of our community practitioners since Fall 2020 include:

**Guest Lecturers/Event Speakers/Panelists:** (\*denotes diverse speaker)

- Casey Fenoglio, MPH, CHES<sup>®</sup>, Community Wellness Program Manager, Pottstown Hospital - Tower Health
- Ashley Cifarelli, MPH, CAPM<sup>®</sup>, Junior Project Manager, Penn Medicine, University of Pennsylvania Health System
- Justice Lambon\*, MPH, Industrial Hygienist at OSHA and doctoral student at SUNY in Brooklyn, NY
- Amrit Baral\*, MBBS, MPH, Disease Investigator, Chester County Health Department
- Katie Kucz, MPH, Prevention Coordinator at Montgomery County Office of Drug and Alcohol
- Kim Slouf, MPH, Content Publisher, Research IS Web Services, Children's Hospital of Philadelphia (CHOP) Research Institute (CHOP Program Coordinator & Outreach Coordinator in past)
- Dr. Sowmya Tripathi\*, MPH, Lead Engineer for Johnson & Johnson (Medical Device)
- Stacy Wright\*, MPH, CHES<sup>®</sup>, Communication Officer and Research Writer, Ministry of Health & Wellness, St. Andrew, Jamaica (currently applying to doctoral programs)
- Antar Bush\*, MPH, MSW, DSW Student; Health Education Coordinator, AIDS Coordinating Office of Philadelphia
- Jordan Fuhrmeister, MPH, CHES<sup>®</sup>, Associate Project Director, Society for Public Health Education (SOPHE)
- Chelsey Price, MCHES<sup>®</sup>, Grants Project Manager Universal Health Services, Inc.; Adjunct Faculty Member, West Chester University
- Aerielle Waters\*, MPH, CHES<sup>®</sup>, Public Health Program Administrator, PA Department of Health, Bureau of Family Health
- Sarah Geiger, Director, Agency Relations, Philabundance
- Andrea Youndt, CEO, and Roberta Consentino\*, Manager of Healthy Food Access Programs; Lauren Van Dyk, Volunteer Manager, Chester County Food Bank
- Mary Fuller, Executive Director, Phoenixville Area Community Services (PACS)
- Chyna Hart\*, Manager, WCU Resource Pantry
- Terri Clark\*, MPH, SAGECare Certified Trainer, Outreach Specialist, City of Philadelphia Dept.
- Stephanie Cole, MA, Director of Special Projects, Office of the Secretary, Pennsylvania Department of Aging, Harrisburg, PA
- Chad Lassiter\*, MSW, Executive Director, Pennsylvania Human Relations Commission, Philadelphia, PA
- Denise Getgen, RN, Director, Protective Services Office, PA Department of Aging
- Najja Orr\*, MBA, President and CEO, Philadelphia Corporation for Aging, Philadelphia, PA
- Robert Torres\*, JD, Secretary, PA Department of Aging
- Breana E. Green\*, MPH-EH Alum, Grants Management Specialist, Federal Emergency Management Agency (FEMA), Region III, U.S. Department of Homeland Security (DHS)
- Alyssa Jacobsen, Preparedness Program Workforce Manager, Philadelphia Department of Public Health
- Raechelle Walker-Ellis\*, MPA, Senior Grants Management Specialist, Disaster Grants Division, FEMA, Region III, U.S. DHS
- Steve Hess, CIO, UCHealth
- Stephanie Belinske, MPH, Current DrPH-Health Equity & Social Justice student at The Johns Hopkins Bloomberg School of Public Health, Chronic Disease Epidemiologist, State of Delaware
- Richard Curley\*, DrPH, MPH, DrPH in Behavioral & Social Sciences from Morgan State University, Past ORISE Fellow for the Health Resources & Services Administration and U.S. Army Public Health Center, Senior Researcher & Project Manager, Fors Marsh Group
- Aqeel Dix\*, EdD, MPH, EdD in Organizational Leadership & Innovation from Wilmington University, Assistant Professor, Department of Health Science, Lincoln University

- Jameyshia Franklin\*, MPH, DPA student at West Chester University, Past Main Line Health Administrative Fellow, Director of Patient Experience, Bryn Mawr Hospital
- Kalyn McDonough, PhD, MSW, Postdoctoral Fellow for the Partnership for Healthy Communities
- Michael George, FACHE, Vice President, Healthcare Services, Einstein Medical Center, Philadelphia, PA; ACHE Regent-Southeastern PA & Southern NJ
- Merritt Brockman, DHA, FACHE, Assistant Professor, Healthcare Administration, Texas Tech Health Science Center, Lubbock TX; Adjunct Faculty Health Care Administration, Drexel University, Philadelphia, PA; Commander, 514<sup>th</sup> Aeromedical Evacuation Squadron, Joint Base McGuire-Dix-Lakehurst, NJ; HLNDV Academic Committee Co-Chair
- Jacquelyn Clarke, MPH, Research Analyst, EVERSANA
- Christina Claypool, MPH, CHES<sup>®</sup>, Market Research Specialist, MedStar Health
- Shannon Fyalkowski, MPH, CHES<sup>®</sup>, Operations & Communications Manager, AstraZeneca HealthCare Foundation (via Kelly Services)
- Rosymar Magana, MPH, CHES<sup>®</sup>, Research Administrator, Institutional Review Board, ChristianaCare
- Ash Schafer, MPH, Population Health Coordinator, Chester County Health Department
- Drexel Shaw\*, MPH, National Patient Advocacy Liaison (HIV/Health Equity) Lead, CVS Health
- Andrea Incudine, MPH, Director of Impact, Family Reach
- Matin Katirai\*, PhD, MPH, Associate Professor and Graduate Coordinator, Geography and Planning, West Chester University
- Kayla St. Pierre, National Meningitis Association
- Rachel Hahn, MPH, Immunization Coalition Coordinator, PA American Academy of Pediatrics
- Laura Harbage, BSN, RN, Chair, Chester County Immunization Coalition, PH Nurse, Chester Co. Hospital
- Omosehin Moyebi\*, Post-Doctoral Teaching Fellow, Department of Health, West Chester University
- Allison Casola, PhD, MPH, MCHES<sup>®</sup>, Senior Research Investigator, Thomas Jefferson University
- Doris Swarn\*, MPH, Administrative Fellow, St. Joseph's Hospital
- Yara Asi\*, PhD, Assistant Professor, School of Global Health Management and Informatics, University of Central Florida; Non-resident Fellow, Arab Center, Washington DC; Former 2020-21 Fullbright US Scholar to the West Bank and Fall 2021 US Fellow at Al Sahbaka Policy Network
- Jasmin Lilian Diab\*, PhD, Assistant Professor & Coordinator of Migration Studies and Director for the Institute for Migration Studies, Lebanese American University; Research Affiliate, Centre for Refugee Studies, York University; Global Fellow, Center for Human Rights and Humanitarian Studies, Brown University; 2022 Global Fellow on Migration and Inequality, United Nations University Centre for Policy Research
- Isra Chaker\*, Campaign Strategist, American Civil Liberties Union (ACLU); Appointed Ambassador for One Young World (OYW)
- Halema Wali\*, BS, Co-Founder and Director of Community Engagement, Afghans For A Better Tomorrow; Co-Founder Afghan Diaspora for Equality & Progress and the Shia Racial Justice Coalition

#### **Service-Learning Mentors:**

- Patrick Vulgamore, MPH, Project Manager, Population Health, Temple University Health System,
- Tayler Moots, MSW, Development & Communications Manager, CASA Youth Advocates
- Kate Willner, MPH, RYT, Patient Care Assistant, St. Luke's University Health Network,
- Bonnie McIntosh\*, MBA, MPA, Principal, ACE Community Health, EPICentre, University of Windsor
- Amy Wishner, MSN, RN, APHN-BC, Program Director, PA Immunization Coalition
- Titilayo Ologhobo\*, MPH, Associate Director of Outcomes, Public & Patient Education Department, HHS Education Institute
- Jeanne Casner, MPH, PMP, County Health Director, Chester County Health Department
- Katie Kucz, MPH, Prevention Coordinator, Office of Drug and Alcohol, Montgomery County Department of Health and Human Services

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

**Strengths:** The MPH Faculty have significant practice experience which enriches the quality of instruction. The MPH Program actively seeks tenure-track faculty, temporary adjunct faculty, and guest lecturers/panelists/service-learning mentors with practice experience across public health sectors. We are intentional with emphasizing diversity and inclusion in all recruitment efforts.

**Plans for Improvement:** The Assessment Committee will be adding an item on the annually collected Faculty Data Form via REDCap to easily capture this information from all MPH Faculty. The Public Health Workforce Professional Development committee is tasked with the review and recommendation of additional guest speakers/panelists for events and courses.

### E3. FACULTY INSTRUCTIONAL EFFECTIVENESS

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

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

The program supports professional development and advancement in instructional effectiveness.

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

The MPH Program's definition and expectations regarding faculty instructional effectiveness are the same as that of the CBA and WCU tenure and promotion policies (*ERFA1.3. Bylaws-Policy Documents*).

Student evaluations of faculty instruction (SRIS) are conducted in all classes during fall and spring semesters of all temporary faculty and tenure-track faculty until tenure is earned. Only the quantitative portion of the SRIS is submitted for review; qualitative open-ended student feedback to the instructor is only used for faculty quality improvement purposes (not formal review). Tenured faculty who are applying for promotion or tenured faculty every five years also have the SRIS conducted in their courses. For in-person or hybrid courses, a fellow faculty member administers and returns the SRIS to the department secretary (the faculty member being evaluated is not permitted to remain in the classroom during the administration). For online courses, the WCU Office of Institutional Research delivers the distance education version of the SRIS to students. At the beginning of the following semester, the evaluated faculty member receives the summary and detailed quantitative and qualitative results. In-person and distance education versions of SRIS are found in *ERFE3.1*. Instructions for both versions of SRIS include the following two statements:

*"The instructor will not have access to any individual student ratings, only the class results as a whole, and those only after the course is complete and grades are posted. The ratings serve as one source of information used by faculty to improve their teaching effectiveness. The ratings also assist the university in deciding on faculty tenure and promotion."*

*"Students should strive to avoid cultural and social biases when assessing faculty effectiveness on the SRIS form, focusing instead on the effectiveness of instruction. Such biases may include but are not limited to race, ethnicity, sexual orientation, gender identify or expression, national origin, religion, language, disability, and health related characteristics of your instructor. Students should also strive to avoid bias against their instructor due to course materials challenging their beliefs. Faculty have similarly committed themselves to avoiding cultural and social biases when evaluating student work and when there is disagreement with challenging course materials."*

In addition to the SRIS, WCU values ongoing mentorship and support for teaching through peer faculty classroom observations (see observation form in *ERFE3.1*). Tenure & Promotion Department Committee members for tenure-track or tenured faculty and Evaluation Review Department Committee members for temporary adjunct faculty work with the faculty member under review to schedule a day/time or online course module that best exemplifies their teaching and ability to maintain a classroom (in-person or virtual) conducive to student engagement and success. The peer observer completes the qualitative form to provide the faculty member with strengths and areas for improvement in the following areas: (1) content of session, (2) student-teacher interaction, rapport, and climate, (3) session organization and logic, (4) communication and clarity, and (5) additional comments and suggestions. As specified in the CBA, those under review receive a copy of the classroom observation and have the opportunity to discuss the observation prior to signature and inclusion in any performance evaluation reports. The classroom observations are often just as meaningful to those observing since they are able to support their fellow faculty member in the teaching improvement process and learn new pedagogical skills themselves while observing others.



- 2) Describe available university and programmatic support for continuous improvement in teaching practices and student learning. Provide three to five examples of program involvement in or use of these resources. The description must address both primary instructional faculty and non-primary instructional faculty.

***WCU Teaching, Learning, and Assessment (TLA) Center***

The TLA Center (<https://www.wcupa.edu/tlac/>) supports effective teaching and promotes student learning through the development of faculty and staff. The Center is responsible for the oversight and facilitation of several committees across campus focused on faculty development issues. These committees include Committee for Excellence in Learning and Teaching (CELT), Faculty Mentoring Committee (FMC), New Faculty Orientation (NFO), and the University Assessment Advisory Committee (UAAC). The TLA office located in Wayne Hall.

***Committee for Excellence in Learning and Teaching (CELT)***

CELT is an excellent resource for instructional faculty. CELT fosters collaborations among faculty (tenure track, tenured, and adjunct) and with students to build a scholarly community around issues of learning and teaching. WCU prioritizes teaching and CELT's mission builds directly on this focus by aiming to improve learning and teaching to the benefit of the entire WCU community. To encourage the implementation of new innovative pedagogical projects designed to improve student learning, all faculty are encouraged to apply for the CELT Professional Development Award. Their website links to several resource documents including Practical Strategies to Help New Teachers Teach, WCU Faculty Teaching Tips, Universal Design in the Classroom, Responding to Student Writing, Service-Learning, and Additional Teaching & Learning Resources.

All faculty are invited via email to attend a range of CELT-sponsored virtual and in-person teaching & learning events including CELT Book Clubs (The Missing Course, What Inclusive Instructors Do), stand-alone events, and also annual WCU Scholarship of Teaching, Learning, and Assessment (SoTLA) conference. At these conferences and events, faculty share their experience with various teaching techniques and ways to engage students in active learning in both in-person and virtual environments. Specifically, in direct response to current events, 2022 SoTLA Conference keynote and panels included sessions on equity and connecting with care in the classroom.

***New Faculty Orientation (NFO) and Faculty Mentoring Committees (FMC)***

WCU's TLA Center coordinates the New Faculty Orientation (NFO) and Faculty Mentoring Committees (FMC). Upon hire, each WCU faculty member attends the NFO which exposes new faculty to an array of teaching supports (virtual and in-person) as well as the university's strategic plan goals in the area of Learning. Representatives from WCU TLA, WCU Office of Digital Learning and Innovation, IT and other offices meet with new faculty at the orientation. Sustaining a mentoring culture has been shown to play a role in faculty retention and success. Hence, the orientation discusses the benefits of joining the Faculty Mentoring Program.

***New Faculty Mentoring Program (FMP)***

The FMP (<https://www.wcupa.edu/TLAC/facultyMentoringProgram/>) is open to all part-time and full-time academic faculty. The program offers three targeted programs to support faculty at every career stage: new full-time tenure track faculty, faculty seeking promotion, and adjunct faculty. Mentors and mentees discuss teaching effectiveness and innovative pedagogical techniques. The program enhances partnerships by facilitating professional learning activities throughout the year. Currently Dr. Stone serves as a faculty mentor for a new faculty member in Industrial Psychology. In the past three years, Dr. Metz served as a faculty mentor for new faculty members in Graduate Social Work, Secondary Education, and the WCU Libraries.

**The WCU Office of Digital Learning and Innovation** (<https://www.wcupa.edu/distanceEd/>) provides resources for faculty interested in distance education teaching or faculty who wish to better incorporate technologies into the in-person classroom setting. This office supports faculty in designing, building, and teaching online

courses. The Curriculum and Academic Policies Council (CAPC) requires faculty members to participate in Online Faculty Development program (OFD) training program before obtaining their CAPC Training Credential and teaching a distance education course. OFD is a completely asynchronous program that introduces faculty to best practices for online and blended learning. Faculty can expect to spend about 1-2 hours per day reviewing program content and completing assignments. All MPH faculty teaching a distance education course are current with their OFD training. OFD consists of the following modules:

- Identifying Roles in Digital Learning and Innovation at WCU
- Aligning Course Elements
- Creating Measurable Learning Objectives
- Assessing Your Students and Providing Meaningful Feedback
- Developing Meaningful Learning Activities
- Connecting With Your Students
- Making Learning Accessible for All Students
- Applying Copyright and Fair Use Standards
- Designing an Effective Course Module Page

The Office of Digital Learning and Innovation offers other professional development trainings and opportunities. This office is responsible for keeping faculty informed of best practices for online/blended teaching and emerging e-learning technology tools. Their website includes resources and trainings on how to use a variety of instructional strategies integrated with technology tools for active learning, assessments, collaborative and cooperative work, creating and working, universal design for learning, and hyflex resilient pedagogy. Additional professional development opportunities include Quality Matters (QM), Digital Innovation Initiative, and the e-Textbook Initiative. Resources are provided to faculty on the use of WCU supported third party tools including Examity, Gather.Town, H5P, Proctorio, Poll Everywhere, and VoiceThread.

The College of Health Sciences Dean's Office offers a number of collaborative opportunities to learn and engage in pedagogical innovations. The office coordinates events and provides internal grant opportunities to innovate in the classroom.

*Examples of program involvement in or use of these resources include:*

**Dr. Zeinab Baba** participated in an initiative through the WCU Office of Digital Learning and Innovation in Spring 2021 to improve video creation for online classes. The 2021 Digital Learning Objectives (DLO) Initiative goals were to enhance application of instructional multimedia and universal design principles and to develop faculty competencies on multimedia creation tools. This nine-week course involved synchronous Zoom meetings, independent work involving scripting, recording, editing, and publishing two videos, and providing feedback for other DLO participants.

**Dr. Louise Barasa-Makau** participated as a member of the first cohort of the College of Health Sciences Diversity and Inclusion Faculty Learning Community (DIFLC) focusing on implementing diverse and inclusive teaching strategies. There were six sessions held from Fall 2020-Spring 2021 with faculty from across the College of Health Sciences. Tasks included assigned readings, group participation, discussion board posts, and journaling. Participants were required to identify a syllabus they were currently using and applying concepts learned in the DIFLC to revise it to make it a more inclusive syllabus.

**Dr. Harry Holt**, in Spring and Summer 2022, completed a course assessment entitled Equitable Course Design Workshop hosted by the Office of Digital Learning and Innovation (ODLI). The workshop entailed completing readings and webinars, performing a self-assessment of the curriculum and pedagogy of one course, and meeting with a faculty colleague for reflection to identify unconscious biases.

**Dr. Erin Knight** participated in a WCU Libraries "Evaluating Online Sources" Certificate. This mini course was developed by West Chester University librarians as a digital learning tutorial aimed at helping students learn how to find and critically evaluate online sources of information and form unbiased judgements and decisions.

The tutorial is organized into five learning modules and takes approximately 2 hours to complete. Students learn to develop critical source evaluation strategies, learn to read laterally to evaluate and track evidence, cultivate metacognitive skills and reflective practice, and build confidence in navigating complex online information environments. As this is a new resource on campus (as of fall 2022) and was not originally listed as an assignment on the HEA 615 Policy in Public Health course syllabus, Dr. Knight incorporated the mini course as an extra credit assignment in the Fall 2022 semester (it will become a required assignment in future semesters). Students are encouraged to complete the tutorial in preparation for finding, assessing, and utilizing online sources of information for their policy analysis paper that is a major assignment for the course.

- 3) **Describe means through which the school or program ensures that all faculty (primary instructional and non-primary instructional) maintain currency in their areas of instructional responsibility. Provide examples as relevant. This response should focus on methods for ensuring that faculty members' disciplinary knowledge is current.**

Maintaining currency in areas of instructional responsibility is embedded into our Faculty CBA and in our Tenure and Promotion Policies (see both documents in *ERFA 1.3. Bylaws-Policy Documents*) and is aligned with our MPH Program's value of Lifelong Learning, in which we are committed to evidence-based practice, seek opportunities for professional growth, and share our expertise with colleagues and the community. The WCU Strategic Plan holds Personal and Professional Development as one of its five key areas. Under this area, employee (faculty and staff) initiatives include increasing the opportunities for faculty and staff professional and career development through mentoring, support, and continuing education. A variety of programs and conferences are hosted by WCU in which faculty are exposed to an array of training and continuing education programs. The Dean's Office financially supports tenure-track and tenured faculty professional development through annual funds to the department's operating budget. Faculty can use these funds for professional association membership and conference attendance or for other professional development opportunities. Although adjunct faculty are not automatically supported, they are encouraged to ask the Department Chair for assistance. Funds would be granted based on availability and relevance to course assignments.

Faculty maintain their currency in a multitude of ways:

- Maintenance of professional credentials or licenses with continuing education and/or exams
  - e.g., CPH, CHES<sup>®</sup>/MCHES<sup>®</sup>, JD, etc.
- Professional association membership
  - e.g., APHA, SOPHE, ACHE, NEHA, PPHA, AEA, UAA etc.
  - The Department of Health fully funds Pennsylvania Public Health Association (PPHA) memberships for all MPH Faculty.
- Conference attendance (internal and external)
  - e.g., APHA, SOPHE, ACHE, NEHA, PPHA, AEA, UAA etc.
- Reviewing conference abstracts and journal manuscripts
  - e.g., APHA, SER, SOPHE, AEA, UAA, etc.
- External trainings/workshops/certificate programs
  - e.g., University of South Florida's Muma College of Business' *Diversity, Equity, & Inclusion in the Workplace* Certificate, Mental Health First Aid through Chester County Health Department, Ageism First Aid via the American Gerontological Society
- Serving as a subject matter expert on master theses or doctoral dissertations
  - e.g., WCU DPA, WCU EdD, WCU MS Sports Medicine, University of Pennsylvania DSW

MPH Faculty maintain currency through continuing education and attendance of professional association conferences and workshops/webinars specific to their areas of instruction at WCU or external to WCU. Highlights of conference or webinar participation are included in the *ERFE 3.3 Faculty Courses and Related Professional Development*.

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

Teaching is valued and accounts for a total of 50% of tenure-track and tenured faculty workload. Faculty tenure and promotion policy is outlined in Faculty CBA Article 15 *Tenure* and Article 16 *Promotions*. Service responsibilities are described in the Faculty CBA and in our WCU Tenure & Promotion Policies (*see both documents in ERF A1.3. Bylaws-Policy Documents*).

**Effective Teaching and Fulfillment of Professional Responsibilities (50% before tenure, 48-65% post-tenure)**

***Definition***

This category encompasses a faculty member's primary assignment and shall constitute the main criterion on which tenure and promotion decisions are based. In most instances, evaluation in this area consists of effective teaching and advising, administrative assignments, and professional responsibilities. Teaching is defined as the interaction that occurs between a faculty member and a student during which the student could learn, the student is enabled to learn, and/or the student is motivated to learn. Administrative assignments include elected department posts and temporary assignments in administrative offices that carry release time, and administrative positions that constitute a faculty member's primary assignment as specified in the Statement of Expectations (SOE). Professional responsibilities are those secondary tasks/duties that are part of the primary assignment and support and enhance department, division, or university operation and goals. When faculty hold positions for which they receive an Alternate Work Assignment, the duties of that position that are administrative in nature and that contribute to the operation of the university should be considered under the category of primary assignment, unless otherwise noted by the faculty member. Other activities shall be considered under scholarship and/or service as appropriate. It is the responsibility of the applicant to differentiate these responsibilities as part of the application narrative.

***Areas of evaluation***

*Effective Teaching, advising, or performance of primary assignment*

- (1) *Delivery* will be evaluated based on the quality of those skills and characteristics that a) make for clear communication of information, concepts, and techniques; and b) promote or facilitate learning by creating an appropriate learning environment.
- (2) *Design* will be evaluated based on the quality of those skills and competencies required to a) design effective instructional experiences and strategies necessary to properly sequence and present those experiences to induce learning in the student, and b) design and develop valid means to accurately measure and confirm that learning has indeed occurred.
- (3) *Expertise* will be evaluated based on the quality of the skills, competencies, and knowledge in the specific subject area that the faculty member has received advanced training or education.
- (4) *Management* will be evaluated based on the quality of execution of logistic and record keeping duties involved with teaching and timely distribution of feedback to the student.

Administrative duties, including administrative AWA, will be evaluated based on evidence pertaining to the quality of performance in the areas of planning/organization, direction, control, and communication.

- (1) *Planning/organization* will be evaluated based on the timeliness of task/goal development, adequacy of planning, and the degree to which tasks/goals are accomplished.
- (2) *Direction* will be evaluated based on the efficiency of department/unit/program operation, the fairness and equitability of leadership, and the quality of staff supervision.
- (3) *Control* will be evaluated based on the quality of fiscal, human, and physical resource management.
- (4) *Communication* will be evaluated based on the quality of written and oral communications, the clarity and timeliness of directives, and the efficiency of information transfer to and from the department/unit/program.

*Professional Responsibilities* will be evaluated based on the quality of performance and degree to which these secondary tasks and duties are willingly accepted, conducted in a conscientious and collegial fashion, and completed in a timely manner.

**5) Provide quantitative and/or qualitative information that characterizes the unit’s performance over the last three years on its self-selected indicators of instructional effectiveness.**

Instructional effectiveness is valued at WCU and in the MPH Program. We selected one indicator from each of the three listed categories of faculty currency, faculty instructional technique, and program-level outcomes.

**Faculty currency** is measured by faculty maintenance of relevant professional credentials or certifications that require continuing education. All faculty who earned professional credentials or certifications (100%) maintain their credentials/certifications with ongoing continuing education. These faculty and their credentials include:

- Zeinab Baba, DrPH, MS, CPH
- Sharon DeJoy, PhD, MPH, CPH
- Harry Holt, PhD, JD, MBA (lawyer license in state of Ohio)
- Chesley Price, MPH, MCHES®
- Gopal Sankaran, DrPH, MPH, MD, MNAMS, CHES®
- Judith Suska, DPA, MPH, MBA, FACHE, FHFMA, CHFP, CSBI
- Chiwoneso Tinago, PhD, MPH, CHES®

**Faculty instructional technique** is operationalized via student satisfaction with instructional quality. Student satisfaction is measured via six items on a 4-pt Likert scale in the Exit Survey (*ERFB2.2 Evidence for Evaluation Plan*). 80% or more graduating students *strongly agreed or agreed* with all items across academic years.

Academic Year	n	Program provided the setting to learn about diversity and difference	Program faculty and staff modeled diversity and respect for difference	Program faculty modeled the values and behaviors expected of public health professionals	Program faculty were qualified to teach their assigned courses	Program faculty were engaging in their instruction	Program integrated technology into the learning process in a way that worked well
2019-20	26	84.6%	92.3%	92.3%	92.3%	80.8%	84.6%
2020-21	48	89.6%	89.6%	91.7%	89.6%	85.4%	91.7%
2021-22	45	100.0%	100.0%	100.0%	100.0%	100.0%	97.2%
Total	119	91.8%	93.6%	94.5%	93.6%	89.1%	91.8%

An upward trend across all items demonstrates our successful strategic plan efforts which included the reassignment of faculty to better align faculty with their expertise and interests.

Faculty accepted the opportunity to serve as the new lead instructor for a variety of MPH courses:

- Gopal Sankaran leads and is an active member on a number of interprofessional task forces, committees, and boards which makes him a strong lead instructor of the HEA 647 Interprofessional Practice in Public Health. He is also a member of the College of Health Sciences Interprofessional Education committee.
- Chelsey Price is a non-PIF MPH adjunct faculty member and is currently a Grants Manager at Universal Health Services, Inc. She accepted the lead instructor role and will extend her grants and program administration expertise with students in HEA 544 Program Administration in Health and Human Services
- Louise Makau-Barasa is a non-PIF MPH adjunct faculty member and is currently a Visiting Scientist in the Division of Population Sciences Dana-Farber Cancer Institute. She is now our lead instructor for HEA 605

Utilizing Systems Thinking in Public Health and shares her expertise in health policy, management, global economic development, and business administration.

- Erin Knight holds professional practice experience in health policy and advocacy and accepted the opportunity to serve as lead instructor for HEA 615 Policy in Public Health and HEA 613 Advocacy & Quality of Health Care Services.
- Chiwoneso Tinago specializes in international health promotion and accepted the opportunity to serve as the lead instructor for HEA 645 Global Community Health Promotion and Advocacy.
- Sharon DeJoy specializes in health communication and marketing and accepted the opportunity to serve as the lead instructor for HEA 543 Strategic Communication for Health Equity.
- Stacie Metz's expertise is in community health and mental health programming and evaluation. She serves as a regular evaluation consultant for the Alliance for Health Equity in Coatesville, PA. She now serves as the lead instructor for HEA 531 Community as a Basis for Health and HEA 538 Evaluation of Health Programs.
- Ramona Stone teaches the HEA 526 Biostatistics course and coordinates the community health track. She has extensive experience in applied research, in grant management and administration, and in the use of technologies in research and evaluation. She took the lead on revising the community health track and she is the lead instructor for HEA 539 course. In addition, she took a lead on the applied learning experience courses HEA649/650. Finally, she leads the survey data collection for the MPH program, using REDCap, a software that she has used extensively before joining WCU. She currently serves as WCU's REDCap coordinator.
- Judith Suska holds over 20 years of professional experience in health care management inclusive of strategic and operational planning/execution/evaluation, clinical/business/academic stakeholder cultivation and engagement, and facilitation of interprofessional committees and task forces. We are excited she accepted the invitation in September 2022 to serve as the new lead instructor for HEA 616 Strategic Leadership in Health Care.

**Program-level outcomes is measured by examining the courses that employ active learning techniques.**

Active learning is defined by the WCU Teaching, Learning, and Assessment (TLA) Center as including "any type of instructional strategy that goes beyond the traditional lecture and requires students to memorize information. Active learning puts an emphasis on developing the students' conceptual understanding by engaging students in activities that promote higher-order thinking, such as discussing, debating, writing, and creating. There are no limitations to active learning, as activities can take place face-to-face or online classrooms and be completed in large or small groups or individually.

Examples of active learning activities include brainstorming, discussing, roleplaying, participating in a mock public forum, interprofessional case study simulations, etc. The Office of Digital Learning and Innovation is hosting a new *2022 Active Learning Initiative* in which faculty apply to participate in active learning training during AY2022-23. The learning objectives of this new initiative are to: (1) Differentiate between active and passive learning activities, (2) Apply active learning strategies to either face-to-face or online learning environments, and (3) Plan a lesson that incorporates active learning activities using appropriate strategies and technology tools. Our MPH Faculty shared several of their active learning activities as noted in the *ERF E3.5 Active Learning by Course*.

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

**Strengths:** The MPH Program adheres to the Faculty CBA and university-wide systems, policies, and procedures to ensure all faculty (tenure-track, tenured, and adjunct) are current in their areas of instructional responsibility and pedagogical methods. The MPH Program holds a culture of self-improvement, professional development & lifelong learning, student-centeredness, and a commitment to diversity, equity, inclusion, and belongingness. Our faculty (tenure-track, tenured, and adjunct) often participate in instructional effectiveness workshops or trainings held on-campus. For three years, Dr. Zeinab Baba developed and co-leads a College

of Health Sciences Faculty DEI Learning Community designed to promote inclusive learning and teaching practices in the in-person or online classroom.

We are strongly dedicated to faculty currency, improving our instructional techniques, and introducing additional active learning strategies into the classroom. All MPH faculty who earned a professional credential continue to maintain currency via continuing education and those who are not credentialed all engage in continuing education through professional associations or expose students to the benefits of professional credentialing through group advising, classes, CHES 101 sessions, or inviting alumni and community partners with credentials to events.

Second, per Exit Survey data, student satisfaction with faculty instructional technique improved from 2019 to 2022. This may be a result of the strategic realignment of faculty to MPH courses that match their interest and expertise. Lastly, MPH Program faculty are committed to creating and implementing active learning techniques in both in-person and online courses. We are adding this as an item to our annual Faculty Data Report.

These data assist the Program Director/Graduate Coordinator and Assistant Director of Graduate Enrollment in providing better examples of high-level learning activities that are both creative and interactive. Excitingly, MPH faculty members will be applying to participate in the new AY2022-23 Office of Digital Learning & Innovation's Active Learning Initiative training to support other MPH faculty with the creation of active learning strategies in MPH core and track courses that are face-to-face and online.

#### E4. FACULTY SCHOLARSHIP

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

The types and extent of faculty research align with university and program missions and relate to the types of degrees offered. Faculty integrate research and scholarship with their instructional activities. Research allows faculty to bring real-world examples into the classroom to update and inspire teaching and provides opportunities for students to engage in research activities, if desired or appropriate for the degree program.

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

The MPH Program's definition and expectations regarding faculty research and scholarship are the same as that of the Faculty CBA and WCU tenure and promotion policies (*ERFA 1.3. Bylaws-Policy documents*). Research and scholarly growth are valued and account for a total of 35% of tenure-track faculty workload and between 25-42% post-tenure faculty workload. Scholarly Growth and Professional Development responsibilities are described in the CBA and our WCU Tenure & Promotion Policies (*see both documents in ERFA 1.3. Bylaws-Policy Documents*).

#### Continuing Scholarly Growth and Professional Development (35% before tenure, 25-42% post-tenure)

##### *Definition*

Scholarly activity is valued in that it enhances the educational experience, enlivens the intellectual climate on campus, provides external funding to support the educational mission of the institution, and provides opportunities for students to participate in scholarly research. Scholarship is defined as the discovery, application, and/or advancement of knowledge through research, creative accomplishment, or professional endeavor and sharing the results of those activities. Scholarship should be designed to enhance the educational experience within the discipline and/or the faculty member's teaching/professional responsibilities. Scholarship also includes professional growth and recognition. Additionally, the university, consistent with its mission, values the scholarship of community engagement broadly defined. This line of inquiry, both applied and empirical, has been defined as "scholarship that—in active collaboration with participating community partners—has a positive impact on complex societal needs and issues" (Academy of Community Engagement Scholarship, 2018). Such scholarship should be consistent with the faculty member's SOE, Department Teacher/Scholar Model, and their scholarly agenda.

All scholarly activity listed in the CBA (Article 12.B.2) is valued at all ranks; however, a hierarchy of scholarly evidence clearly exists. In this hierarchy, peer-reviewed works offer the strongest evidence; active contributions in scholarship through professional publications, presentations, organizational leadership, reviews, and other public displays offer solid evidence; and participation in activities such as attendance at professional conferences offers some evidence, but generally not sufficient within itself. All these forms must be considered within the context of the discipline and with the recognition that this hierarchy may not apply in all cases.

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

The WCU Office of Research and Sponsored Programs (OSRP) promotes and facilitates the research environment of WCU. OSRP is available to assist faculty and students with a range of activities associated with research and scholarship. These include assistance with locating funding, proposal development, proposal submission, research compliance, post-award services, and more. A research representative is assigned to each college and that representative assists faculty with the following tasks.



### **Find Funding**

- Perform targeted searches to identify funding opportunities aligned with faculty member's current research efforts.
- Provide training on the use of PIVOT, WCU's subscription database for searching Federal, State and Private-Sector funding opportunities.
- Provide funded grants or abstracts under program of interest (either WCU or external organizations).
- Facilitate collaborations and help identify potential WCU collaborators.
- Facilitate contact with program manager.

### **Proposal Development**

- Summarize and analyze funding opportunity announcement. PI will be provided with an outline of all required sections of application and the guidelines associated with each section.
- Create a 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.
- Review all proposal documents for errors and typos and ensure all documents are formatted according to guidelines and are within page-limits defined in the guidelines.
- Obtain approval from restricted funds for program budget.
- Collect, review and collate all application documents. You will receive timely reminders as to any missing documents in order to ensure an on-time submission. Your ORSP representative will review all narrative portions of the application to ensure all page limits and other formatting requirements are met.

### **Proposal Submission**

- Upload all required documents into appropriate on-line tool as per sponsor requirements (FastLane, Grants.gov, e-mail submissions, etc.).
- Send final application to PI for review and approval
- Obtain necessary administrative approval and submit application via appropriate on-line tool as per sponsor requirements.
- Track submission to ensure proposal was received and will be reviewed.

### **Research Compliance**

- Ensure 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.
- Provide training outlets to ensure that all personnel are up to date on required trainings as per sponsor and university requirements.

### **Post Award Services**

A research representative and restricted funds accountant will monitor compliance with fiscal and programmatic reporting requirements as established by Federal and State law, sponsor regulations, University policies and procedures and generally accepted accounting principles for grants awarded to WCU.

- Shortly after notification of award, a post-award meeting will be scheduled with the PI, a representative from ORSP, restricted funds accountant, and representative(s) from your Chair and/or Dean's office. The following will be discussed, in detail, at the meeting:
  - Roles and responsibilities of the PI, ORSP and restricted funds
  - Requirements and guidelines of the sponsor and the university and the Federal government and how these apply to your specific award
  - Specific Reporting requirements for your award
  - Procedures and Policies for spending down your grant funds
  - Procedures for no-cost extensions, budget adjustments, change in scope of project, change in personnel (if allowable by the sponsor)
- Restricted Funds will set up an SAP account for your dedicated grant funds.
- You will receive reminders from ORSP and Restricted funds as to when programmatic and fiscal reports are due.

WCU ORSP also coordinates the 2022 Summer Undergraduate Research Institute, the WCU Research & Creative Activity Day each Fall/Spring semester, and the New Faculty Forum Series. Faculty and students attend and present at the WCU Research & Creative Activity Day each Fall and Spring semester. We have also had a number of our faculty present and attend the sessions of the New Faculty Forum Series. The Faculty Forums offer a venue during which faculty members present the results of their work, share ideas, and discuss needs in the context of a research theme that crosses several disciplines. Drs. Metz, Sankaran, and Tinago have presented at these forums so far. During these forums, scholarly conversations among faculty and graduate students ignite new collaborations. Other resources for researchers include the WCU Digital Commons, Qualtrics and REDcap software, and WCU Libraries Research Guides.

The university and the College of Health Sciences provide a range of internal grant opportunities for research and scholarly activities. Examples of university-wide proposals include the Provost Research Grant (PRG), WCU Forum Research Grant, and the WCU Innovation in Diversity and Inclusion Grant. The grant opportunities in the College of Health Sciences include: Community Engagement Grant, Course Innovation Grant, and the Student-Faculty Research Award.

Upon hire, all faculty have a research development fund of \$6000, which must be used during the first 2-year of their appointment. All tenure-track (starting with third year) and tenured faculty have \$1500 each year to support their research and service activities.

- 3) **Describe and provide three to five examples of student opportunities for involvement in faculty research and scholarly activities. This response should focus on instances in which students were employed or volunteered to assist faculty in faculty research projects and/or independent student projects that arose from or were related to a faculty member's existing research.**

The MPH Program and MPH Research Committee promote student opportunities for involvement in faculty research and scholarly activities inside and outside of the classroom. Dr. Ramona Stone guides students through a secondary data analysis and manuscript assignment in HEA 526 Biostatistics in Public Health. Some of these projects have been revised and submitted for journal publication; two papers were published; two other students are working on the paper now. Students also participate in research outside of the classroom through graduate assistantships and volunteer roles on research projects. We asked students to share some of their research experiences in an open-ended response format in our Exit Survey (*ERFE4.3 Student Engagement in Research with Faculty*).

#### **Student research opportunities with Dr. Zeinab Baba:**

Since Fall 2019 graduate students have been involved in helping with data collection, analysis, and conference and manuscript preparation for a qualitative study about stressors in African immigrant students. Students were involved in transcribing and verifying interview transcripts for the project. While in the process of data analysis, students were encouraged to identify specific areas in which they would like to focus on for their own directed research. One student took the opportunity to learn more about qualitative research and took the lead in analyzing the qualitative data. Access to a publicly available dataset about mental health in college students was obtained to provide a quantitative element to the above-mentioned qualitative research. Once this dataset was obtained students were encouraged to examine dataset variables, perform a literature review, and analyze the quantitative data related to their research question. All these research opportunities resulted in student research submissions to local, national, and international conferences. There is also one manuscript under development with a student about the qualitative study.

#### **Student research opportunities with Dr. Lorenzo Cena:**

Dr. Cena engaged in a research project examining the laboratory simulation of workers' exposure to crystalline silica during manufacturing of artificial quartz countertops. The data provided insights into the concentration and size of silica particles released and in workers' exposure. The silica concentrations in artificial countertops were contrasted to those found in natural stone countertops. The project involved 3 students (2 undergraduate and 1 graduate - Carly Guzzardo) and culminated in several discernible products:

an international partnership with the University of Padua, Italy; the construction of a sampling chamber in the WCU Environmental Health Lab that is used for teaching and research purposes; two peer-reviewed publications; an invited international presentation at the University of Padua; and a national presentation at the American Industrial Hygiene Association Conference. The WCU students became co-authors in the presentations and in one of the publications that resulted from the project – Carrieri, M., **Guzzardo, C.\***, Farcas, D., & **Cena, L. G.** (2020). Characterization of silica exposure during manufacturing of artificial stone countertops. *International Journal of Environmental Research and Public Health*, 17(12), 4489. Additionally, the project has resulted in knowledge that transferred directly to lectures which are taught in Dr. Cena's ENV 524 (Industrial Hygiene) and ENV 551 (Environmental Toxicology).

**Student research opportunities with Dr. Harry Holt:** Co-PIs Dr. Harry Holt and Dr. Ramona Stone were awarded competitive external funding to complete a research project entitled: Coroner/Medical Examiners Services in Pennsylvania. He and the co-PI, Dr. Ramona Stone, collaborated with the Chester County Coroner's Office and its elected coroner. Dr. Christina VandePol provided critical expertise in the field of medical death investigation. The Co-PI, Dr. Stone, provided expertise in data analysis and interpretation. She also facilitated the use of REDCap and expertly created and explained graphs, tables, and charts. Importantly, six MPH graduate students were supported with funding and research experience in the grant. They were dedicated to editing the final report and engaged in data analysis, literature review writing, and scheduling interviews with coroner / medical examiner participants. Danisha Heyward, Miskyat Olado, Alyson Marsden, and Balee Leeser recruited coroner and medical examiner participants. They also performed a rigorous literature review and accessing publicly available sources on each county office. Bhumika Patel also performed extensive research on the policy implications the study findings. She thoroughly researched the various laws and regulations that were impacted by the study findings. Dr. Amrit Baral performed an extensive literature review and completed the IRB application. The final research report deliverable for the project was recently [published](#) on the website for the Center for Rural Pennsylvania.

**Student research opportunities with Dr. Ramona Stone:**

Public health needs more than ever high-level critical thinkers, innovative minds, to design effective and efficient health promotion programs. They must be able to collect meaningful data, to turn it into information, and to use it in decision-making to improve services and health outcomes. For this purpose, students are engaged in scholarship endeavors with many faculty. First, to ensure that all MPH students have at least one comprehensive research experience, Dr. Stone redesigned the biostatistics core course, as an applied hands-on secondary data analysis project, so that all MPH students engage in a guided research project and receive formal research mentoring. The assignments in biostatistics are building blocks towards a final paper structured as a journal article. Students learn how to: (1) craft a research question on a topic of their choice, (2) conduct a proper systematic review and synthesize the literature, (3) identify key concepts and measurements in the literature, (4) locate similar variables in the National Health Nutrition and Examination Survey (NHANES); (5) use these variables to conduct statistical analyses in the Statistical Program for Social Sciences (SPSS); (6) report univariate, bivariate, and multivariable regression in a written paper and as an oral presentation to the class. Students follow the APA style, EndNote being required. Bonus points are available to all who summarize their work on a poster. As a result, four students presented 5 projects at the WCU Research Days, one received 2<sup>nd</sup> place WCU award; 5 students submitted abstracts to the APHA; 1 (undergraduate) obtained a WCU CARES award to conduct a review of the colorectal cancer (CRC) screening literature, the focus of the biostatistics project. Dr. Stone's graduate assistants hold a weekly virtual lab focused on the weekly assigned homework, as a peer-to-peer support opportunity.

Second, students have an open invitation to continue their work after course completion and receive guidance and mentoring on how to prepare and submit their biostatistics paper for peer-review. This mentoring process led to two published peer-reviewed articles with the students as a first author, and two other recent graduates are revising their biostatistics project for peer-review. Third, students engage in Dr. Stone's funded colorectal cancer screening research in the Chester Co. area and surrounding communities. Throughout this process, students are active participants, they gain experience in literature reviews, grant writing, community networking, and other professional activities, and increase their proficiency in health

communication, developing tools and using REDCap, implementing EndNote in writing systematic reviews of the literature, and conduct real-world data analyses in SPSS. Finally, as a recent Chair of the MPH Research Committee, Dr. Stone is working on mobilizing students and faculty to participate in a Journal Club (bimonthly at first, monthly starting with AY 2023-24). In response to students' feedback and expressed desire to engage in research, and to encourage students and faculty to work together on research projects and submit their work for peer-review. The research committee is constantly brainstorming for opportunities to engage students in scholarship and professional activities, to translate classroom work into posters, presentations, and peer-reviewed publications.

**Student research opportunities with Dr. Chiwoneso Tinago:** Dr. Chiwoneso Tinago collaborates and mentors 2 employed graduate MPH students each year as graduate research assistants who work on global health research addressing maternal, child, and adolescent health in Africa. Examples of research projects include the \$100,000 Grand Challenges Exploration grant from the Bill and Melinda Gates Foundation which implemented a peer support intervention for adolescent mothers in Zimbabwe and the Uganda Project which includes multiple funded projects addressing sexual and reproductive health of adolescents, in addition to income generation, empowerment and food security initiatives through rabbit farming in south-west Uganda. These student research collaborations have led to successfully funded research grant applications, peer-reviewed publications in academic journals, research presentations at institutional, national, and international conferences, and institutional and national awards for the students and Dr. Tinago. MPH students are also engaged as participants in the American and London Mock World Health Organization (WHO) Conferences, where Dr. Tinago serves as the faculty advisor. The conferences simulate the WHO Assembly with students writing a position paper and participating in debate and discussion as delegates representing a country. Delegates then create resolutions on a conference theme and all resolution documents are forwarded to the WHO Headquarters in Geneva, Switzerland for commentary.

- 4) **Describe and provide three to five examples of faculty research activities and how faculty integrate research and scholarly activities and experience into their instruction of students. This response should briefly summarize three to five faculty research projects and explain how the faculty member leverages the research project or integrates examples or material from the research project into classroom instruction. Each example should be drawn from a different faculty member, if possible.**

**Dr. Erin Knight** is incorporating her research into her HEA 615 Policy in Public Health in a Learning Activity on Stakeholder Engagement in Policy Development. She is in the process of conducting a research project in partnership with the State of Delaware, Department of Health and Social Services (DHSS). DHSS is exploring policy changes related to Medicaid reimbursement for doula services. Doulas are professionals who provide physical, emotional and informational support to mothers before, during and after childbirth. They also act as advocates for birthing people and may help to mediate implicit bias in healthcare. As doulas are currently unlicensed providers, the state must develop and implement training and licensing requirements before doulas may be reimbursed through Medicaid. The research aims to gather feedback from doulas themselves on issues related to training, licensure and reimbursement in order to inform the policy development process in the state. This work inspired her to develop a new lecture for the class that is focused on stakeholder engagement in the policy development process, as she is able to describe this case study as an example, including the challenges and opportunities it presents.

**Dr. Ramona Stone** integrates her vast research and public health field experience in all of her courses, including HEA 526 Biostatistics in Public Health, HEA 539 Community Health Program Planning & Technologies, HEA 503 Foundations of Public Health, and the HEA 649/650 applied learning experience (ALE) courses. In her lectures, particularly in community health courses, she systematically includes examples from her research evaluations focused on social, education, and public health programs serving vulnerable populations (ex, homeless, public housing residents, welfare recipients, children in out of home care, juvenile and adults offenders suffering from mental health and substance abuse) or students with disadvantaged backgrounds. Specifically, she discusses the processes used to identify grant opportunities, to develop grant proposals, budgets, logic models for program planning, to establish collaborations with

community partners and with the target populations, to write up contracts and manage grant projects. She provides examples of steps taken to conduct needs assessments in various global community settings, how to prepare and conduct focus groups interview guides, how to develop questions for pen & paper or REDCap or Qualtrics surveys, and how to use technologies for program planning, implementation, monitoring, communication with stakeholders, and community presentations. Ethics and the importance of following up with research participants are a common thread in these conversations.

**Dr. Chiwoneso Tinago** integrates lessons learned from her maternal, child, and adolescent health research in Africa when teaching HEA 645 Global Community Health Promotion & Advocacy. Class sessions include descriptions of these research activities and activities where students can apply the lessons learned to respond to discussion questions or address a case study scenario. For example, in describing and discussing reproductive and adolescent health, Dr. Tinago shares lessons learned from a community-based peer support intervention for adolescent mothers in Zimbabwe and students then complete an in-class case scenario activity where they address adolescent pregnancy and reproductive health.

**Dr. Melanie Vile** models strong integration of extramural service experiences into the instruction of her students. Example #1. She integrates her climate change training into ENV 581 Climate Change and the Future of Global Health. Students learn how to calculate tree canopy cover in urbanized environments in comparison to remnant forested areas, namely, the Gordon Natural Area, which is a 126-acre parcel of eastern deciduous woodland in the Plum Run watershed on the south campus of WCU. Students measure the DBH (diameter at breast height) of individual trees in plots and then are taught how to use iTree software to calculate tree canopy cover, reduced storm-water runoff, carbon sequestration, and other ecosystem services provided by forests. Using iTree, students are also able to assess impervious cover and separate treed areas from other types of green cover (grass, lawns etc.). Example #2. She also incorporates her knowledge of environmental statutes and climate change into her ENV 547 Environmental Regulations course. Regulating Agencies, e.g., the Environmental Protection Agency (EPA) are required by law to provide opportunities for the public to participate in a 60-day open forum for public commentary. New agency rules start with an announcement in the Federal Register called a notice of proposed rulemaking (NPRM), and at the beginning of the semester, we decide as a class which new proposed rule or notice of intent to choose. Students are asked to pick one aspect of the proposed rule for which they feel passionate to write their commentary. As a class, we submit those commentaries to the Federal Register. Examples of proposed rules that I have assigned include - Emission Guidelines for Greenhouse Gas Emissions from Existing Electric Utility Generating Units (EPA, 40 CFR Part 51, 52, and 60) and Notice of Intent to Prepare a Resource Management Plan for the Bears Ears National Monument in Utah and an Associated Environmental Impact Statement (Bureau of Land Management, 87 FR 52992). Students gain first-hand experience with the rule making process for environmental regulations.

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

Research and scholarly growth are valued and account for a total of 35% of tenure-track faculty workload and between 25-42% post-tenure faculty workload. Faculty tenure and promotion policy is outlined in CBA Article 15 *Tenure* and Article 16 *Promotions*. Scholarly Growth and Professional Development responsibilities are described in the CBA and our WCU Tenure & Promotion Policies (see both documents in *ERFA 1.3. Bylaws-Policy Documents*).

#### Continuing Scholarly Growth and Professional Development (35% before tenure, 25-42% post-tenure)

##### *Definition*

Scholarly activity is valued in that it enhances the educational experience, enlivens the intellectual climate on campus, provides external funding to support the educational mission of the institution, and provides opportunities for students to participate in scholarly research. Scholarship is defined as the discovery, application, and/or advancement of knowledge through research, creative accomplishment, or professional endeavor and sharing the results of those activities. Scholarship should be designed to enhance educational

experience within the discipline and/or the faculty member's teaching/professional responsibilities. Scholarship also includes professional growth and recognition. Additionally, the university, consistent with its mission, values the scholarship of community engagement broadly defined. This line of inquiry, both applied and empirical, has been defined as “scholarship that—in active collaboration with participating community partners—has a positive impact on complex societal needs and issues” (Academy of Community Engagement Scholarship, 2018). Such scholarship should be consistent with the faculty member’s SOE, Department Teacher/Scholar Model, and their scholarly agenda.

All scholarly activity listed in the CBA (Article 12.B.2) is valued at all ranks; however, a hierarchy of scholarly evidence clearly exists. In this hierarchy, peer-reviewed works offer the strongest evidence; active contributions in scholarship through professional publications, presentations, organizational leadership, reviews, and other public displays offer solid evidence; and participation in activities such as attendance at professional conferences offers some evidence, but not sufficient within itself. All these forms must be considered within the context of the discipline and with the recognition that this hierarchy may not apply in all cases.

### ***Areas of evaluation***

Scholarship in one or more of the following areas will be evaluated based on the quality of accomplishments in that area of endeavor.

- (1) *Application of knowledge through research, creative accomplishment, or professional endeavor*--evidence of accomplishment in this area includes reviewed reports of ongoing research; participation in one-person or invitational shows; juried shows and premiere performances; reviewed musical, dance, literary, or theatrical performances; exhibition, production, and/or publication of electronic media; submission of grant applications or proposals (external, SSHE, internal); peer reviewed contributions to the pedagogy of the discipline in the form of new methods of teaching or innovative curriculum structures; activities in which there is use of one's expertise (consultantships to government agencies, professional and industrial organizations and associations, and educational institutions); development of distance education programs.
- (2) *Sharing information*--evidence of accomplishment in this area includes published peer reviewed articles, monographs, news articles, books, and parts of books; delivered papers, invitational lectures, and participation in panels; manuscripts accepted for publication as substantiated by letters of acceptance; articles published in non-refereed journals, technical reports, research reports to the sponsoring agency; peer reviewed articles, performances, productions, and exhibitions produced by students under the supervision of the faculty member.
- (3) *Professional growth and recognition*--evidence of accomplishment in this area includes additional graduate coursework where the coursework is related to the faculty member's scholarly agenda; regional, national, and international awards for scholarship or professional activity in the discipline; invitations to review journal articles or grant proposals, elected and invited offices held in professional organizations; editorships of professional journals; demonstrated contributions to the professional growth of one's peers.
- (4) *Teacher-Scholar activities*—evidence of accomplishment in this area includes joint research with students; joint faculty and student presentations and publications; mentoring students in scholarly activities, research projects and presentations; curriculum development based on research experience; and leading scholarly seminars involving faculty and students.

Statements relevant to this section are included in each faculty member’s Statement of Expectation. Upon hire, the SoE is created by the Department Chairperson and approved by the College Dean which is then signed by the faculty member, Department Chair, and College Dean. The SoE outlines both conditions of employment and expectations for performance. The initial SoE should reflect the faculty responsibilities as

described in the position announcement and be consistent with the CBA. It is intended to guide the faculty member in carrying out their professional work and meeting their responsibilities. The SoE may also be used by evaluators to confirm alignment of the faculty member's performance with expectations. Minimally, when a faculty member achieves tenure and at five-year intervals thereafter, the SoE is reviewed, reaffirmed, or modified by joint agreement of the faculty member, Department Chair, and College Dean. In addition, our Department of Health Teacher-Scholar Model provides detailed guidance about what scholarship is deemed appropriate for department faculty (see *ERFE4.5. Department Teacher-Scholar Model (DTSM)*). It is a document which is created, reviewed, and approved by department faculty and subsequently by the Provost's Office. The model provides a general framework of what the department values in the three areas of faculty evaluation (teaching, scholarship, and service) and addresses the intersection/integration of the three areas. It is provided to all faculty and is included in all performance evaluations including tenure and promotion.

Faculty members going up for tenure and/or promotion may select up to three faculty members from their home department and/or at the university in consultation with the department chair. An independent and formal recommendation in writing is made by the department committee, department chair, and the college dean. Along with the faculty member's submitted promotion materials, the independent recommendations are reviewed by the university Tenure and Promotion Committee. This university Tenure and Promotion Committee provides their recommendation to the Provost and President, who make the final decision. The CBA policy includes complaint and appeal procedures at all levels.

- 6) Provide quantitative data on the unit's scholarly activities from the last three years in the format of Template E4-1, with the unit's self-defined target level on each measure for reference. In addition to at least three from the list that follows, the program may add measures that are significant to its own mission and context.

The table below highlights scholarly activity outcome measures, targets, and annual data. The remainder of this section provides evidence in support. We met all targets (with one exception during AY2019-20) despite the impact of COVID-19 on face-to-face research activities and conferences. A full listing of publications and presentations are available in *ERFE4.6 Publications and Presentations*.

<b>Table E4-1. Outcome Measures for Tenure-Track or Tenured Faculty Research and Scholarly Activities</b>				
<b>Outcome Measure</b>	<b>Target</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>Percent of faculty participating in research activities.</b> <i>(MPH Research Goal 1.1)</i>	80% of MPH faculty	<b>Met</b> 11/13 (85%)	<b>Met</b> 10/11 (91%)	<b>Met</b> 11/11 (100%)
<b>Presentations at professional meetings</b> <i>(MPH Research Goal 1.3)</i>	80% of MPH faculty	<b>Met</b> 8/13 (61%)	<b>Met</b> 9/11 (82%)	<b>Met</b> 10/11 (91%)
<b>Number of community-based research projects</b>	60% of MPH faculty participate on at least one community-based research project	<b>Not Met</b> 7/13 (54%)	<b>Met</b> 9/11 (82%)	<b>Met</b> 10/11 (91%)
<b>MPH faculty will participate in collaborative research/ evaluation projects with graduate students yearly.</b> <i>(MPH Research Goal 1.2)</i>	60% of MPH faculty	<b>Met</b> 8/13 (62%)	<b>Met</b> 10/11 (91%)	<b>Met</b> 10/11 (91%)

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

**Strengths:** Given the R2 university reclassification, the MPH Program demonstrates strength in research and scholarly activities, often collaborating with students, while maintaining a teaching focus. Faculty embody the teacher-scholar model by bringing their research experiences back into the classroom to enhance student learning.



## E5. FACULTY EXTRAMURAL SERVICE

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

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

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

The MPH Program's definition and expectations regarding faculty extramural service activity are the same to that of the Faculty CBA and WCU tenure and promotion policies (*ERFA 1.3. Bylaws-Policy documents*).

### *Definition*

Service is defined as voluntary activities that contribute to the profession, the university, and/or the community. From CBA Article 12.B.3: This will be indicated, when applicable, by such items as: quality of participation in program, department, college, and UNIVERSITY and/or STATE SYSTEM committees; APSCUF activity contributing to the governance of the UNIVERSITY and/or STATE SYSTEM; 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; participation in accreditation work in support of department or university service; offices held in professional organizations (if appropriate to this category); and any other data agreed to by the FACULTY and Administration at local meet and discuss.

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

Community Engagement is key to both student and faculty success and to building our regional capacity to promote wellness and health in all citizens. Aligned with the *WCU Strategic Plan: Pathways to Student Success* and our public health profession, the MPH Program deems community engagement as a core value of the program. Faculty facilitate service-learning courses and engage in community-based research and service projects. A number of university and college supports exist to support extramural service activities.

Faculty leverage the Center for Civic Engagement & Social Impact (CCESI), the Center for Community Solutions, and the Executive Director for External Relations to develop and deepen community-engaged partnerships and projects. Additionally, Dr. Gopal Sankaran worked as co-author of the university's initial Carnegie Community Engagement Classification self-study document. Dr. Sankaran's expertise in this area and extensive list of past regional, national, and international partners is leveraged to spark new mutually beneficial collaborations.

### *Center for Civic Engagement & Social Impact (CCESI).*

CCESI promotes community-based learning experiences that address issues of public concern by building mutually beneficial partnerships and empowering students to be active citizens in their local, national, and global communities. Through the CCESI, the university supports faculty who wish to incorporate service learning into their courses through connecting faculty to new community partners and pairing new faculty with seasoned faculty members. The center hosts service learning and community engagement workshops on best practices for selecting and collaborating with community partners. CCESI maintains a directory of

community partners by content area who have available service partnership opportunities. Content areas include environmental justice & sustainability, educational equity, food, housing, & financial security, health equity, senior support services, etc.

***Center for Community Solutions (CCS).***

The center addresses community need through providing project-based, community-engaged learning experiences for students, enabling their applying knowledge and skills learned, and community partners value through achieving organizational goals and objectives with needed assistance at no cost to community partners. CCS is central to informing, growing, and sustaining the University's community engagement and leadership as an institutional priority and demonstrating genuine commitment toward actualizing its public mission through serving as an anchor within the community. The center facilitates university and community connections as a single point of contact and promotes the professional expertise of faculty to external clients as requested. Areas for potential community partnership include health & wellness, GIS & planning, research, social justice, sustainability, etc.

***Dr. Julie Dietrich is the CCS Director and the university's Executive Director of the Office of External Relations.*** She cultivates and sustains relationships with local, state, and federal elected officials and their offices, and is a leading liaison within the community. She focuses upon executing strategic community and economic development as well as facilitating communication and negotiating partnerships among key leaders to leverage and optimize the use of institutional assets and addressing community need. For instance, Dr. Julie Dietrich assisted Drs. Metz, Knight, and Lavery in bringing the PA Department of Health Intergenerational University Connections Program Press Conference to WCU in 2021 in which Secretary Robert Torres led video-recorded roundtable discussion with participating older adult volunteers and participating WCU faculty and students. Dr. Julie Dietrich also recently connected the YMCA to Drs. Stone and Metz to conduct a local needs assessment for middle school youth, with support from MPH students.

***College of Health Sciences (CHS).***

All tenure-track and tenured faculty currently have \$1200-1500 each year to support their research and service activities such as professional association memberships. Faculty are encouraged to apply for internal service grants such as CHS Community Engagement Award, CHS Global Initiative Award, ODEI Innovation grant, or with the WCU Foundation for special community engagement initiatives. The Associate Dean hosts virtual information sessions on CHS-specific awards to further educate and support faculty in their funded extramural service efforts that are often overlapping with research and teaching pursuits.

- 3) **Describe and provide three to five examples of faculty extramural service activities and how faculty integrate service experiences into their instruction of students. This response should briefly summarize three to five faculty extramural service activities and explain how the faculty member leverages the activity or integrates examples or material from the activity into classroom instruction. Each example should be drawn from a different faculty member, if possible.**

Faculty engage in extramural service activities and integrate into their instruction of students. Examples are below (in alphabetic order).

**Dr. Zeinab Baba** is currently working with the Hamilton Health Center in Dauphin County, PA on a consulting project titled Perinatal Periods of Risk (PPOR) due to her experience analyzing birth cohort data. Dr. Baba was responsible for securing birth data, birth-death linked data, and fetal mortality data from the Pennsylvania Department of Health for 2008-2018. Conducting this PPOR will assist Dauphin County in identifying areas with disparities related to fetal and infant mortality and the health of the mother. Once areas with disparities are identified, evidence-based interventions and focus groups will be used to reduce the disparities. This experience is used as an example in the HEA 648 Research Methods for Public Health course since it illustrates a utilization-focused project whose results will inform next steps for eliciting resident feedback and data-informed community-based programmatic or policy interventions.

**Dr. Harry Holt** is co-Chair of the Academic Relations Committee in the Healthcare Leadership Network of the Delaware Valley (HLNDV), the local chapter of the American College of Healthcare Executives. He is also on the Board of Directors for the HLNDV. HLNDV organizes educational and networking events for healthcare administrators throughout the Delaware Valley, which encompasses the Greater Philadelphia area, southeastern Pennsylvania, Delaware, and southern New Jersey. Educational events are hosted by organizations such as Jefferson Health, Main Line Health, and Temple Health systems.

The Academic Relations Committee hosts an annual Case Study Competition for MPH, MHA, MBA, MPA graduate students for universities in the Mid-Atlantic Region. Cash prizes are awarded to the top three finishers based on the quality of the student presentations. In the most recent competition, WCU MPH students were awarded first and third prizes. Dr. Holt is one of two co-chairs who organizes, promotes, and hosts the case study competition. WCU MPH students are strongly encouraged to participate. In preparation for the competition, Dr. Holt mentors WCU graduate students in their background research and interviews. The lessons learned during the preparation phase and the delivery phase provide students with critical thinking and presentation skills which are vital to their professional career.

Industry content and best practices that are gathered at the HLNDV educational and networking events are used extensively in the Health Care Management classes. Recently, the HLNDV organized three round-table symposiums with local Chief Executive Officers of local academic medical centers and health systems. Management best practices and practical lessons were shared with the attendees. Dr. Holt attended these roundtables and this information was subsequently shared with MPH students. The content complemented the courses in law, management, strategy and leadership, and finance. Students are provided with incentive points to attend virtual and in-person educational events sponsored by the HLNDV. They typically attend such events for free or at a significantly reduced rate.

**Dr. Erin Knight** currently serves as an Academic Advisor to the Community Policy Institute, a program of Network Delaware. This group is largely made up of volunteers who work to connect their community-driven efforts to policy research and development, partnering with other advocacy organizations and using a lens of economic and racial justice. As an academic advisor, she is occasionally asked to review 2-page fact sheets prepared by volunteer advocates who are being trained through the Policy Institute. This work inspired an assignment in HEA 613 Advocacy and Quality of Health Care Services class, in which students learn about the role of fact sheets in policy advocacy and are tasked with developing their own 2-page fact sheet on a policy issue that is meaningful to them. The assignment is called "Finding Your Voice Fact Sheet" and students also produce a 2–3-minute video pitch that is akin to an elevator speech related to their fact sheet.

**Dr. Stacie Metz** readily integrates her program evaluation consultancy with community partner, Alliance for Health Equity in Coatesville, PA (formerly Brandywine Health Foundation) into HEA 538 Evaluation of Health Programs course discussion and activities (*see ERF5.3 HEA 538 Evaluation Course Activities*). Based off of her 4-year Lead Evaluator role on the Coatesville PA Youth Mental Health First Aid project, she created a shorter version of the pre-post evaluation tool with both closed and open-ended items with mock participant data. Students are provided the mock data and are guided through a data analysis in order to respond to several process and outcome evaluation questions. This activity spurs open dialogue about external evaluator concerns and leading a participatory program evaluation. Secondly, in order to apply process evaluation skills, she designed an activity which informed process indicators for the Alliance for Health Equity's grant application to fund the work under a 2020-23 priority area (Leading Positive Community-Driven Change). The activity walked through considerations for a process evaluation and specifically was designed for students to brainstorm key performance indicators as part of this participatory process evaluation project. The student ideas were shared with the project coordinator for review and possible addition to the grant application's evaluation plan. The grant was awarded to the Alliance for Health Equity.

**Dr. Gopal Sankaran** is a well-respected leader within the American Public Health Association (APHA). At the APHA 2022, Dr. Sankaran has been appointed to the APHA Executive Board, after a very competitive election process. In October 2020, Dr. Sankaran earned the Carl E. Taylor Lifetime Achievement Award in Recognition of Outstanding Lifetime Achievements in International Health and in November 2022 was elected to the Executive Board of APHA for a 4-year term. He served as Chair, Editorial Board of the *American Journal of Public Health* in 2019-20 and currently serves as Vice-Chair of the APHA Publications Board. He has consistently held leadership positions in the International Health Section of APHA such as Chair, Awards Committee and Founding Chair of Global Health Connections Committee. In recognition of his service, he was presented with the Distinguished Section Service Award in 2018. Through varied examples of his professional service with APHA, Dr. Sankaran emphasizes the importance of getting involved in professional organizations (for example, becoming active in a section or the Student Assembly in APHA) and the several opportunities for growth that professional organizations offer. It is noteworthy, that an alum of the MPH Program became the President of the Student Assembly of APHA and currently serves on the APHA-wide Nominations Committee. As Chair of the Editorial Board of *AJPH*, he organized and presented two webinars focused on Demystifying the *American Journal of Public Health* (the first one on An Overview for Authors, Reviewers, and APHA Members and the second on Taking a Look at the Peer Review Process). He encouraged students in his epidemiology course (HEA 520) to attend the webinars as well as become presenters at the annual meetings.

**Dr. Ramona Stone** serves in the APHA Cancer Forum leadership committee, as a Chair of Memberships and Events, and on the same type of committee for the Pennsylvania Public Health Association (PPHA). This extramural service experience is beneficial to students in several ways: students are taught the importance of community service, of professional networking, and of participation in local, regional, national association meetings. Specifically, in this capacity, Dr. Stone organizes webinars and meetings for the members of the respective associations and participates in the organization of annual meetings. During her first year with the Cancer Forum, Dr. Stone organized two webinars, one focused on the latest developments in cancer treatment and respectively in colorectal cancer screening in various community settings. Moreover, Dr. Stone with the PPHA leadership a department membership that ensures all faculty are de facto members of PPHA, and it includes 10 free student memberships, and unlimited memberships at 50% discount. As a result, we expect that all of our students will join PPHA (\$10/year). Finally, Dr. Stone is working with the PPHA to organize the 2023 regional meeting (PA, DE, MD) to be held on WCU campus, in our new SECC building, exposing students to the latest public health developments relevant to our communities.

- 4) **Provide quantitative and/or qualitative information that characterizes the unit's performance over the last three years on the self-selected indicators of extramural service, as specified below.**

Select at least three of the following indicators that are meaningful to the program. In addition to at least three from the list in the criteria, the program may add indicators that are significant to its own mission and context.

The three chosen indicators are:

- (1) Percent of faculty participating in extramural service activities
- (2) Number of community-based service projects
- (3) Public/private or cross-sector partnerships for engagement and service

Data are collected from our annual Faculty Data Form via REDcap and faculty CVs. It is important to note that Service to the University (inclusive of service to the program, department, and college), Profession, and Community is only 15% of tenure-track and tenure faculty's Statement of Expectations.

Refer to **ERFE5.4 Faculty Service** for relevant extramural service Tables 5.4.1 – 5.4.3.

- Table 5.4.1 MPH Outcome Measures for Tenure-Track or Tenured Faculty Extramural Service to the Community and Profession
- Table 5.4.2. MPH Faculty Membership and Engagement in Community and Professional Service

- Table 5.4.3. MPH Tenure-Track or Tenured Faculty Engagement in Community-Based Service Projects (\* denotes public/private or cross-sector partnership for engagement and service)

**(1) Percent of faculty participating in extramural service activities.** Our goal is to model and engage students in activities which support service to the university, public health profession, and the community. MPH faculty are strong proponents of sharing their expertise with community partners and professional associations (*ERF 5.4 Faculty Service*). The percent of faculty participating in extramural service activities increased from Year 1 to Year 3.

Outcome Measures	Target	Year 1	Year 2	Year 3
Percent of MPH faculty participating in extramural service activities  <i>WCU MPH Service Goal 1.2</i>	80% of MPH faculty	<b>Met</b> 9/13 (82%)	<b>Met</b> 11/11 (100%)	<b>Met</b> 11/11 (100%)

**(2) Number of community-based service projects.** Community-based service projects may include a range of activities such as joint research-service community-based projects, consultancy, advisory roles in community-based organizations and their community service efforts, and other volunteering. Given the standard teaching load is 4:4, MPH faculty are strategic on finding ways to join service with research and teaching efforts. Refer to *ERF 5.4 Faculty Service* to view listing of faculty community-based service projects. The percent of MPH faculty participating in community-service projects increased from Year 1 to Year 3.

Outcome Measures	Target	Year 1	Year 2	Year 3
MPH faculty will participate in community-based service projects	30% of MPH faculty	<b>Met</b> 6/13 (46%)	<b>Met</b> 6/11 (55%)	<b>Met</b> 8/11 (73%)

**(3) Public/private or cross-sector partnerships for engagement and service.** MPH Faculty often explore cross-sector, interprofessional, and public/private partnership for extramural service pursuits. Refer to *ERF 5.4 Faculty Service* to view faculty examples of public/private or cross-sector partnerships for engagement and service. The percent of MPH faculty participating in public/private or cross-sector partnerships increased from Year 1 to Year 3.

Outcome Measures	Target	Year 1	Year 2	Year 3
MPH faculty will participate in public/private or cross-sector partnerships for engagement and service	30% of MPH faculty	<b>Met</b> 5/13 (38%)	<b>Met</b> 7/11 (55%)	<b>Met</b> 8/11 (73%)

Some of these partners include:

- Alliance for Health Equity
- AstraZeneca U.S. National Health Equity Advisory Council
- Chester County Disability Services & Cerebral Palsy Association of Chester County
- Chester County Immunization Coalition
- Chester County Overdose Prevention Task Force
- Community Volunteers in Medicine
- Global Water Alliance, Philadelphia, PA, Board of Directors

- Hamilton Health Center, Dauphin County, PA
- Mayor's Opioid Action Task Force, West Chester, PA
- North Country Baby Blessings, Canton, NY
- Onkwehon: we Midwives Collective. Akwesasne Mohawk Nation
- Pennsylvania Department of Aging and regional Area Agencies on Aging (AAAs)
- PA Horticultural Society Goshen Tree Tender
- PA Perinatal Quality Collaborative
- Regional Overdose Prevention Coalition
- West Chester Area Clean Energy Future
- West Goshen Township Sustainability Advisory Committee
- YMCA of West Chester

Importantly, CHS Dean Scott Heinerichs is a well-respected leader in the region, and as a result, is masterful in cultivating partnerships that lead to exciting service and research innovations promoting health and wellness in our region. Some of these partnerships include AstraZeneca Healthcare Foundation, YMCA of West Chester, Community Volunteers in Medicine, and La Comunidad Hispana - LCH Health & Community Services. Additionally, regional and state level community health needs assessments are examined on an annual basis with every effort to attend virtual or face-to-face presentations of key results. The Program Director teaches HEA 531 Community as a Basis for Health and incorporates these assessments into in-class activities. Alumni and incoming Community Advisory Board Member Casey Fenoglio, MPH, CHES® presents on the Pottstown Hospital Community Health Needs Assessment findings each Fall in the HEA 531 course. Reviewing regional and state level community health needs assessments help us to identify new partners for service opportunities and incorporate new material into our curriculum (see *ERFE5.4 Service > CHNA Listing*).

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

Service to university (inclusive of department, college, and university-wide) and community (inclusive of community and profession) are valued and account for a total of 15% of tenure-track and tenured faculty workload. Faculty tenure and promotion policy is outlined in CBA Article 15 *Tenure* and Article 16 *Promotions*. Service responsibilities are described in the Faculty CBA and in our WCU Tenure & Promotion Policies (see both documents in *ERFA1.3. Bylaws-Policy Documents*).

#### Service (15% before tenure, 10-27% post-tenure)

##### *Definition*

Service is defined as voluntary activities that contribute to the profession, the university, and/or the community. From CBA Article 12.B.3: This will be indicated, when applicable, by such items as: quality of participation in program, department, college, and UNIVERSITY and/or STATE SYSTEM committees; APSCUF activity contributing to the governance of the UNIVERSITY and/or STATE SYSTEM; 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; participation in accreditation work in support of department or university service; offices held in professional organizations (if appropriate to this category); and any other data agreed to by the FACULTY and Administration at local meet and discuss.

##### *Areas of evaluation*

- (1) *Faculty Service* evidence of accomplishment in this area includes the quality of voluntary service on department, college, university, and/or statewide committees; participation in college or university governance; or on APSCUF committees.
- (2) *Professional Service* evidence of accomplishment in this area includes the quality of voluntary service to professional organizations such as committee work and other responsibilities that contribute to the

function, advancement, and/or maintenance of the organization; service to governmental agencies related to the area of expertise.

- (3) *Community Service* evidence of accomplishment in this area includes voluntary contributions to off-campus organizations that are related to one's discipline.

Statements relevant to this section are included in each faculty member's Statement of Expectation. The SoE is created by the Department Chairperson and approved by the College Dean which is then signed by the faculty member, Department Chair, and College Dean. The SoE outlines both conditions of employment and expectations for performance. The initial SoE should reflect the faculty responsibilities as described in the position announcement and be consistent with the CBA. It is intended to guide the faculty member in carrying out their professional work and meeting their responsibilities. The SoE may also be used by evaluators to confirm alignment of the faculty member's performance with expectations. Minimally, when a faculty member achieves tenure and at five-year intervals thereafter, the SoE is reviewed, reaffirmed, or modified by joint agreement of the faculty member, Department Chair, and College Dean.

Faculty members going up for tenure and/or promotion may select up to three faculty members from their home department and/or at the university in consultation with the department chair. An independent and formal recommendation in writing is made by the department committee, department chair, and the college dean. Along with the faculty member's submitted promotion materials, the independent recommendations are reviewed by the university Tenure and Promotion Committee. This university Tenure and Promotion Committee provides their recommendation to the Provost and President, who make the final decision. The CBA policy includes complaint and appeal procedures at all levels.

The Department Teacher-Scholar Model illustrates the range of scholarship activities and products appropriate to the field, including student-mentorship. Per CBA, faculty are evaluated not only on their teaching performance but also on their accomplishments in both the areas of scholarship and service. The Assessment Committee aggregates faculty accomplishments in these two areas and provides such data back to these committees for review and any subsequent recommendations.

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

**Strengths:** The university provides adequate support for extramural service participation. The MPH faculty successfully incorporate their extramural service with teaching and research efforts.

**Weakness:** Due to COVID-19, collaborative faculty-student community service activities were on hold.

**Plans for Improvement:** We continue to identify new partnerships for service opportunities under the strong leadership of College of Health Sciences Dean Heinerichs. Additionally, the MPH Community Service committee and our MPH Student Advisory Board are collaborating to identify ways to promote faculty-student community service activities.

## F1. COMMUNITY INVOLVEMENT IN PROGRAM EVALUATION AND ASSESSMENT

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

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

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

The MPH Community Advisory Board (CAB) consists of key leaders and representatives from health organizations and educational institutions in Chester County, PA, the greater Delaware Valley region, and beyond. Members include alumni, health and human service providers, and community group representatives. The committee is charged to review the overall MPH program in terms of community needs and future directions in public health.

The MPH Public Health Workforce Development Committee facilitates opportunities for CAB members to review the MPH curriculum and MPH accreditation documents. Both the MPH Public Health Workforce Development Committee and the CAB are co-chaired by Chrissie Dziembowski, MPH, CHES® and Dr. Stacie Metz. Since Fall 2020, CAB members have provided recommendations critical to improvement of our MPH program.

- Vision, Mission, Values, and Goals
- Review of track competencies
- Review of track curriculum
- Ideas for feedback surveys
- Ideas for professional development events

CAB members are heavily involved in their organizations, community, and profession; hence, they are able to share a range of opportunities related to internships, careers, and opportunities for MPH students and faculty to engage in public health-related research, service, and continuing education. Many of our CAB members hold a blend of roles including that of being a WCU MPH alumni, ALE site supervisor, MPH service-learning mentor, and instructor in the Department of Health. We are currently engaged in the recruitment of new CAB members who identify as BIPOC and/or who are engaged in professional DEI efforts.



First Name	Last Name (* indicates new member)	Credentials	Organizational Affiliation	Area of Expertise	WCU MPH Alum	Mentor for ALE or Service-Learning	DoH Adjunct
Michael	Baysinger	MPH	Director, Bureau of Personal Health Services, Chester County Health Department; Adjunct Instructor, Department of Health (BS Public Health), West Chester University	Community Health	Y	Y	Y
Kayode	Bey	MPH	Director of Operations – Pediatric Surgical Specialties, Inova Health System	Health Care Management	Y		
Amanda	Blue*	MPH	Chair, Chester Co. Suicide Prevention Task Force (Former Outreach Manager, WCU CHS)	Health Care Management; Community Health	Y	Y	
Amy	Galliera	MPH, ABCP	Sr. Manager Global Business Continuity & Crisis Management, Qurate Retail Group (former Senior Manager of Corporate EHS Programs)	Environmental Health	Y		
John	Caruso	MBA	VP, Medical Group and Ambulatory Strategy, Trinity Health (HQ Michigan)	Health Care Management	Y	Y	
Jeanne	Casner	MPH, PMP	County Health Director, Chester County Health Department	Community Health		Y	
Ashley	Cifarelli	MPH, CAPM®, CSSYB®	Project Manager, Penn Medicine, University of Pennsylvania Health System	Health Care Management	Y		
Joy	Dvornicich	PhD, MPH, CEM	Former Emergency Management Specialist, Veterans Health Administration	Environmental Health	Y		
Chrissie	Dziembowski	MPH, CHES®	Co-Chair, MPH CAB, Adjunct Instructor, Department of Health (BS Public Health & MPH), West Chester University	Co-Chair, CAB Community Health	Y	Y	Y
Casey	Fenoglio*	MPH, CHES®	Community Wellness Program Manager, Pottstown Hospital – Tower Health	Community Health	Y	Y	
Katie	Kucz	MPH	Prevention Coordinator, Montgomery County Office of Drug and Alcohol	Community Health	Y	Y	
Deborah	Lander	PhD, MA	Senior Regulatory Risk Assessor, The Chemours Company	Environmental Health	Y	Y	

First Name	Last Name (* indicates new member)	Credentials	Organizational Affiliation	Area of Expertise	WCU MPH Alum	Mentor for ALE or Service-Learning	DoH Adjunct
Terry-Ann	Lynch*	MPH, DPAC	Stakeholder & Advocacy Lead, Public Affairs, NA CHC, Sanofi; Board Member, Tigerlily Foundation (Formerly worked as Community Activation Lead East for Rare Disease – Health Equity, Pfizer)	Community Health	Y		
Mandy	Mangat	MD, MPH	Chief Clinical Transformation Officer, Navis Healthcare	Health Care Management	Y	Y	
Selena	Morresi	MPH, CTTS, CHES®	Lead Student Assistance Specialist, Project CONNECT, Caron Treatment Centers; Adjunct Instructor, Department of Health (BS Public Health), West Chester University	Community Health	Y	Y	Y
Chelsey	Price	MPH, MCHES®	Project Manager – NMTC, Research & Grants, Universal Health Services, Inc.; Adjunct Instructor, Department of Health (BS Public Health & MPH), West Chester University	Community Health	Y	Y	Y
Margaret	Rivello	MBA	Non-Profit Consultant, Outgoing Board Member, Alliance for Health Equity; Former Director, Chester County Health Department	Community Health		Y	
Judith	Suska*	DPA, MPH, MBA, FACHE, FHFMA, CHFP, CSBI	Director of Strategy and Business Development, Chester County Hospital, Penn Medicine; Associate Fellow, University of Pennsylvania-Center for Public Health Initiatives; Adjunct Instructor, Department of Health (MPH), West Chester University	Health Care Management	Y	Y	Y (in S23)
Aerielle	Waters	MPH, CHES®	Public Health Program Administrator, Bureau of Family Health, PA Department of Health	Community Health	Y	Y	
Mike	Werner	JD, MS	Senior Management Consultant, TerranearPMC; Adjunct Instructor, Department of Health (BS Environmental Health), West Chester University	Environmental Health	Y		Y

**2) Describe any other groups of external constituents (outside formal structures mentioned above) from whom the unit regularly gathers feedback.**

MPH faculty have assumed leadership roles in regional, state, and national professional organizations and incorporate feedback into MPH committee discussions on a regular basis. Refer to *ERF 5.4 Faculty Service* for a table listing professional organization leadership and membership.

Additionally, Dr. Metz partnered with faculty in the WCU MSW Program and Temple University's MPH and MSW Programs to conduct an IRB-approved workforce survey in November 2020 entitled *Experiences of Social Work and Public Health Professionals During Public Crisis (ERFA1.2)*. The team specifically wanted to gather ideas on what coursework or training supported them during the first six months of the pandemic and the ongoing systemic racism crisis, but also what additionally they may require to professionally address these crises while maintaining job satisfaction and reducing burnout.

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

The MPH Program engages the CAB in the regular assessment of the content and currency of public health curricula and their relevance to current practice and future directions. Since 2020, we hold two virtual opportunities each year for CAB members to share their experiences and provide feedback. Breakout sessions with track coordinators and community advisory board members in each area provide the opportunity for a thorough review of track-specific curriculum, competencies, and key assessments/assignments.

Second, we engage our external constituents in a WCU MPH Stakeholder Survey. This is a bi-annual survey of employers, potential employers in the region, alumni (2+ years since graduation), members of the CAB, ALE site supervisors, and other engaged community members. The 2024 survey will also include adjunct faculty who are practicing public health professionals. Because they teach in our department, we generally obtain feedback from them informally. Nevertheless, they will be included in the future.

**4) Describe how the program's external partners contribute to the ongoing operations of the program, including the development of the vision, mission, values, goals, and evaluation plan and the development of the self-study document.**

The MPH Program engages the CAB and other stakeholders in the review and revision of our guiding statements and evaluation plan and in the development of the self-study document. Multiple methods are used to engage stakeholders (students, alumni, community advisory board, student advisory board, faculty) - surveys, one-on-one feedback, and virtual meetings.

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

- Stakeholder feedback to CEPH Self-Study – *ERFF1.5 CEPH Self-Study Stakeholder Input*
- Stakeholder feedback on program guiding statements – *ERFB1.1 Vision Mission Goals Values and ERFF1.5 Guiding Statement Stakeholder Input – Stakeholder Survey Results*
- Stakeholder feedback on program, currency of curriculum, guiding statements, etc. – *ERFA3 Key Informant Interviews with Stakeholders*
- Community Advisory Board meeting minutes - *ERFA1.5 MPH Meeting Minutes – Community Advisory Board*

- 6) Summarize the findings of the employers' assessment of program graduates' preparation for post-graduation destinations and explain how the information was gathered.

### *MPH Stakeholder Survey*

The MPH program self-assessment effort also included the development of a new Stakeholder survey. This process took place as we were working on revising the MPH Exit and Alumni surveys, both of which include questions about employment (ex, status, position, time at current job, agency, supervisor name & contact information, etc.). The name and contact information of the supervisor remained unanswered more often than answered. We started by evaluating prior employer surveys and any other information we could obtain from the CAB members, faculty, site supervisor, and alumni. Prior survey response rates were extremely low (less than 5 responses), an indication that we had to rethink the entire process, the survey instrument, and the methodology. This was the most difficult among the three surveys, because most students and alumni assume/d that we would ask the employers to share information about them specifically. We do our best to clarify that we are interested in learning from employers about program-level perceived outcomes, rather than how well one specific individual does on the job. At the same time, we communicated to the participants in the employers/stakeholders' survey that their answer should be about our alumni in general, not focused on one individual.

**Design:** This is a bi-annual survey of employers, potential employers in the region, alumni (2+ years since graduation), members of the CAB, ALE site supervisors, and other engaged community members. The 2024 survey will also include adjunct faculty who are practicing public health professionals. Because they teach in our department, we generally obtain feedback from them informally. Nevertheless, they will be included in the future.

**Data Collection:** The first Stakeholder Survey was deployed in July 2022. We identified 135 stakeholders, 29 (21.4% response rate) responded to the survey, but only 21 (15.6% response rate) completed it entirely. Using the missing data patterns, we are revising the survey to ensure that participants do not hesitate to answer any questions. Despite the low response rate, we consider this effort successful because it yielded more information than we have ever been able to obtain from this specific target population.

**Data Items:** The survey is short, and it is laser-focused on obtaining feedback about the ability of our students to perform their daily professional practices as graduates of an MPH program. Specifically, the survey collects information about the agency, about the respondents' level of education, their relationship with WCU (ex, alum, site supervisor, employer, etc.), position type, supervisory experience, and service on public health boards. Next, they were asked to assess MPH graduates from WCU on a scale of 1 (lowest) to 5 (highest) on a series of skills including critical thinking skills, writing, analytical, oral communication, leadership, systems thinking, technology, and others. This is a small sample, and the results can change significantly once we collect more data. However, the data we have so far is encouraging; in our stakeholders' assessment, our MPH graduates fair quite well on most of these skills. It is apparent that they would like to see our alumni continue their education, and that we need to do a better job teaching them how to analyze determinants of health using theoretical frameworks.

- 7) Provide documentation of the method by which the program gathered employer feedback.

MPH Stakeholder Survey Methodology is located in *ERFB2.2 Evidence for evaluation plan > 2. Survey Methodology*)

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

**Strengths:** The MPH Program engages community stakeholders, alumni, employers, and other relevant community partners. Our stakeholders provide regular feedback on track competencies, key activities and assessments addressing competencies, currency of our curriculum, professional/workforce development and programmatic guiding statements and review. Due to COVID-19, CAB meetings were moved to a virtual format, which proved effective at increasing participation. The Public Health Workforce Development committee works to develop and facilitate CAB activities that will elicit meaningful feedback to inform curricular and implicit curriculum changes. Importantly, the CAB provided critical insight into the revision of the Community Health Track competencies and curriculum to better align with the NCHEC HESPA II areas of responsibility.

**Weaknesses:** We wish to increase diversity in those we invite to participate in the CAB and in our employer database.

**Plans for Improvement:** We are in the process of recruiting CAB members and developing a more comprehensive employer database with regional community partners who are diverse themselves and serving diverse communities.

## F2. STUDENT INVOLVEMENT IN COMMUNITY AND PROFESSIONAL SERVICE

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

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

As practitioners and leaders in public health, we are proponents of community engagement and capacity building. *Community engagement* is a core value of the MPH Program in which we develop mutually beneficial partnerships regionally and globally to facilitate sustainable capacity building and engage community stakeholders in decision making processes. To this aim, we are aligned with CEPH and our professional associations by offering service learning, practicum, and other community/professional service opportunities. All MPH students are required to complete the 200-hour Applied Learning Experience practicum and at least one six-hour community service activity before graduation. Applied Learning Experience details are provided in *ERFD5. Applied Learning Experiences*, while our required service-learning experience is described below under F2.2.

The MPH Program promotes a range of other community and professional service opportunities in addition to the required course service learning and Applied Learning Experience. Community and professional service opportunities are shared via program social media, MPH Student Announcement emails, in courses, and via the Student Advisory Board. Stakeholders (i.e., alumni, community advisory board members, and community partners) are encouraged to reach out to the MPH Program if they are interested in us sharing their opportunities with students. For instance, our Community Advisory Board members from Chester County Health Department shared a number of volunteer opportunities (Contact Tracer, Disease Investigation Specialist) since the onset of the COVID-19 pandemic. Five MPH students who volunteered were then offered full-time positions. In response to Chester County Immunization Coalition's request for volunteers and coalition members, the Program Director disseminated those opportunities to the student body, set up a service-learning experience for a student with the coalition, and is hosting a film and panel discussion event this Fall.

**Student Advisory Board (SAB).** The MPH SAB is also involved in the coordination, promotion, and participation in community and professional service opportunities. The purpose of the SAB is: (1) to identify MPH program strengths and areas for improvement to then be funneled to the MPH faculty for discussion/action, (2) to nominate/elect MPH student representatives to participate in shared governance by participating in MPH Program Faculty meetings, and (3) to address any other needs of the MPH student body (i.e., social, community involvement, career development, etc.). All MPH students are eligible to join, and student leadership is annually elected. Invitations to join the SAB are included in the student welcome orientation, group advising sessions, MPH Student e-announcements, MPH Instagram, and by word of mouth. Meeting announcements are emailed and placed on the WCU MPH Instagram which is maintained by SAB leadership. All meetings are available via Zoom to elicit more participation from students with external familial and professional commitments. Since Fall 2020, Dr. Chiwoneso Tinago serves as the SAB faculty advisor. Past meeting minutes, year-end summary reports, and biographies of the Executive Board are available for viewing in *ERFA3 Student Advisory Board*.

The SAB faculty advisor, outgoing Executive Board, and Program Director make every effort to encourage a diverse range of students to run for Executive Board positions. Upon review of this self-study section, MPH Alum Kate Willner, MPH, RN noted "It is evident that the diversity of the program is represented in the SAB executive board, which is an incredible strength of the program overall" (*ERFF1.5 CEPH Self-Study Stakeholder Input*). The SAB also provides students with the opportunity cultivate their professional

leadership skill set as Executive Board members. Executive Board members have pursued a number of leadership roles. Highlights include:

- Titilayo Adeniran, DrPH(c), MPH, Director of Outcomes & Data Analytics, HSS Education Institute
- Amrit Baral, MBBS, MPH, current PhD student in Epidemiology at the University of Miami
- Alison Casola, PhD, MPH, MCHES, Past President of the APHA Student Assembly, Senior Research Investigator, Department of Family & Community Medicine, Thomas Jefferson University
- Danielle DiGiorgio, MPH, Clinical Research Associate, Janssen Pharmaceutical
- Rashad Freeman, MPH, CHES®, current PhD student in Health Behavior Sciences at Indiana University School of Public Health
- Terry-Ann Lynch, MPH, current DPA student at West Chester University, U.S. Patient Advocacy Lead (w/ health equity focus), Oncology & HIV, Medical Affairs, Merck
- Bonnie McIntosh, MBA, MPH, CHES®, current DHSc student in Leadership in Clinical Practice & education at George Washington University, Assistant Professor & Health Care Management Program Director, University of Rochester
- Sinja Sharma, MPH, CHES®, Health Research Analyst, New Jersey Medical Staffing Agency (currently applying for doctoral programs)

Feedback from the SAB is critical to programmatic quality improvement efforts. Upon hire in July 2020, the Program Director/Graduate Coordinator collaboratively worked with the outgoing and incoming SAB Executive Boards to inform an overall programmatic SWOT analysis and a 2-year initial action plan. Their feedback initiated the revision of the Applied Learning Experience (i.e., Applied Practice Experience) and the creation of our MPH Student Professional Development Series (see *ERFB2.3*). Examples of events coordinated by the SAB include journal clubs, 5K Run for La Comunidad Hispana, travel to 2019 APHA Conference in Philadelphia, SOPHE Collegiate Champion events, library resource workshop, and student-faculty connection event. The 2022-23 Executive Board coordinated a September 2022 film and panel discussion event with the Chester County Immunization Coalition and MPH alumni Rachel Hahn, Immunization Coalition Coordinator of the PA Chapter of the American Academy of Pediatrics.

**Participation on MPH Program Committees.** Shared governance with the student body is valued and encouraged; hence, we work to have student representation on standing committees within the MPH Program as noted in our program bylaws. The call for student representatives to standing committees is shared with the SAB President for their dissemination. In particular, the SAB President (or proxy) attends monthly MPH Program Faculty meetings and is also invited to attend our annual August MPH Program Retreat. The outgoing SAB President provides a year-end report on their work as well as their compiled list of program strengths and areas for improvement. Student representatives are voting members in all committees and collaboratively work with faculty to promote student success, equity, and programmatic quality improvement across committees. We are currently working with the incoming SAB President Sara Hassan on ways to encourage continual student representation on all standing committees.

**Center for Civic Engagement & Social Impact (CCESI).** The university also shares a number of volunteer opportunities through the Center for Civic Engagement & Social Impact (CCESI). CCESI promotes community-based learning experiences that address issues of public concern by building mutually beneficial partnerships and empowering students to be active citizens in their local, national, and global communities. CCESI maintains a directory of community partners by content area who have available service partnership opportunities. Content areas include environmental justice & sustainability, educational equity, food, housing, & financial security, health equity, senior support services, etc. The Program Director attends faculty service-learning meetings hosted by the center's faculty associate. The Fall Non-Profit Volunteer & Internship Fair and other events are shared via Instagram and the MPH Student Announcement emails. CCESI invites students interested in public service and positive social change to apply for RamCorps. RamCorps is a civic leadership program for students committed to the ideals of public service, active citizenship, and promotion of positive social change.

The program offers students on-going leadership and development training through a number of events and roles. Some roles are eligible for financial compensation.

- Resource Pantry Ambassadors and Coordinators
- AmeriCorps Summer Associate
- RamCorps Organizing for Social Action Leaders in Educational Equity, Food & Housing Equity, Health Equity, and Environmental Justice.
- America Reads Site Leader
- Community Engagement Scholars

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

Our students participate in both community and professional service opportunities.

### **Required Community Service-Learning in Designated Track Courses**

The MPH Program requires all students to complete a 6-hour service-learning experience in one of their track courses.

- Community Health – HEA 531 Community as a Basis of Health (2019 Dr. Whitney Katirai, 2020+ Dr. Stacie Metz)
- Environmental Health – ENV 524 Industrial Hygiene (Dr. Lorenzo Cena)
- Health Care Management – HEA 613 Advocacy and Quality of Health Care (2019-20 Dr. Mike Markowski, 2021+ Dr. Erin Knight)

In the **Environmental Health Track**, this service is associated with industrial hygiene. All students are required to complete a minimum of 6 documented service hours and for ENV 524 Industrial Hygiene, those hours will be focused on developing helpful occupational health materials and completing occupational sampling for an assigned targeted group in our community. The targeted group may vary each semester and is selected by the instructor, Dr. Lorenzo Cena. Students will meet with the targeted group and work on assigned, evaluated tasks that benefit the occupational health of the targeted group.

In both the **Community Health and Health Care Management tracks**, students are required to complete a minimum of 6 documented service hours as a service-learning component in HEA 531 Community as a Basis for Health or HEA 613 Advocacy and Quality of Health Care Services, respectively. The service-learning experience will be selected by the instructor in order to respond to relevant community partner service needs. The targeted group may vary each semester. Students will meet with the targeted group and work on assigned, evaluated tasks that benefit the target population and agency. Students will complete a written reflection paper critically analyzing how the service-learning experience promotes community capacity building efforts and applies to their professional growth and plan for professional development external to the classroom.

Examples of Service-Learning:

- **COVID-19 Contact Tracer volunteer position with the Chester County Health Department (Site Supervisor: Jeanne Casner, MPH, PMP, Chester County Health Director) (3 month – 240-hour commitment)**

Three MPH students volunteered as Contact Tracers for COVID-19 in Chester County. They worked directly with disease investigators to follow up on all contacts of individuals with a confirmed positive COVID-19 result, conducted phone interviews of all contacts; documented disease information; enrolled contacts in monitoring system; communicated prevention requirements to contacts; and reviewed contact monitoring data.



- **Service-Learning Project with Alumni Katie Kucz, MPH, Prevention Coordinator at the Office of Drug and Alcohol, Montgomery County Department of Health and Human Services (8-hr commitment during Fall 2020 semester)**

During COVID-19, Dr. Metz reached out to alumni, CAB members, and community partners with the invitation to virtually host an MPH student for a 6-hr service-learning project. The goal of this pilot service-learning program was to promote application of student skills in practice, increase networking opportunities, and to build capacity of community agencies. Dr. Metz matched an MPH student with Katie Kucz for the student's virtual service learning. The project included disseminating results of a Montco Needs Assessment. The student produced two videos and the Montgomery County Solicitor's office and Communication's office approved the two videos for dissemination. The videos were posted on YouTube and the D&A prevention webpage: [www.montcopa.org/2876/drug-alcohol-prevention-programs](http://www.montcopa.org/2876/drug-alcohol-prevention-programs). This partnership was highlighted in our Fall 2021 MPH Connections Newsletter (*ERFF2 MPH Connections – Fall 2021*). Katie Kucz also serves on our CAB and offered some feedback to Dr. Metz on how to sustain this type of experience in the future.

- **PA Department of Aging *Intergenerational University Connections Program* (6-8-hr time commitment, offered in Fall 2021 and Fall 2022 to MPH-Community Health and MPH-Health Care Management students)**

In Spring 2021, the Pennsylvania Department of Aging's Assistant to the Secretary, Stephanie Cole, reached out to both Dr. Stacie Metz and Dr. Angela Lavery (Graduate Coordinator of the Interdisciplinary Gerontology Graduate Certificate Program & MSW Faculty) to pilot the PA Department of Aging *Intergenerational University Connections Program* with our Community Health and Health Care Management service-learning courses. The goals were two-fold: (1) to reduce social isolation in community-dwelling older adults in Chester, Bucks, and Montgomery Counties, and (2) to promote a well-informed aging workforce - reduce ageism, promote appropriate communication with older adults, and to promote careers in aging through student engagement in the intergenerational learning experience.

This program was piloted with Dr. Metz's HEA 531 course, Dr. Erin Knight's HEA 613 Advocacy & Quality of Health Care MPH-HCM track course, and Dr. Lavery's Older Adults & Social Work courses in Fall 2021. Following the program, PA Department of Health and WCU held a press conference with PA Department of Aging Secretary Robert Torres and Stephanie Cole who is the founder and coordinator for the program. Students took part in the press conference and this experience was highlighted in the Fall 2021 MPH Connections Newsletter in my Program Director greeting and in an article from a student participant (*ERFF2. MPH Connections Fall 2021*). To view the press release, photos, and videos, go to: <https://www.wcupa.edu/communications/newsroom/2021/11.16DeptofAging.aspx>.

Faculty and students presented about the service-learning experience at an APHA roundtable in November 2022. Additionally, Dr. Lavery, Dr. Knight, Stephanie Cole, and Dr. Metz co-authored a manuscript entitled "Interprofessional Collaboration to Facilitate Intergenerational Service Learning within Graduate Education" which was recently accepted to the *Journal of Community Engagement and Higher Education* with minor revisions.

## Professional Service

To foster professional growth, networking, and advocacy skills, the MPH Program encourages students to engage with professional association through membership and participation on sections/committees.

Examples of Professional Service:

- WCU MPH alumni & former SAB President Dr. Allison Casola started her service in the APHA Student Assembly while in the MPH program and served as the elected President of the APHA

Student Assembly while in her PhD Epidemiology program at Temple University. She joined our November 2022 Professional Development Event entitled *Cultivate Leadership and Drive Positive Change: Virtual Panel Discussion on Post-MPH Fellowships and Doctoral Programs*.

- Jeff Gillingham (MPH-Community Health student and SAB leader) served in the APHA Community Development & Policy Section as elected student representative. He was elected as a section member following graduation.
- Doris Swarn (MPH-Health Care Management student and SAB leader) coordinated and facilitated a SOPHE Micro-Mentoring Event with diverse leaders in the Philadelphia region as a selected SOPHE Collegiate Champion. She is currently an Administrative Fellow at St. Joseph's Hospital.
- Additionally, MPH faculty encourage and mentor students in professional association contests. Dr. Holt promoted and mentored several students in Healthcare Leadership Network of the Delaware Valley (HLNDV) 2022 case competition. WCU student teams earned first place (Sara Hassan and Maggie Lena) and third place (Erik Wilson). Dr. Metz mentored students in the 2022 SOPHE case competition (Rashad Freeman and Sinja Sharma). Dr. Vile will be mentoring MPH-Environmental Health students in the 2023 Mid-Atlantic Regional Public Health Conference climate change case competition hosted at WCU on March 16<sup>th</sup>-17<sup>th</sup>.

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

**Strengths:** The MPH Program embodies the value of community engagement inclusive of professional service. We provide adequate community and professional service opportunities to the student body. Opportunities are promoted through the Student Advisory Board (SAB), MPH Student Announcement emails, program social media, and via word of mouth in courses. Excitingly, West Chester University will be hosting the Pennsylvania Public Health Association's March 2023 conference. This will expose students to an in-person conference for networking, research, and ways to share their expertise as a volunteer on a committee.

The MPH Program collects information on student professional/community service activities in our Exit Survey of graduating MPH Students. In the compiled Exit Survey results from the past three years, beyond the track-specific required service-learning experience, 98 graduating students reported in the Exit Survey that they engaged in unpaid community service or volunteer hours while enrolled in the MPH program. Examples are included in *ERFF2.2*. The average amount of unpaid volunteer hours was 55 hours with a median of 9 hours. Given that 2/3 of our student body works full-time, it is outstanding to see this level of commitment to service and community engagement. In particular, to assist with the COVID-19 pandemic, a number of students volunteered with the Chester County Health Department Disease Investigation & Surveillance Division as a Contact Tracer or Disease Investigator Specialist, Chester County Medical Reserves Corp, and/or volunteered at the Chester County Health Department's community vaccination site on WCU's South Campus Sturzebecker Health Sciences Center.

**Weakness:** The COVID-19 pandemic impacted our ability to coordinate student-faculty in-person service experiences.

**Plans for Improvement:** Dr. Erin Knight assumed chair of the MPH Community Service Committee and invited several students (SAB exec members and others) to help identify opportunities for service that bring students and faculty together. We are excited to resume collaborative in-person student-faculty service experiences.

### F3. DELIVERY OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR THE WORKFORCE

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

- 1) Provide two to three examples of education/training activities offered by the program in the last three years in response to community-identified needs. For each activity, include the number of external participants served (i.e., individuals who are not faculty or students at the institution that houses the program) and an indication of how the unit identified the educational needs. See Template F3-1.

Our MPH Program Public Health Workforce Development Committee (co-chaired by community partner Chrissie Dziembowski and Dr. Metz) meets once a semester to review workforce needs shared with us from community partners or specific requests from the student body or alumni. This committee plans the agenda and facilitates Community Advisory Board meetings.

Table F3-1 displays three examples of educational training events offered by the MPH Program in response to community-identified needs. We actively seek to invite participants or panelists with diverse demographics (e.g., gender identity, race/ethnicity, age, years in practice, country of origin, etc.) who can easily connect to a diverse audience. Table F3-1 is also available in the *ERFF3*.

	<b>Education/training activity offered</b>	<b>How did the unit identify this educational need?</b>	<b>External participants served</b>
<b>Example 1</b>	<p><i>Chester County Immunization Coalition: Film and Discussion</i></p> <p>This two-hour event held in September 29, 2022 at WCU provided coalition and community members with practical strategies for public health professionals and community advocates to better promote the recommended immunizations to the community and the constituents they serve. A film showing of “Hilleman: A Perilous Quest to Save the World’s Children” will be followed a panel discussion. The panelists’ included Meningitis Foundation speaker, Chester County Immunization Coalition Chair Laura Harbage, BSN, RN, and PA Chapter of the American Academy of Pediatrics’ Immunization Coalition Coordinator Rachel Hahn, MPH.</p>	<p>Dr. Metz is a member of the Chester County Immunization Coalition and in the past has shared volunteer opportunities with MPH students. Rachel Hahn and Laura Harbage connected with Dr. Metz asking if we could co-host an immunization awareness event for their coalition members but also public health community partners (including soon-to-be community partners - MPH students) and other community members with interest. In collaboration with Rachel Hahn and Laura Harbage, MPH Student Advisory Board President Sara Hassan, Dr. Chiwoneso Tinago, and Dr. Metz consulted on an event strategy and logistics. Sara Hassan hosted the event.</p>	<p>13 (26 total)</p>
<b>Example 2</b>	<p><i>Current Issues in Aging: What All Public Health &amp; Social Work Professionals Need to Know in the Field</i></p> <p>This 60-minute virtual event offered ion March 24, 2021 offered a look into the most pressing needs and challenges of interprofessional aging providers, innovative opportunities to address such challenges, and what additional training post-master’s level professionals need to reduce ageism and promote the health and wellness of the older adults in Pennsylvania.</p> <p>Panelists:</p> <ul style="list-style-type: none"> <li>• Terri Clark, MPH, SAGECare Certified Trainer, Outreach Specialist, City of Philadelphia – Department of Public Health</li> </ul>	<p>Given a strong collaborative relationship between Dr. Metz and the Interdisciplinary Gerontology Graduate Certificate Program’s Graduate Coordinator Dr. Angela Lavery (who is also a WCU MSW faculty member), we were approached by Stephanie Cole, MA who is the Director of Special Projects and the Assistant to the Secretary for the Pennsylvania Department of Aging (PDA) in Harrisburg, PA. Stephanie Cole, Dr. Metz, and Dr. Lavery virtually met on several occasions to discuss possible ways our three programs could support the PDA given their state-wide needs assessment identified social isolation of community-dwelling older adults as one of the most pressing concerns impacting their health and wellness, especially due to the COVID-19 pandemic. Stephanie also discussed the need to recruit and better train an interprofessional workforce to best meet the needs of older adults. These discussions prompted this event as the</p>	<p>Approx.12 (60 total)</p>

**Table F3-1. Educational Training Activities**

	Education/training activity offered	How did the unit identify this educational need?	External participants served
	<ul style="list-style-type: none"> <li>• Stephanie Cole, MA, Director of Special Projects, Office of the Secretary, Pennsylvania Department of Aging, Harrisburg, PA</li> <li>• Chad Lassiter, MSW, Executive Director, Pennsylvania Human Relations Commission, Philadelphia, PA</li> <li>• Denise Getgen, RN, Director, Protective Services Office, PA Department of Aging</li> <li>• Najja Orr, MBA, President and CEO, Philadelphia Corporation for Aging, Philadelphia, PA</li> </ul>	<p>kick-off to our ongoing partnership which includes the Intergenerational University Connections Service-Learning Program (in both Fall 2021 and Fall 2022), interprofessional graduate student virtual training with the PDA Secretary Robert Torres and other state-level leaders, and our partnership on the Annual Aging Symposium.</p>	
<p><b>Example 3</b></p>	<p><i>The Plight of Food Insecurity &amp; COVID-19: A Panel Discussion Surrounding Cultural Considerations</i></p> <p>This 60-minute event (1 CECH) on April 7, 2021 examined food insecurity and the intersecting considerations of COVID-19 and culture. Specifically, it examined the impact of COVID-19 on access to quality services and the disproportionate effects on refugees and communities of color.</p> <ul style="list-style-type: none"> <li>• Sarah Geiger, Director, Agency Relations, Philabundance</li> <li>• Andrea Youndt, CEO, and Roberta Consentino, Manager of Healthy Food Access Programs; Lauren Van Dyk, Volunteer Manager, Chester County Food Bank</li> <li>• Mary Fuller, Executive Director, Phoenixville Area Community Services (PACS)</li> <li>• Chyna Hart, Graduate Assistant and Manager, WCU Resource Pantry</li> </ul>	<p>Dr. Metz and her MPH student Christina Shiller, BS (nutrition) attended a range of virtual community events from PPHA and the Maternal &amp; Child Health Consortium of Chester County during the first year of COVID-19. Food insecurity was raised as a key threat to youth living in poverty, who are disproportionately persons of color. Hence, they collaborated to coordinate the virtual panel event with three partners in Chester County and one in Philadelphia. In addition, this was an excellent opportunity for MPH student Christina Shiller to cultivate her event coordination and hosting skill set under the guidance of Dr. Metz.</p>	<p>5 (22 total)</p>

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

**Strengths:** The MPH Program is committed to establishing a range of opportunities for students to engage in service to the community and the profession. We embed service-learning in the track curriculum to ensure all students are exposed to community service and its ability to expand community capacity especially during times of public crisis. We hosted a number of professional development events since Fall 2020 that are publicized on program social media and shared with external and internal stakeholders. For a listing, see *ERF B2.3*.

**Weaknesses:** We are currently developing a more extensive email listing composed of not only our internship site supervisors and community advisory board members, but also of other community partners and employers. We currently do not have a program logo or flyer template, nor a consistent event registration platform.

**Plans for Improvement:** Improved promotion of our professional development opportunities to a broader range of outside practitioners is a strategic operational goal in the next year. Similarly, the College of Health Sciences hired Christopher Moreno as the new Digital Media Marketing Manager. We have begun to work with him to develop program branding materials and to identify the best platform to use for event marketing. Using an e-registration system will help us to better track the impact of our trainings and send those individuals future professional development event announcements.

Faculty have also been becoming more actively engaged in regional and state professional associations. We envision this will assist us in broadening our reach in the region. For instance, Dr. Ramona Stone is an active member of the Pennsylvania Chapter of the American Public Health Association (PPHA) and given her leadership within the membership committee she was able to extend WCU as the host of the March 2023 PPHA Conference. This will further increase our name recognition so community partners will be more likely to join our WCU MPH Community LinkedIn page and/or join our email list to receive alerts in the future.

## G1. DIVERSITY AND CULTURAL COMPETENCE

The school or program defines systematic, coherent, and long-term efforts to incorporate elements of diversity. Diversity considerations relate to faculty, staff, students, curriculum, scholarship, and community engagement efforts.

The school or program also provides a learning environment that prepares students with broad competencies regarding diversity and cultural competence, recognizing that graduates may be employed anywhere in the world and will work with diverse populations.

Schools and programs advance diversity and cultural competency through a variety of practices, which may include the following:

- incorporation of diversity and cultural competency considerations in the curriculum
  - recruitment and retention of diverse faculty, staff, and students
  - development and/or implementation of policies that support a climate of equity and inclusion, free of harassment and discrimination
  - reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted
- 1) List the program's self-defined, priority under-represented populations; explain why these groups are of particular interest and importance to the program; and describe the process used to define the priority population(s). These populations must include both faculty and students and may include staff, if appropriate. Populations may differ among these groups.

Aligned with CEPH standards and the APHA Public Health Code of Ethics, the mission statements of the program, college, and university all reflect our commitment to diversity and cultural competency. Our view of the diversity is intersectional of factors including but not limited to class, race, ethnicity, nationality international status, immigration and refugee status, gender identity, gender expression, sexual orientation, age, varying disability/ability, marital status, veteran status, political orientation, and religion. The value of difference and diversity is a program expectation and its strength. This and is reflected in the curriculum; recruitment and retention efforts; development/implementation of policies supporting a climate of equity and inclusion, learning environments free of harassment and discrimination; and reflection of diversity and cultural competence in the types of scholarship and/or community engagement conducted.

Although Chester County is ranked among the healthiest counties and one of the wealthiest counties in terms of per capita income in Pennsylvania (County Health Rankings & Roadmaps, 2022), there are multiple pockets of poverty that disproportionately impact individuals identifying as Black, Indigenous, and people of color (BIPOC). In addition, our region is home to Mexican migrant workers who are undocumented and rural farming communities in addition to a number of immigrant and refugee populations. Immigrant and refugee health, as well as global health and human rights are of central importance to the field of public health. Recruiting and retaining a faculty reflective of a range of identities is the first step to fostering connectedness and empowerment in our students, many of whom are first generation college students or students from medically underserved areas.

Importantly, for the third year in a row, WCU holds the 2022 Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine (the oldest and largest diversity-focused higher education publication) (see article at: <https://lnkd.in/eugBKEdV>). The HEED Award assesses level of achievement and commitment to broadening diversity on campus through initiatives, program, and outreach. Faculty and staff hiring practices as well as student recruitment, retention, and completion are also measured and considered. Therefore, the program's self-defined, priority under-represented populations include individuals identifying as women, Black, Indigenous, and people of color (BIPOC), and of international status. Due to the disproportionate impact of health inequities on persons identifying as women, BIPOC and those who are from

countries outside the U.S., we created explicit goals to recruit and retain students and faculty who identify as BIPOC, and who are of current/former international status.

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

The recruitment of a diverse graduate student body and faculty is our MPH Program’s Education Objective 1 (see table below).

<b>Table G1-2. MPH Program Educational Objectives</b>			
<b>MPH EDUCATION GOAL:</b> To prepare diverse graduates with the knowledge and skills to pursue successful careers in the field of public health.	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>
<b>Education Objective 1:</b> To recruit and retain diverse graduate students.			
1.3 At least 35% of enrolled MPH students will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial).	<b>Met</b> 45.4%	<b>Met</b> 42.9%	<b>Met</b> 43.5%
1.4 At least 60% of enrolled MPH students will represent diverse gender identity groups (including CISgender female/woman, genderqueer, gender non-binary, gender fluid, transgender female/woman, transgender male/man, or another gender not listed).	<b>Met</b> 77.8%	<b>Met</b> 74.0%	<b>Met</b> 75.0%
1.5 At least 10% of the students enrolled in the MPH Program will represent international population groups.	<b>Not Met</b> 8.1%	<b>Not Met</b> 5.8%	<b>Not Met</b> 8.9%
<b>Education Objective 2:</b> To recruit and retain a <i>diverse</i> faculty to support the growth of the MPH program.			
2.1. At least 60% of the MPH Faculty will represent diverse gender identity groups (including CISgender female/woman, genderqueer, gender non-binary, gender fluid, transgender female/woman, transgender male/man, or another gender not listed).	<b>Met</b> 10/13 (77%)	<b>Met</b> 7/11 (64%)	<b>Met</b> 8/11 (73%)
2.2. At least 20% of the MPH faculty will represent minority population groups (African American, Latino, Native American, Asian/Pacific Islander or Multiracial).	<b>Met</b> 5/13 (38%)	<b>Met</b> 5/11 (45%)	<b>Met</b> 5/11 (45%)
2.3. Retention of MPH faculty from underrepresented groups with 80% achieving tenure. [ <i>Underrepresented groups include: (1) gender identity: CISgender female/woman, genderqueer, gender non-binary, gender fluid, transgender female/woman, transgender male/man, or another gender not listed, and (2) race/ethnicity: African American, Latino, Native American, Asian/Pacific Islander or Multiracial</i> ]	<b>Met</b> 8/8 eligible (100%)	<b>Met</b> 6/6 eligible (100%)	<b>Met</b> 7/7 eligible (100%)

**3) List the actions and strategies identified to advance the goals defined in documentation request 2, and describe the process used to define the actions and strategies. The process may include collection and/or analysis of program-specific data; convening stakeholder discussions and documenting their results; and other appropriate tools and strategies.**

Recruitment and retention of a diverse student body, faculty, and staff central to our MPH Program mission to *prepare diverse public health professionals that advocate and promote health, well-being, and human rights for all people*. The process used to define actions and strategies consist of: (1) discussion in MPH Program meetings and related committee meetings, (2) discussion in the MPH Community Advisory Board meetings,



(3) student/alumni data collection via survey, focus groups, and/or interviews, and (4) participation and coordination in diversity, equity, and inclusion trainings on campus or external to the campus.

Upon hire in July 2020, MPH Program Director, Dr. Stacie Metz, conducted listening sessions with faculty, students, and alumni. These unstructured interviews often included questions such as: do the existing vision, mission, and values statements accurately reflect the current program and if not, why; explicit and implicit curricular strengths and areas for improvement; what sets the program apart from other MPH programs; how can we better prepare students to address the complex challenges facing our diverse communities especially in regard to COVID-19 and systemic racism? (*ERFA3 Key Informant Interviews with Stakeholders*).

**Given the preliminary responses, program faculty collaborated with a variety of stakeholders to review areas for improvement.**

- (1) The program collectively engaged in an iterative process to review and update our program vision, mission, values, and goals, with particular attention to implementing best practices actions to increase diversity, equity, and inclusion (DEI). Stakeholders, including faculty, students, alumni, and our Community Advisory Board, reviewed and provided feedback which informed necessary changes (*ERF G1 Vision Mission Values Stakeholder Feedback, ERFA1.3 Student Feedback, and ERFA1.5 Meeting Minutes – Community Advisory Board and MPH Committee*).
- (2) The program initiated a review of student and faculty recruitment procedures and materials incorporating DEI considerations. Stakeholders, including faculty, students, and the Assistant Director of Graduate Enrollment, provided feedback which informed changes. (*ERFA1.5 MPH Meeting Minutes*).
- (3) The Program Director reviewed professional development for students and faculty incorporating DEI considerations to promote retention of diverse students and faculty. We collected feedback from multiple stakeholders (*ERFA1.5*).
- (4) In 2020, an IRB-approved workforce development research study led by PI Dr. Metz in collaboration with Temple University's MPH program and the MSW programs at WCU and Temple University assessed workforce needs specific to systemic racism and COVID-19 (*ERFA1.3*).
- (5) Exit, Stakeholder, and Alumni surveys were reviewed to ensure DEI related content (see revised surveys in (*ERFB2.2 Evidence for Evaluation Plan > 2. Survey Methodology, and ERFB5.2 Alumni Survey Methodology*)).

**The initial DEI-related actions in 2020–22 that resulted from collected feedback included:**

- (1) **Vision, Mission, Values, and Goals Revision.** The collaborative and iterative process of revising the MPH Program vision, mission, values, and goals culminated in a stronger focus on preparing a diverse workforce to promote human rights for all (see revised vision, mission, values, and goals in Introduction). This revision prompted further assessment and review of all processes, implicit/explicit curricular elements, and professional/workforce development trainings for our students, faculty, etc. We will be engaging stakeholders to collaboratively assist us in secondary revision to our MPH program goals following this site visit in AY 2023-24. In preparation, we are currently compiling a list of DEI-related goals from other MPH programs and organizations to inform our efforts.
- (2) **Commitment to faculty DEI continuing education.** We have a responsibility at the institutional level to engage in challenging dialogue about structural inequities in the classroom and across campus and to prepare faculty and staff with knowledge and strategies to reduce racism and inequities and promote inclusion. As of September 2022, upon operationalizing our commitment to DEI, faculty agreed to participate in at least one DEI-related workshop or training connected to teaching, research, or service each year. This will be assessed at the annual retreat. Additionally, to highlight this strong commitment to institutional change, Dr. Zeinab Baba and Dr. Kimberly Johnson (Department of Nutrition Associate Professor) secured funding in 2020 to create the College of Health Sciences Diversity and Inclusion Faculty Learning Community (DIFLC), a six-session Fall-to-Spring workshop to support and promote an intentional focus on inclusive teaching. They will be facilitating the third faculty cohort starting in October 2022. Seven faculty in the Department of Health successfully completed the program as of Spring 2022, of which five are MPH faculty. These faculty include Jim Brenner (Chair), Whitney Katirai (Assistant Chair, former CH track), Melanie Vile (EH track), Louise Makau (core course adjunct faculty), and Sharon

DeJoy (CH track). Harry Holt (HCM track) applied for the 2022-23 cohort. Drs. Metz and Stone (CH track) will participate in the 2023-24 cohort since it will be offered on a different evening. MPH Graduate Assistant Amanda Colón interviewed Dr. Baba and published an article in the Spring 2022 MPH Connections Newsletter (*ERFF2 MPH Connections Newsletters > Spring 2022 Page 14*) highlighting Dr. Baba's DIFLC work including information on how students can become involved and learn more about incorporating DEI in their workplace.

- (3) **Commitment to professional development event planning for students, alumni, and community partners.** Dr. Metz used her professional network with alumni and community partners to start a professional development series. Every effort is undertaken to recruit a diverse range of professionals (alumni and/or community partners) to participate in events. For compiled event listing, see *ERFB2.3*.
- (4) **Strengthen diversity recruitment efforts for students, faculty, and staff.** The university supports our goal to enhance efforts to increase access, retention, and success of students, faculty, and staff from underrepresented groups. These include the College of Health Sciences Assistant Director of Graduate Enrollment, the Graduate School Dean and personnel, Graduate Council, Global Engagement Office, and the Office for Diversity, Equity, and Inclusion.

#### (4.1) Student recruitment:

- a) **Creation of pipeline programming including the newly approved Accelerated BS Public Health to MPH program.** This program benefits BIPOC and first-generation students due to the financial savings and the supportive bridge between programs. To provide transitional support, BS Public Health and MPH faculty member, Dr. Erin Knight, started serving as the formal academic advisor in Fall 2022 for students in the accelerated program. She is serving as their advisor from accelerated application approval to graduation from the MPH program.
- b) **Review of the Department Graduate Assistantship (GA) selection process.** The department's GA selection process was reviewed with a DEI lens to ensure equitable selection of candidates who identify as diverse and/or of international status. The department's GA application was amended (*ERFG1 Department of Health (DOH) GA Application*). We consistently meet or exceed the Graduate School goal of awarding a minimum of 18 credits per semester (33%) of Department of Health Graduate Assistantships to students who identify as diverse and/or of international status. Aligned to our program mission and goals, for AY2022-23, we awarded 39 of 54 credits per semester (72%) to students who identify as diverse and/or of international status.
- c) **Monthly lunchtime MPH Coffee Chats with prospective and newly accepted students.** These monthly chats were instituted in Fall 2020 to provide another means to build rapport and a supportive network prior to enrollment. When available, current students attend along with the MPH Program Director and the Assistant Director of Graduate Enrollment.
- d) **Targeted program recruitment visits with the two historically Black colleges and universities in Pennsylvania (Cheyney University and Lincoln University).** For instance, Dr. Metz collaborated with MPH alumni Dr. Aqeel Dix (former Assistant Professor at Lincoln University in 2021) to coordinate and hold a virtual WCU MPH event with current MPH students, the Assistant Director of Graduate Enrollment, and the MPH Program Director. Additionally, the Assistant Director of Graduate Enrollment attends regular campus recruitment fairs at Cheyney University, a sister institution in the State System of Higher Education.
- e) **Targeted Latinx student enrollment.** During Academic Year 2023-24, the Assistant Director of Graduate Enrollment will internally disseminate flyers for the Accelerated BS Public Health to MPH and MPH programs to the Latin American Student Organization (LASO) and Spanish Club. Due to the higher percentage of students identifying as Latinx, the Community College of Philadelphia (15% Latinx) and the Northampton County Area Community College (23% Latinx) will be targeted to disseminate tailored communication about our new Accelerated BS Public Health to MPH program.
- f) **Increase visibility of the accomplishments of diverse stakeholders.** Dr. Metz and the MPH Program GA (2022-23 Ragma Mohan, 2020-22 Amanda Colón) (serving as MPH Connections Editor and social media assistant) prioritize showcasing the accomplishments of diverse current students, alumni, faculty, and community partners. They also share DEI-oriented opportunities for professional/career/workforce development [see program social media (LinkedIn, Facebook,

Instagram), *ERFG1. MPH Student Email Announcements 2020-22 and ERFF2 MPH Connections Newsletters.*

#### **(4.2) Faculty recruitment:**

Along with assistance from campus stakeholders, our program models DEI principles in our recruitment efforts for faculty. The MPH Program collaborates with our Dean's Office and the Office for Diversity, Equity, and Inclusion for strategies to further support and promote DEI in our recruitment efforts.

**(4.2a) The Office for Diversity, Equity, and Inclusion and CHS Dean's Office leading efforts to improve faculty search committee training.** This office along with Human Resources conducts virtual trainings with all members of each search committee across campus. These interactive sessions include training on implicit bias, DEI lens to position announcement and interview question creation, and FAQ. The CHS Dean and Associate Dean meet with all members of faculty search committees. In particular, they facilitated an implicit bias training and offered recommendations to develop more meaningful DEI-related interview questions. In 2021, Dr. Sharon DeJoy and faculty search committee members Drs. Metz, Holt, and James revised our faculty search documents (i.e., announcement, diversity recruitment plan, and interview questions – see *ERFG1. Faculty Recruitment Materials*) to explicitly address our department's commitment to diversity, equity, inclusion, human rights, and social justice.

#### **An excerpt from our approved faculty position announcement:**

*Join a vibrant campus community and a highly collaborative department at West Chester University whose excellence is reflected in its faculty and student diversity and success. The Department of Health is collegial, goal orientated, and emphasizes shared decision-making among faculty. Its work is rooted in values of solidarity, social justice, and equity. The Department of Health is seeking an Assistant or Associate Professor of Public Health to join our undergraduate public health program and CEPH accredited Master of Public Health (MPH) program. This 9-month tenure-track position offers a competitive salary and benefits package.*

#### **An example of DEI-related campus interview questions:**

- Our programs value human rights and social justice. How would you translate this into an undergraduate introductory public health course? In a graduate level health care management course on health care technology?
- You are in communication with an MPH graduate student who is 35 years of age, a single mother, and works full-time. She expresses to you after class that she is feeling overwhelmed with coursework due to all of her responsibilities. How would you approach this situation?
- Building a diverse workforce to effectively address regional health care needs is a goal of the College of Health Sciences. First, how do you define a diverse workforce and why would that matter? What personal attributes, talents, and/or skills would you bring to our programs which would help us to expand our ability to meet the training needs of our diverse student body and regional workforce?
- Retention is lower in BIPOC undergraduate students as compared to their White peers. How have you or would you approach closing this gap?

**(4.2b). Recruitment through the *Frederick Douglass Institute Collaborative Scholars Program.*** In a Fall 2018 meeting with Dr. Tracey Ray Robinson, Executive Officer for Diversity, Equity, and Inclusion, Dr. Metz ascertained several additional ways to recruit a more diverse pool of applicants. Specifically, Dr. Robinson encouraged recruitment through the Frederick Douglass Institute Collaborative Scholars Program. In 2020-21, we successfully made an offer to a candidate through this program; however, the candidate did not accept the offer. In summer 2022, we successfully made another offer to a candidate through this program and the candidate did accept the offer. The Frederick Douglass Scholar, an MPH-Environmental Health alumni, is scheduled to teach a full-time course load during Fall 2022 and Spring 2023. He is mentored by the MPH-Environmental Health faculty and by Dr. Gopal Sankaran; he is actively involved in DOH and MPH Faculty meetings.

- 4) List the actions and strategies identified that create and maintain a culturally competent environment and describe the process used to develop them. The description addresses curricular requirements; assurance that students are exposed to faculty, staff, preceptors, guest lecturers and community agencies reflective of the diversity in their communities; and faculty and student scholarship and/or community engagement activities.

The MPH Program acts to create and maintain a culturally competent environment via curriculum, student exposure to faculty/staff/site supervisor/guest lecturers/community agencies reflective of diversity, and DEI-related faculty-student scholarship and community engagement activities. As a core value of our program faculty include diverse voices in reading assignments, outside resources, and guest speakers.

Our program acknowledges inequities embedded into the academic institution and is poised to challenge them via education, research, and service. MPH faculty are change agents serving on pivotal university committees examining disparities and addressing inequities in structures, policies, and procedures. The 2019 text published by APHA Press, *Critical Race Theory, Racial Stratification in Education, and Public Health*, is a compilation of best practices and recommendations to counter racism and other isms at a structural level. For instance, Flores, Serrano, and Solorzano's (2019) recommended shifting the focus from individuals and communities to institutions and structures. Instead of asking what institutions such as WCU lack, ask what institutions can do better. Hence, we as public health faculty are called to ask what our university and other related institutions can do better. Through our leadership and shared governance on key influential committees, initiatives, and task forces, the MPH faculty are seeking to incite change in university policies, practices, support programs, strategic plan, and structural initiatives such as Moon Shot for Equity. Even if faculty campus service is not explicitly linked to DEI, we ask if and how any policies and practices will impact underrepresented students, faculty, and staff. It is our charge. Flores, Serrano, and Solorzano (2019) indicate a number of indicators to assess the racial climate of a campus. Below we report on those specific indicators.

MPH faculty have attended a range of trainings offered by the **Office for Diversity, Equity, and Inclusion (ODEI)** that are promoted on the *WCU Celebrates Diversity for All – Diversity Events Calendar*:

- Creating an Inclusive Classroom
- Teaching in Turbulent Times
- Islamophobia Series
- Search Committee Orientation: Hiring Process, Recruitment, & Implicit Bias
- Sexual Misconduct Prevention & Response for Faculty & Staff
- Sexual Harassment Prevention & Response for Supervisors (required for supervisors)
- Sexual Misconduct Prevention & Response
- Universal Design for Learning: An Introduction
- Veterans Cultural Awareness Training
- Exploring Dimensions of Cultural Competence and Inclusive Language
- Inclusive Leadership 1.0: Understanding Identities
- Inclusive Leadership 2.0: Valuing Diversity & Inclusion
- Inclusive Leadership 3.0: Microaggressions
- Individuals with Disabilities: Creating an Inclusive Environment
- Planning for Accessible & Inclusive Events & Programs
- Webinars through the National Center for Faculty Development & Diversity (NCFDD) – free to WCU faculty through institutional subscription

Other excellent diversity-related trainings to faculty, staff, and students are offered by the Center for Trans & Queer Advocacy, Center for Women & Gender Equity, and the Dowdy Multicultural Center.

Campus events often facilitate socio-political discourse. The Program Director includes these events in her MPH Student Announcement emails and faculty encourage students to participate in face-to-face and virtual events. Below is a snapshot of the Fall 2022 Diversity Series events.

- Latinx Heritage Month Social Justice Education
- Latinx Communities Conference

- Frederick Douglass Institute Annual Lecture Series featuring elected officials
- Radical Social Justice Podcast Club
- Title IX Open Forum
- Ruby Jones Conference on Race, Social Justice, & Civic Leadership
- Contextualizing the War on Terror & Anti-Muslim Racism Series
- Understanding Antisemitism on Campus

## FACULTY ENGAGEMENT IN DEI-RELATED TEACHING, RESEARCH, AND SERVICE

### *Teaching, Curriculum, and Practicum*

Faculty are involved in initiatives related to inclusive teaching practices. Several faculty participated in a college-wide Diversity and Inclusion Faculty Learning Community co-facilitated by Dr. Zeinab Baba (*ERFG1 CHS Faculty DEI Learning Community*). The goal of the learning community is to gather faculty from across the college to improve their inclusive teaching practices. Six sessions are held over the academic year where faculty discuss different strategies for inclusive teaching, journal about their journey to implementing inclusive teaching in their classroom, and challenges to inclusive teaching are discussed. The major product of the learning community is an updated syllabus of the faculty members choosing that they improve over the course of the academic year.

The MPH faculty share with each other how they are incorporating cultural competency and DEI into their core and track courses in our MPH and Core Course meetings (*ERFA1.5*). Resources are also shared in those meetings. The focus of the Core Course Committee in the next two years will be to conduct a pointed review of readings, guest lecturers, activities, and assessments in core courses to work together to thoughtfully incorporate active learning activities and assessments elevating students' learning and application of cultural competency. This addresses the feedback from the WCU-Temple MPH/MSW workforce research, student focus group, and feedback from the Community Advisory Board and a student focus group. It is noteworthy that, in 2020, Dr. Gopal Sankaran, in his role as a faculty teaching an undergraduate diversity course was invited and served as a member of the university-wide committee tasked by the General Education Committee of Curriculum and Academic Policies Council (CAPC) with revising the Diverse Communities Handbook. This Handbook is a key resource used by faculty and administrators for developing course proposals with a focus on diversity and social justice for approval by CAPC before they are offered.

All tracks in the MPH program currently have at least one competency related to diversity, equity, and inclusion. The Environmental Health and Health Care Management track committee are in process of reviewing their competencies with a DEI-lens. With the assistance of the community health CAB members, Dr. Ramona Stone led the effort to revise the competencies to ensure better infusion of cultural competency, participatory efforts, and DEI in the Community Health Track courses.

#### a) **Community Health Track:**

- Develop a grant proposal to fund an equity-focused health promotion initiative
- Design a participatory evaluation of a community-based health initiative
- Analyze the implementation of a social media campaign to promote health equity
- Apply a global perspective to design a community health initiative

#### b) **Environmental Health Track**

- Evaluate the policy-making process, including the role of politics, ethics, socioeconomics, and environmental (in)justice
- Develop strategies to communicate environmental health policy issues for different audiences or sectors, using different media

c) **Health Care Management Track**

- Demonstrate the widespread applicability of management theory to diverse types of health services organizations and health systems

For the **Applied Learning Experience (ALE)** students are placed in diverse settings across the Southeastern Pennsylvania region and beyond, exposing them to populations with various healthcare needs. Examples include large hospital systems, community centers, nonprofit organizations serving marginalized communities, schools and school districts, and physician offices – a small sample is below:

- Chester County Food Bank
- Hospital of The University of Pennsylvania (UPENN HUP)
- Children's Hospital of Philadelphia
- Special Olympics Pennsylvania
- Bryn Mawr Sport Rehab and Physical Therapy
- Maternal Family Health Services
- YMCA of Bucks County
- DeIco Department of Intercommunity Health
- Goshen Family Chiropractic
- Upper Merion Area School District
- Community Volunteers In Medicine (CVIM)
- Bebash: Transition to Hope
- The Salvation Army
- Nemours Foundation
- Maternal and Child Health Consortium of Chester County
- Philadelphia Department of Public Health
- Community Volunteers in Medicine
- La Comunidad Hispana

**INVITED SPEAKERS AND PANELISTS**

MPH faculty are intentional in inviting and hosting diverse speakers and panelists in classes and for professional development and workforce development events.

**Diverse Guest Lecturers/Event Speakers/Panelists** (diverse speaker in terms of race/ethnicity or LGBTQ affiliation if known)

- Justice Lambon, MPH, Industrial Hygienist at OSHA and doctoral student at SUNY in Brooklyn, NY
- Amrit Baral, MBBS, MPH, Disease Investigator, Chester County Health Department
- Kim Slouf, MPH, Content Publisher, Research IS Web Services, Children's Hospital of Philadelphia (CHOP) Research Institute (CHOP Program Coordinator & Outreach Coordinator in past)
- Dr. Sowmya Tripathi, MPH, Lead Engineer for Johnson & Johnson
- Michelle Legaspi Sanchez, MPH, MSW, Exec Director of Chester County Fund for Women and Girls
- Emanuel Wilkinson, Community Advocate, Temple University B.S. Political Science Student, First-Ever Student Elected to Pottstown School District Board at 18 years of age
- Liliana Ventura, MA, West Chester University MSW Student, Graduate Assistant at the Dowdy Multicultural Center
- Charity Alinda, MPA, Asst Director of International Programs, WCU Center for International Programs
- Antar Bush, MPH '17, MSW, DSW Student; Health Education Coordinator, AIDS Coordinating Office of Philadelphia
- Stacy Wright, MPH, CHES<sup>®</sup>, Communication Officer and Research Writer, Ministry of Health & Wellness, St. Andrew, Jamaica
- Aerielle Waters, MPH, CHES<sup>®</sup>, Public Health Program Administrator, PA Department of Health, Bureau of Family Health
- Terri Clark, MPH, SAGECare Certified Trainer, Outreach Specialist, City of Philadelphia – Department of Public Health

- Chad Lassiter, MSW, Executive Director, Pennsylvania Human Relations Commission in Philadelphia
- Najja Orr, MBA, President and CEO, Philadelphia Corporation for Aging, Philadelphia, PA
- Roberta Consentino, Manager of Healthy Food Access Programs, Chester County Food Bank
- Chyna Hart, Manager, WCU Resource Pantry
- Breena E. Green, MPH-EH Alum, Grants Management Specialist, Federal Emergency Management Agency (FEMA), Region III, U.S. Department of Homeland Security (DHS)
- Raechelle Walker-Ellis, MPA, Senior Grants Management Specialist, Disaster Grants Division, FEMA, Region III, U.S. DHS
- Robert Torres, JD, Secretary, Pennsylvania Department of Aging
- Margaret Barajas, PA Long-term Care Ombudsman, Pennsylvania Department of Aging
- Richard Curley, DrPH, MPH, DrPH in Behavioral & Social Sciences from Morgan State University, Past ORISE Fellow for the Health Resources & Services Administration and U.S. Army Public Health Center, Senior Researcher & Project Manager, Fors Marsh Group
- Aqeel Dix, MPH, EdD in Organizational Leadership & Innovation from Wilmington University, Assistant Professor, Department of Health Science, Lincoln University
- Jameysha Franklin, MPH, DPA student at West Chester University, Past Main Line Health Administrative Fellow, Director of Patient Experience, Bryn Mawr Hospital
- Drexel Shaw, MPH, National Patient Advocacy Liaison (HIV/Health Equity) Lead, CVS Health
- Doris Swarn, MPH, Administrative Fellow, St. Joseph Hospital
- Omosehin Moyebi, PhD, MPH, Post-Doc Teaching Fellow, WCU Department of Health
- Yara Asi, PhD, Assistant Professor, School of Global Health Management and Informatics, University of Central Florida; Non-resident Fellow, Arab Center, Washington DC; Former 2020-21 Fullbright US Scholar to the West Bank and Fall 2021 US Fellow at Al Sahbaka Policy Network
- Jasmin Lilian Diab, PhD, Assistant Professor & Coordinator of Migration Studies and Director for the Institute for Migration Studies, Lebanese American University; Research Affiliate, Centre for Refugee Studies, York University; Global Fellow, Center for Human Rights and Humanitarian Studies, Brown University; 2022 Global Fellow on Migration and Inequality, United Nations University Centre for Policy Research
- Isra Chaker, Campaign Strategist, American Civil Liberties Union (ACLU); Appointed Ambassador for One Young World (OYW)
- Halema Wali, BS, Co-Founder and Director of Community Engagement, Afghans For A Better Tomorrow; Co-Founder Afghan Diaspora for Equality & Progress and the Shia Racial Justice Coalition

### ***Research and Scholarship***

Faculty research and scholarship encompasses diversity, equity, and inclusion. Below is a sample of peer-reviewed publications and conferences illustrating this point:

**PUBLICATIONS:** (\* indicates MPH student co-author)

<b>YEAR 1 (Fall 2019-Summer 2020)</b>
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- Bill, D.** (2019). Book review: Unprepared: Global health in a time of emergency, by Lakoff, Andrew. Oakland, University of CA Press, CHOICE Book Reviews: American Library Association. 231 pgs, CHOICE: Current Reviews for Academic Libraries.
- Holt, H.** (July 2020). Health disparities in the United States: social class, race, ethnicity, and the social determinants of health. *Choice* 57(11).
- Makau-Barasa, L. K.,** Greene, S., Othieno-Abinya, N. A., Wheeler, S. B., Skinner, A., & Bennett, A. V. (2020). A review of Kenya's cancer policies to improve access to cancer testing and treatment in the country. *Health Research Policy and Systems*, 18(1), 2. <https://doi.org/10.1186/s12961-019-0506-2>

**Stone, R., Stone, J. D., Collins T., \*Barletta-Sherwin, E., \*Martin, O. J., & Crosby, R. (2019).** Colorectal Cancer Screening in African American HOPE VI Public Housing Residents, *Family & Community Health, 42*(3).

**Tinago, C. B., Ingram, L. A., Frongillo, E. A., Simmons, D., Blake, C. E., & Engelsmann, B. (2019).** Understanding the social environmental influences on pregnancy and planning for pregnancy for young women in Harare, Zimbabwe. *Maternal and Child Health Journal, 1-7*.  
<https://doi.org/10.1007/s10995-019-02814-4>

#### YEAR 2 (Fall 2020-Summer 2021)

**Knight, E. (2020).** A safe and effective vaccine for COVID-19: Opportunities, challenges and an equity imperative. Partnership for Healthy Communities Policy Brief, University of Delaware, Community Engagement Initiative. <http://udspace.udel.edu/handle/19716/27264>

#### YEAR 3 (Fall 2021-Summer 2022)

Boudreaux, M., Gifford, K., McDuffie, M.J., McColl, R., Kim, T., & **Knight, E. (2022).** Delaware Contraceptive Access Now and Contraceptive Initiation among Non-Postpartum Medicaid Enrollees. *American Journal of Public Health, 112*(S5), S537–S540.

**DeJoy, S. B., & Doorn, D. (2022).** Access to Maternity and Obstetric Care in Rural Pennsylvania. Report for the Center for Rural Pennsylvania.

Quzack, L. E.\*, Picard, G.\*, **Metz, S. M.,** & Chiarelli-Helminiak, C. M. (2021). A social work education grounded in human rights. *Journal of Human Rights and Social Work, 6*(1), 32-40. doi: 10.1007/s41134-020-00159-5

**Tinago, C. B., Frongillo, E.A., Warren, A.M., Chitiyo, V., Cifarelli, A.K.\*, Fyalkowski, S.\* & Pauline, V.\* (2021).** Development and assessment of feasibility of a community-based peer support intervention to mitigate social isolation and stigma of adolescent motherhood in Harare, Zimbabwe. *Pilot Feasibility Studies, 7*, 110. <https://doi.org/10.1186/s40814-021-00832-0>

#### Fall 2022 – current

Deedat, H.A. & **Baba, Z.** (in press). Sub-Saharan African immigrant parents and child protection in the United States: Considerations for the U.S. child welfare system. *APSAC Advisor*.

Ezeama, N., **Okunna, N., & Ezeama C.** (in press). Multi-level correlates of the nutritional status of Nigerian women of reproductive age. *Community Health Equity Research and Policy*.

**PRESENTATIONS:** (\* indicates MPH student co-presenter)

#### YEAR 1 (Fall 2019-Summer 2020)

Chiarelli-Helminiak, C., & **Metz, S. M.** (March 2020). The Era of Human Rights: Integrating Human Rights throughout Curricula. Workshop presented at the 22nd Annual Pennsylvania Chapter of the National Association for Multicultural Education (PA-NAME) Conference, Wayne, PA, March 6, 2020.

Chiarelli-Helminiak, C., & **Metz, S. M.** (May 2020). Integrating Human Rights into Graduate Social Work Curricula. Paper abstract accepted to the 2nd Annual Influencing Social Policy MACRO Conference 2020, St. Louis MO, May 28-30, 2020. (conference postponed due to COVID-19)

**DeJoy, S. B. (2020).** *Towards a new public health ethics: Have they (we) finally realized weight stigma is unethical?* Fat Studies New Zealand 2020 Conference (virtual), June 25, 2020.

Gillingham, J.\*, Edelblute, H., & **Baba, Z.** (2020). Enhancing African Student Well-Being and Success.” Poster presentation exhibited during the 1st Annual West Chester University Virtual Research and Creative Activity Day, West Chester, PA, April 27, 2020.

**Katirai, W., Roman, A., Keenan, L., Barker, N.** (April 2020). Abstract accepted. *Social Connectedness, Perceived Stress and Self-Efficacy among First Year Collegiate Students in Health Science Education*. American Academy of Health Behavior, Napa, CA (conference cancelled).



- MacDonald, K.\* & **Metz, S. M.** (November 2019). Starting the Conversation on End-of-Life Wishes. Poster presented at the American Public Health Association Annual Program, Philadelphia, PA, November 3, 2019.
- Makau-Barasa, L.** Rebbeck, T. & Manirakiza. (November 2019). *Prostate Cancer Screening Practices and Costs in Sub-Saharan Africa*. Poster presentation at the AORTIC's 12th International Conference on Cancer in Africa.
- Metz, S. M.,** & Tyes, B.\* (November 2019). Individual and Community Impact of the Youth Mental Health First Aid Program. Poster presented at the American Public Health Association Annual Program, Philadelphia, PA, November 3, 2019.
- Tinago, C. B.,** Frongillo, E. A., Warren, A., Chitiyo, V., Cifarelli, A.\*, & Fyalkowski, S\*. (November 2019). Development of a Community-Based Peer-Support Intervention to Mitigate Social Isolation and Stigma of Adolescent Motherhood in Harare, Zimbabwe. Poster presentation at the APHA Annual Meeting & Exposition, Philadelphia, PA, November 4, 2019.

#### YEAR 2 (Fall 2020-Summer 2021)

- Chiarelli-Helminiak, C., & **Metz, S. M.** (2021). Assessing human rights lens, exposure, and engagement in social work practice. Paper presented at the 2021 MACRO-UNITED Virtual Conference, June 10, 2021.
- Deedat, H., & **Baba, Z.** (July 2021). Navigating the child welfare system in the United States: Experiences of sub-Saharan African immigrant parents. The American Professional Society on the Abuse of Children Virtual Colloquium, July 12-15, 2021.
- Donzo, M.\*, Edelblute, H., & **Baba, Z.** (March 2021). Help-seeking Behavior in Sub-Saharan African College Students: Does Degree Status Matter? 4th Annual Conference on Migration and Health (virtual), University of Texas Medical Branch, Galveston, TX, March 26, 2021.
- Fyalkowski, S.\*, Edelblute, H., **Tinago, C.,** & **Baba, Z.** (March 2021). Exploring Acculturative Stress in African Immigrant Students in the US: Implications for Mental Health Care", 4th Annual Conference on Migration and Health (virtual), University of Texas Medical Branch, Galveston, TX, March 26, 2021.
- Johnson, K. E. & **Baba, Z.** (April 2021). Praxis in Cultural Competence: Development of a Faculty Learning Community to Promote Equity, Diversity and Inclusion. Nutrition and Dietetic Educators and Preceptors Spring Meeting (virtual), April 13, 2021.
- Metz, S. M.,** Quzack, L.\*, & Chiarelli-Helminiak, C. M. (September 2020). Cultivating a Human Rights Lens to Social Work Practice in Higher Education Curricula. Workshop accepted at the 2020 Annual National Association of Social Workers Pennsylvania Chapter Conference, Pocono Manor, PA, September 13, 2020. (conference canceled due to COVID-19)
- Mahone, A., Akbar, G., & **Metz, S. M.** (2020). Analyzing health outcomes of black incarcerated women through the lens of the Superwoman Schema. Workshop abstract accepted to the 2020 Annual National Association of Social Workers Pennsylvania Chapter Conference, Pocono Manor, PA, September 15, 2020. (conference canceled due to COVID-19)
- Millward, K.\*, Edelblute, H., & **Baba, Z.** (April 2021). Mental Health in Sub-Saharan African Immigrant Students: Exploring the Effects of Stigma". 2nd Annual West Chester University Virtual Research and Creative Activity Day, West Chester, PA, April 29, 2021.
- Millward, K.\*, Edelblute, H., & **Baba, Z.** (March 2021). Mental Health in Sub-Saharan African Immigrant Students: Exploring the Effects of Stigma", 4th Annual Conference on Migration and Health (virtual), University of Texas Medical Branch, Galveston, TX, March 26, 2021.
- Pauline, V.\*, Fyalkowski, S.\*, & **Tinago C.** (April 2021). It's in the Process: A Process Evaluation of a Peer Support Group Intervention to Improve the Mental Health of Adolescent Mothers in Harare, Zimbabwe. West Chester University Student Research & Creative Activity Day, West Chester, PA, April 29, 2021.
- Sankaran, G.** (September 2020). *Health Disparities in LMICs*. Invited guest lecture (virtual synchronous) presentation in PH 340: Global Health course at Fort Lewis College, Durango, Colorado (Thursday, September 17).
- Sankaran, G.** (February 2021). Invited Lecture. *Health Disparities in LMICs*. Virtual presentation in PH 340: Global Health course at Fort Lewis College, Durango, Colorado on Wednesday, February 17.

- Sankaran, G.** (March 2021). Invited Seminar. *COVID-19 and Sustainable Development Goals – The Pandemic, Politics, and the Road Ahead*. Virtual presentation in Sustainability Research and Practice Seminar Series at West Chester University, Pennsylvania on Wednesday, March 10.
- Tinago, C. B.** (November 2020). *Improving the Mental Health of Adolescent Mothers in Zimbabwe*. Research and oral presentation at the West Chester University Faculty Forum. West Chester, PA
- Vile, M. A.** (April 14, 2021) Impacts of Oil Sands Mining on Peatland Ecosystems of Northern Alberta Canada, Sustainability Research Seminar, West Chester University.

### YEAR 3 (Fall 2021-Summer 2022)

- Asempapa, B., Bean, N., Davidson, P., & **Sankaran, G.** (October 2021). Interprofessional Education (IPE) and Interprofessional Collaborative Care (IPCC): A case study on food insecurity and Childhood Obesity in Our Communities.” Invited virtual oral presentation for University of Central Florida/ University of Florida Interprofessional Education session, Values/Ethics for Interprofessional Practice
- Baba, Z.**, & Edelblute, H. (September 2021). Mental health Needs in Students from Sub-Saharan Africa: Findings from the Healthy Minds Network. World Congress of Epidemiology, Melbourne, Australia.
- Deedat, H. & **Baba, Z.** (November 2021). Sub-Saharan African immigrant parents’ navigation of the U.S. child welfare system. Council on Social Work Education, 2021 Annual Program Meeting, Orlando, FL
- DeJoy, S. B.**, & Wheeling, E. (June 2022). Effect of News Media Exposure on Weight Stigma among University Students. International Weight Stigma Conference, Berlin, Germany.
- Edelblute, H., **Tinago, C.B.**, **Baba, Z.**, & Fyalkowski, S.\* (July 2022). “Dealing with it on my own: Exploring sources of stress and coping behaviors for African university students in the US”. 43rd International Conference of the Stress, Trauma, Anxiety, and Resilience Society, Mexico City, Mexico
- Hassan, S.\* & **Baba, Z.** (April 2022). The importance of early childhood development programs for the growth of refugee children. West Chester University Research and Creative Activity Day, West Chester, PA, April 29, 2022. (Awarded 1<sup>st</sup> place for oral presentation)
- Holt, H.**, **Stone, R.**, & VandePol, C. (June 2022). The impact of the opioid overdose crisis and the COVID19 pandemic on rural death investigation services by coroners and medical examiners. Presented at the Community and Public Health Conference (PA Public Health Association, PA Office of Rural Health, Penn State College of Medicine’s Public Health Program, PA Society for Public Health Education, and the Northeast PA Area Health Education Center in collaboration with the PA Nutrition Education Network), State College, PA.
- Oriente, C.\*, & **Sunger N.** (May 2022). Analysis of the Relationships Between Drinking Water Violation Rates, Income, Race, and Population Size in Pennsylvania Counties” at AEHAP Student Symposium, virtual event, May 2022. (Won-2022 AEHAP student research competition award)
- Oriente, C.\*, & **Sunger N.** (July 2022). Analysis of the Relationships Between Drinking Water Violation Rates, Income, Race, and Population Size in Pennsylvania Counties. Presented at the National Environmental Health Association (NEHA) Annual Education Conference (AEC); Spokane, Washington June 28th through July 1st, 2022.
- Ricci, A. N.\*, Patel, B.\*, Mathew, M. M., Abdelbary, A., **Stone, R.**, Stolz, J., Pistos, C., & **Sunger, N.** (May 2022). Community-based participatory research to address well water quality in Chester County, PA, USA; live-remote session; e-poster presentation; Citizen Science 2022 Virtual Conference.
- Sankaran, G.** (October 2021). COVID-19: A pandemic perpetuating gender inequality.” Oral presentation at the 149<sup>th</sup> Annual Meeting (virtual) of the American Public Health Association at Denver, Colorado.
- Sankaran, G.** (June 2022). National HIV Testing Day. Invited expert on FOX29 TV, Philadelphia on Monday, June 27. Hosts Shaynah Ferreira and Jason Martinez talk with Dr. Gopal Sankaran, Professor of Public Health at West Chester University about HIV and how you can get tested. Video available at <https://www.fox29.com/video/1086252>
- Stone, R.** (April 2022). The Cost of Homelessness: Utilization of Social and Health Service in Urban Affairs Association, Washington, DC.

## *Service*

Faculty are advocates for diversity, equity, and inclusion in all university and extramural service pursuits. Some highlights are included here. Dr. Ramona Stone and Dr. Stacie Metz serve as ongoing evaluation consultants for the Alliance for Health Equity in Coatesville, PA. Dr. Erin Knight serves on the AstraZeneca U.S. National Health Equity Advisory Council. Dr. Sharon DeJoy is highly active with the PA Perinatal Quality Collaborative within the Maternal Mortality & Policy Committee and consults with the Onkwewon: we Midwives Collective. Akwesasne Mohawk Nation.

Dr. Zeinab Baba serves as a member of the Society for African American Public Health Issues. Dr. Ramona Stone serves as a Chair of Memberships & Events for the APHA Cancer Forum, where she advocates for opportunities for engagement for students from disadvantaged backgrounds. One result of this effort is the recent competition for student awards. On the same token, as a member of the memberships and events committee at the PPHA, she has secured an institutional agreement between PPHA and our department, which includes 10 free student memberships and unlimited half-price memberships for WCU students. Dr. Gopal Sankaran is highly active with APHA's International Health Section and American Journal of Public Health's Editorial Board. He also serves as Advisory Board Secretary of the Chester County Disability Services, Cerebral Palsy Association of Chester County, is an Emeritus Member of the Community Advisory Board of WHYYY, local public radio, and a research advisor for Nidara Children in India. Dr. Harry Holt serves on regional opioid and overdose coalitions and task forces (Mayor's Opioid Action Task Force, Chester County Overdose Prevention Task Force, and Regional Overdose Prevention Coalition). He is also an active member of the National Rural Health Association. Dr. Melanie Vile serves as a mentor for the First-Generation College Education Students program.

### **Service-Learning Mentors:**

- Bonnie McIntosh\*, MBA, MPA, Principal, ACE Community Health, EPICentre, University of Windsor
- Titilayo Ologhobo\*, MPH, Associate Director of Outcomes, Public & Patient Education Department, HHS Education Institute

- 5) Provide quantitative and qualitative data that document the program's approaches, successes and/or challenges in increasing representation and supporting persistence and ongoing success of the priority population(s) defined in documentation request 1.**

Recruitment of students and faculty who identify as BIPOC and/or who identify as a woman or with a diverse gender identity is the mission and ongoing priority for the MPH Program. Table G1-2 highlights our MPH Program relevant objectives to this aim.

### ***Diverse Faculty Recruitment and Hires***

In Summer 2020, Drs. Lynn Carson (former Program Director) and Debra Bill (former Community Health Track Coordinator and Co-Chair of the Community Advisory Board) retired and in summer 2021, Dr. Mike Markowski of the Health Care Management Track retired. The department faculty search committees (inclusive of key MPH Program Faculty) developed and implemented strong diversity recruitment plans and successfully hired Dr. Stacie Metz (woman) in July 2020, Dr. Erin Knight (woman) in August 2021, and Dr. Nene Okunna (Black woman of international status) in August 2022. Additionally, Dr. Jim Brenner worked closely with Dr. Tracey Robinson from ODEI to recruit and hire a AY2022-23 Frederick Douglass Teaching Scholar Dr. Omosehin Moyebi (Black man of international status) to teach within the BS Environmental Health and MPH-Environmental Health programs. Two other offers were made to both a diverse tenure-track faculty candidate and to a diverse candidate through the Frederick Douglass Scholar program, but they were turned down by the candidates.

### ***Diverse Student Recruitment and Enrollment***

The Program Director, College of Health Sciences Assistant Director for Graduate Enrollment, Graduate School, and the College of Health Sciences Dean work together as a team to review and identify new strategies for recruitment. Please see *H4. Student Recruitment & Admissions* section for more detail.

### ***Racial Make-up of Faculty, Students, and Administrators***

Representation and supporting persistence and ongoing success of those who identify as BIPOC, international, and/or who identify as a woman or with a diverse gender identity is a priority for the MPH Program. The Department of Health is the first College of Health Sciences program to successfully recruit and hire a Frederick Douglass Teaching Scholar and currently hold a diverse faculty and student body. The university, Human Resources, and ODEI are committed to the recruitment of a diverse faculty and staff.

- 6) Provide student and faculty (and staff, if applicable) perceptions of the program's climate regarding diversity and cultural competence.**

### ***Student Perceptions of Program's Climate Regarding Diversity & Cultural Competence***

Every year the MPH program conducts an Exit Survey to collect data from graduating MPH students about their experience with the program.

There are **five implicit curriculum questions related to the student's perception of diversity, equity, inclusion, and difference** on the survey to help the program improve its efforts in this area (Table G1-6a). The percentage of graduating students who *strongly agree or agree* on a 4-point scale with the diversity, equity, and inclusion statements increased to 100% agreement in students graduating in AY 2021-22. Although we acknowledge this improvement, we wish to examine the characteristics and open-ended feedback of those who specified strongly agree vs. agree to these items to gain more insight to the student experience and points of intervention.

<b>Academic Year</b>	<b>Program was committed to diversity, equity, and inclusion</b>	<b>Program provided the setting to learn about diversity and difference</b>	<b>Program provided an environment in which students felt valued and respected</b>	<b>Program faculty and staff modeled diversity and respected difference</b>	<b>Program faculty modeled the values and behaviors of public health professionals</b>
2019-20	88.5%	84.6%	88.5%	92.3%	92.3%
2020-21	89.6%	89.6%	89.6%	89.6%	91.7%
<b>2021-22</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>
Total	93.3%	92.4%	93.3%	94.1%	95.0%

There were three **explicit curriculum items related to the student's perceived confidence to apply cultural competence values in practice** (Table G1-6b). The percentage of graduating students who expressed they were *very confident or confident* on a 4-point scale increased from 87% to 96% in the second item. The other two items were consistently high. Again, we wish to gain more insight by examining characteristics and open-ended feedback between those who specified very confident vs. other.

<b>Table G1-6b. Graduating Student Perceptions Regarding Cultural Competence</b>			
<i>(NOTE: Table percentages indicate the combined % of students who stated they were very confident or confident to apply each item in practice)</i>			
<b>Academic Year</b>	<b>Apply awareness of cultural values and practices to the design or implementation of public policies or programs</b>	<b>Discuss the means by which structural bias, social inequalities and racism undermine health and create challenges to achieving health equity at organizational, community, and societal levels</b>	<b>Describe the importance of cultural competence in communicating public health content</b>
2019-20	100.0%	86.7%	96.3%
2020-21	93.8%	91.7%	95.8%
<b>2021-22</b>	<b>97.8%</b>	<b>95.6%</b>	<b>100.0%</b>
Total	96.7%	91.9%	97.5%

### **DEI Student Focus Group (March 2022)**

In addition to the Exit Survey, students participate in DEI conversations through student focus groups, anonymous current student surveys, and Program Director meetings with SAB leadership (*ERFA3*), and as student representatives participating with faculty in MPH Program meetings (*ERFA1.5*). Dr. Metz collaborated with the Community Advisory Board co-chair Chrissie Dziembowski and SAB executive board member Ragha Mohan to create a DEI-related focus group question guide. In March 2022, Chrissie Dziembowski and Ragha Mohan facilitated and summarized the feedback of a focus group with 7 MPH students. The feedback was shared and discussed with MPH Faculty at the last two Spring 2022 MPH Program meetings with the SAB President in attendance who also shared the data with the SAB. Table G1-6c lists strengths and areas for improvement.

<b>Table G1-6c. Focus Group Student Feedback – Strengths and Areas for Improvement (March 2022)</b>
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Diverse faculty members – better for student learning</li> <li>• Diverse student body and opportunity to learn about different cultures from peers</li> <li>• Friendly program environment</li> <li>• Diversity &amp; Inclusion MPH Program core value is a core competence – students learn to work with underserved communities to promote cultures</li> <li>• Faculty very welcoming and diverse with different backgrounds – can relate to students, are accepting and make students feel comfortable, faculty flexible working with students</li> <li>• Professors starting to ask for preferred pronouns</li> <li>• Students overall enjoy the program, students and faculty, and feel welcomed and comfortable within the program and classroom.</li> <li>• Students were very complimentary of the faculty teaching and mentoring efforts.</li> </ul>
<p><b>Areas for Improvement (with relevant action):</b></p> <ul style="list-style-type: none"> <li>• Improve inclusivity and support network for older students at university <ul style="list-style-type: none"> <li>○ Dr. Metz raised in September Faculty Senate committee and Graduate Council meetings</li> <li>○ Dr. Metz included FAST student-specific IT training announcements (including for D2L, RamCloud, myWCU, Office 365, etc.) in orientation PowerPoint and MPH Student Announcement emails at the beginning of each Fall/Spring.</li> </ul> </li> <li>• Add service trips such as tour of local health department, etc. <ul style="list-style-type: none"> <li>○ Community Advisory Board member Mike Baysinger, MPH hosts an open house for the Chester County Health Department in summer and fall – Dr. Metz disseminated the opportunity and several students attended</li> </ul> </li> </ul>

- Add more cultural competence across all courses and add higher level DEI application/"hands-on" skills/activities to courses – want more opportunities to apply skills on the “how to” address systemic racism and root causes of inequality in order to better serve underserved communities
  - Discussed in May 2022 MPH Program meeting – faculty shared what they are currently doing
  - Core Course Committee charged with DEI core course syllabi review for AY 2023-24 (assignments, in-class activities, and readings) and student representatives are currently helping to develop criteria by which to review the syllabi
- Improve inclusivity and support network for International Student: Lack of connection with Center for International Programs Director (now called Global Engagement Office) and student; international students feel they are “lost” at the university once complete the Center for International Programs’ orientation - need for additional support at university-level with living arrangements and life in U.S.; cultural students may not feel comfortable reaching out for help or expressing themselves to a person in a powerful position, so there is a feeling of lacking cultural competence within the university system. However, it should be noted this frustration is found with the university as a whole—not specifically the MPH program. Though students shared they would appreciate more efforts and events, clubs, or programs to help international students meet and connect with peers and build a support system in their new home.
  - MPH can assist with advocating for additional programs from that office to increase connection
    - Director to be invited to either a SAB meeting or an MPH international student event
    - Dr. Metz to advocate with Graduate School to assist in the rejuvenation the International Graduate Student Association in AY 2022-23
    - Dr. Metz to meet with Graduate School Dean to advocate for International Graduate Student resources
  - MPH and SAB can hold more in-person events to promote connection
    - Dr. Metz & Ragha Mohan held an April 2022 in-person International Student Coffee & Snack MPH Social
    - Fall 2022 SAB Welcome Back and Chester County Immunization Coalition events both to be in-person
  - Mentoring program
    - SAB to assess feasibility of a 2<sup>nd</sup> year to 1<sup>st</sup> year mentoring program for international students and others

### ***Faculty Perceptions of Program’s Climate Regarding Diversity & Cultural Competence***

The MPH Program is a strong proponent of faculty diversity and cultural competence and as a team we are engaged in ongoing conversations in MPH Program Meetings (*ERFA1.5*) and Department of Health meetings. These topics include:

- MPH program guiding statements - vision, mission, values, and goals (*ERFB1.1*)
- Inclusive learning strategies through Dr. Zeinab Baba’s College of Health Sciences Faculty Learning Community (*ERFG1*)
- Department of Health priorities expanded to include Diversity, Equity, Inclusion, and Belonging with the operationalization (*ERFB2.2 Evidence for evaluation plan > 1. Documents for Aug2022 Retreat > DOH Values Draft 082522*)
- Discussion of DEI student focus group, exit/alum/stakeholder survey DEI-related data, and Community Advisory Board DEI meeting in MPH Program meetings with student representatives (*ERFA3 Key Informant Interviews with Stakeholders, Student Focus Groups, Student Surveys; ERFA1.5 Faculty Interaction > MPH Committee Minutes > Community Advisory Board Minutes – pg. 11-13*)

A workgroup developed an anonymous faculty survey in early 2023 to assess tenure-track or tenured faculty perceptions on diversity and cultural competence in the program. This faculty survey will be administered every three years. There are five 4-pt Likert scale and two open-ended items related to diversity, equity, and



inclusion to help the program improve its efforts in this area. There was a 100% completion rate for this initial administration.

Table G1-6d examines the five Likert-scale item results. All faculty either strongly agreed or agreed with each statement. Table G1-6e presents faculty feedback to the two open-ended questions – (1) proposed changes to further enhance cultural competence in our students? and (2) how the department supports your professional development in strengthening cultural competence? These results will be shared at an upcoming MPH Program committee meeting with the intent to collaboratively brainstorm actionable objectives for improvement for 2023-25. Specifically, it is important that we as a team provide an environment in which we model diversity & respect for difference and cultivate the setting for students to learn about diversity & difference. Ensuring students have a range of opportunities to develop cultural competence and humility is critical to applying skills in public health practice.

<b>Table G1-6d. Faculty Perceptions Regarding Diversity &amp; Cultural Competence (n = 11)</b>					
<b>Response Options</b>	<b>Program is committed to diversity, equity, and inclusion</b>	<b>Program provides the setting to learn about diversity and difference</b>	<b>Program provided an environment in which students feel valued and respected</b>	<b>Program faculty and staff model diversity and respect for difference</b>	<b>Program provides students with opportunities to develop cultural competence</b>
Strongly Agree	10 (91%)	9 (82%)	10 (91%)	9 (82%)	8 (73%)
Agree	1 (9%)	2 (18%)	1 (9%)	2 (18%)	3 (27%)
Disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Strongly Disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

<b>Table G1-6e. Faculty Open-Ended Feedback on Diversity &amp; Cultural Competence</b>
<b>What changes do you propose to further enhance cultural competence among our students? (n = 9 faculty responded)</b>
<ul style="list-style-type: none"> <li>• I prefer cultural sensitivity to cultural competence.</li> <li>• Provide more opportunities for study-abroad, and cultural immersion.</li> <li>• Continue to bring in diverse guest speakers into classes and to speak at events (for instance, the Health &amp; Human Rights of Refugees &amp; Immigrants event last Friday was well-received); Core course committee &amp; student reps have already begun to establish criteria to review syllabi with a lens of DEI, cultural competence, human rights, &amp; social-economic-environmental justice</li> <li>• 1. Recommend cultural competence as a requirement in a core course in the MPH program. 2. Encourage cultural competency related programming through MPH SAB. 3. Collaborate with the Office of Diversity, Inclusion, and Equity to develop a video module. Make the module available to all MPH students online through D2L. Make completion of the module a requirement for graduation.</li> <li>• Create more forums or events so students can interact with peers from diverse backgrounds</li> <li>• Before imparting lessons in cultural competency to students, we must be encouraged to critically analyze our own cultural assumptions. Reflecting on the ideas one holds is the first step towards removing fallacies and stereotypes</li> <li>• None</li> <li>• Strongly reinforce diversity, equity, and inclusion principles in modules in all core and track courses.</li> </ul>
<b>Give an example of how the department supports your professional development in strengthening cultural competency. (n = 9 faculty responded)</b>
<ul style="list-style-type: none"> <li>• Faculty share opportunities for training on a variety of topics related to diversity and cultural competency, which could further be used to enhance teaching and classroom learning environment</li> <li>• The department and program regularly speaks to this by sharing resources, encouraging trainings (such as inclusive classroom book clubs &amp; trainings that many of us have done), and leading</li> </ul>

discussions related to cultural competency. Specifically, Zee Baba and a colleague are on their 3rd year of facilitating the College of Health Sciences Faculty DEI Learning Community. Regular & adjunct MPH faculty have participated!

- Our department encourages faculty to actively engage in programs that strengthen one's own cultural competency.
- This is the best department because there is a culture that welcomes and fosters professional development and cultural competency. An example is how the department provides several workshops and presentations on these topics.
- Encourages participation in the College of Health Sciences Diversity and Inclusion Faculty Learning Community
- I start with little things to strive towards a culturally diverse classroom. For example, one student may believe that his learning has nothing to do with timely arrival to class, while another may view punctuality as a sign of respect. In such situations, all the students are surely learning, but each may consider the others as disrespectful, troublesome, and even indolent. As I strive to be a culturally-responsive teacher I try to help students shrug off their long-held cultural assumptions and teach them to respect individual differences by reflecting on their own beliefs.
- Open discussions on cultural diversity and equity, the recent establishment of a department statement that includes our core values to promote inclusion and acceptance, and annual training offered through the university.
- Supports a thorough assessment of my course through a professional development seminar delivered by the Office of Distance Education. The course content and syllabus was thoroughly reviewed with an aim of promoting DEI, under-represented and marginalized voices, and thinking through the content from the perspective of marginalized and under-presented groups. The review was done in conjunction with other faculty from other colleges and departments. I was paired with a faculty from another department and we discussed and reviewed each other's courses to identify gaps and opportunities for inclusion in both of our courses. It was extremely helpful in identifying blind spots and unconscious bias in the course.

### **DEI Community Advisory Board Meeting (January 2022)**

To further inform our 2023-2025 Strategic Plan DEI goal, CAB co-chairs Chrissie Dziembowski and Dr. Metz facilitated a CAB meeting specific to eliciting feedback about their DEI and cultural competence-related organizational efforts. Those who attended included individuals who were our MPH alumni and adjunct faculty. Aerielle Waters (CAB member and MPH alumni) stated things well in our DEI-focused meeting, *"Promoting DEI is an ongoing process which every professional and organization should be engaged in."* We are committed to this ongoing process through eliciting stakeholder feedback, reviewing our policies and procedures in the MPH program and across the university, engaging in professional development to create a more inclusive classroom and student experience, and brainstorming innovative ways to better incorporate cultural competence into our core and track courses. The CAB recommendations will assist us in crafting our 2023-25 strategic plan which will include a comprehensive DEI goal with related objectives. Some pointed recommendations by theme included:

- Implicit Curriculum:
  - Foster community and belonging
  - Lead by example, role modeling (share pronouns, integrate everywhere)
  - Communicating and training staff (what is next after Zee Baba's CHS DEI Faculty Community training?)
  - Go beyond a checkmark into the process
  - Scholarships serving diverse populations
- Curriculum:
  - Focus on soft skills – examining and addressing isms
  - Include training or integrate more into the core HEA 632 class so they fully understand what DEI is and how to apply in practice
  - What DEI stands for – basic training – provide them within a core course but include case studies across courses that apply DEI principles in practice



- Activities in different workplaces – team-based activities throughout assignments & prepare them in teams
- Add into orientation/group advising – we expect graduates to advocate for DEI
- As a site supervisor, set bar higher for ALE to include DEI as a component
- Professional Development:
  - Train students to ask questions in an interview – is there an equity policy, what equity efforts do you do?
  - Early in career, students should volunteer in DEI oriented committees and ask questions
  - DEI ally – take trainings
- MPH & University Policy/Process Review:
  - Review handbook, vision, mission, values, and goals every 3 years
  - Faculty should get on key committees to review policies if they are equitable (Moon Shot for Equity, Strategic Planning efforts)
  - Mentorship programs in new hires

Refer to *ERFG*1.6 for additional summary on ways the department/program leadership and faculty foster a positive and inclusive climate for faculty and students.

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

**Strengths:** Our MPH Program is moving in the right direction related to this criterion. We are fully engaged in the process of advancing diversity and cultural competency through a variety of practices. We elicit feedback from our stakeholders via surveys, focus groups, and meetings and collaboratively brainstorm quality improvement efforts. Student perceptions of diversity and cultural competence have improved over the past three years. Although faculty and student perceptions are overall positive, we value the process of continuous quality improvement. Importantly, our stakeholders are strong partners in helping us to improve our practices in and out of the classroom. We have sought inclusive classroom training and employed more meaningful strategies to hire a diverse body of faculty reflective of our students and the communities they serve. Diversity and cultural competency are deeply reflected in faculty scholarship and service.

**Weaknesses:** Although diversity is reflected in our Community Advisory Board, we wish to recruit members who are fully reflective of all of our students and the communities they serve. We have not engaged in an internal programmatic DEI-focused review of our core and track syllabi. MPH Program Goals and Objectives are related to diversity and lack strong incorporation of other indicators such as equity, inclusivity, human rights, cultural competence, and/or social-economic-environmental justice.

**Plans for Improvement:** Collected stakeholder data and the site visit feedback will be used to develop our priorities for our 2023-25 MPH Strategic Plan in the area of DEI. Objectives will include but are not limited to:

- Actively cultivate and recruit CAB members of diverse representation to be more fully reflective of all of the students and the communities we serve in this region.
- Establish a student-faculty workgroup to review all core and track syllabi to ensure adherence to predetermined benchmarks for inclusivity and to provide recommendations for improvement.
- Conduct secondary review and revision of MPH Program Goals and Objectives related to DEI.
- Examine enrollment, retention, and exit survey data by racial/ethnic group to inform quality improvement efforts across areas of recruitment/retention and explicit/implicit curriculum.
- Review and improve recruitment of Hispanic/Latinx students. Towards this aim, the MPH Program is collaborating with the College of Health Sciences Assistant Director for Graduate Enrollment MaryEllen Stephens and the Graduate School on new strategies. We are also working together with department and college administration to design strategies to establish partnerships with providers who serve Hispanic/Latinx populations. Specifically, the CHS Dean Dr. Scott Heinerichs, Dr. Sharon DeJoy and the DOH Assistant Chair Dr. Whitney Katirai are collaborating with La Comunidad Hispana in Kennett Square, PA to develop mutually beneficial workforce development, service, and research partnerships.

## H1. ACADEMIC ADVISING

The program provides an accessible and supportive academic advising system for students. Each student has access, from the time of enrollment, to advisors who are actively engaged and knowledgeable about the program's curricula and about specific courses and programs of study. Qualified faculty and/or staff serve as advisors in monitoring student progress and identifying and supporting those who may experience difficulty in progressing through courses or completing other degree requirements. Orientation, including written guidance, is provided to all entering students.

- 1) Describe the program's academic advising services. If services differ by degree and/or concentration, a description should be provided for each public health degree offering.

The university and MPH Program highly value academic advising and is included as a job responsibility on all tenure-track/tenured faculty statement of expectations under the section for Teaching and Professional Responsibilities. Academic advising is more explicitly depicted in the most recent WCU Strategic Plan, Pathways to Student Success (*ERFA1.3 WCU Strategic Plan*). Especially, the Strategic Plan's Learning Goal #5 is to continue to improve the advising experience for students, including all relevant structures, processes, and procedures. The second outcome under this goal is to provide a comprehensive professional development program for all WCU Faculty advisors and student success staff. The university first created a campus-wide Committee for Advising Excellence (CAE).

Given our department's commitment to student success through advising, mentorship, and support, Dr. Chiwoneso Tinago was appointed as a member of the CAE. The campus-wide committee researched best practices and recently developed the WCU Faculty Advising Professional Development Program. Certification requires faculty to complete a series of online modules before attending a virtual meeting. New MPH Program tenure-track hires Dr. Erin Knight and Dr. Nene Okunna will be applying to participate in this program. The committee will also collaborate with WCU APSCUF faculty union to examine the possibility of evaluating faculty advising. Dr. Chiwoneso Tinago is our liaison to the campus-wide committee and funnels recommendations from Department of Health and MPH faculty and staff back to the committee for further review (*ERFH1.1 Advising Recommendations*).

The MPH Program assigns an academic advisor to each incoming MPH student. Upon acceptance in a welcome email from the Program Director/Graduate Coordinator, the student is provided with contact information for their assigned Academic Advisor, Track Coordinator, Administrative Assistant, and the Assistant Director of Graduate Enrollment. These individuals are all Cc'd on this welcome email to facilitate communication. The PD/GC customizes each welcome email to each student (e.g., track, full-time/part-time status, status of prerequisite MAT121 undergraduate statistics, international status, etc.).

The MPH Program provides Fall/Spring semester virtual group advising sessions and individual academic advisors are available for one-on-one appointments. In response to student feedback, the first 30 minutes of the virtual group advising session is facilitated by the MPH Program Director/Graduate Coordinator for three reasons: (1) to promote Program Director/Graduate Coordinator visibility with students which in turn will increase knowledge and comfortability in connecting with her with any questions or complaints, (2) to increase advising consistency in programmatic policies/procedures/communication, core courses and Applied Learning Experience, professional/career development opportunities, and (3) to bring together students from all three tracks in a forum for networking purposes. The Spring and Fall 2022 group advising session PowerPoints are included in *ERFH1.3*. Dr. Metz uses a Welcome Email template for students new to the program and tailors to each student. An example of our Welcome Email for an international student in the Community Health track on a 2-year plan who already completed the MAT 121 undergraduate statistics prerequisite is located in *ERFH1.1 Student Acceptance Email Template*.

## 2) Explain how advisors are selected and oriented to their roles and responsibilities.

With input from the MPH Program Director/Graduate Coordinator, the Department of Health Chair assigns academic advisors while considering undergraduate and graduate workload. Faculty are eligible to be appointed to MPH track advising if they are: (1) tenure-track or tenured faculty, and (2) hold MPH-level teaching, research, and service experience related to the track. To orient and support academic advisors, Dr. Metz created an MPH Advising FAQ (*ERFH1.2. MPH Advising FAQ 2022-23*). She reviews this document with new MPH advisors and encourages advisors to contact her with any questions or if they have the need to brainstorm how to manage a situation.

This Faculty MPH Advising FAQ includes roles & responsibilities, policies & processes, tips, support resources, and email templates. Items include:

1. What is my role as an advisor?
2. Is there an advising professional development training for faculty?
3. How do I know who my advisees are?
4. When should I contact my advisees?
5. How can I see what classes my advisee has already taken?
6. How will I know if my advisee met the undergraduate statistics course prerequisite?
7. What if my advisee wants a spot in a section of a course that is closed?
8. What if my advisee wants to switch tracks?
9. What happens if my advisee needs to go off-track for a personal reason/conflict?
10. What if my advisee wants to drop a course or withdraw from a course?
11. What if my advisee wants to withdraw from the MPH program?
12. What if a student wishes to switch advisors?
13. What if my advisee wants to switch from/to full- or part-time?
14. What if my advisee wants to take time off from classes?
15. What if they want to come back from a semester off or a leave of absence?
16. My student is asking about financial aid or tuition fees. Where should I direct them?
17. Can my advisee transfer in credits?
18. What are the GPA/grade requirements and related program/university policies?
19. What if my student is unhappy with a grade?
20. What if my student fails a course and is dismissed from the university? How can I best support them?
21. What if my advisee's petition for readmission after program dismissal was not successful? What words of support can I offer?
22. What if my advisee has concerns about the Applied Learning Experience process?
23. What if my advisee is displaying unprofessional behavior?
24. What if my advisee has questions about different certifications or wants other career resources?
25. My advisee wants to secure a graduate assistantship. What should I tell them?
26. My advisee wants to join a student organization. What options do they have?
27. Where do I find out information about graduation/commencement?
28. My advisee wants to walk in May but is still going to be doing their Applied Learning Experience over the summer. Is this possible?
29. My advisee is managing a difficult personal crisis and/or displaying a behavior that is disruptive or impaired. How can I help? What is my responsibility?
30. Do you have any words of wisdom when it comes to advising?

In late 2021, the campus-wide curriculum committee approved our BS Public Health Program Director Dr. Sharon DeJoy's proposal for an Accelerated BS Public Health to MPH Program. The first student cohort was accepted into the program in January 2022. To cultivate continuity in advising from undergraduate to graduate for newly accepted Accelerated BS Public Health to MPH Program students, the Department of Health Chair in conversations with the BS Public Health and MPH Program Directors appointed Dr. Erin Knight in August 2022 as the first advisor due to her teaching responsibilities in both programs and her broad range of teaching, research, and service (see *ERFH1.3 Accelerated BS to MPH Advising*). Her role is to

review student progress, provide support, maintain regular communication with students, and be a liaison to both the undergraduate and graduate program directors. These students will be primarily assigned to Dr. Knight and will be free to contact track-specific advisors and participate in MPH virtual group advising sessions each Fall/Spring semester. Student feedback will be elicited to improve the transition and connectedness for these students.

**3) Provide a sample of advising materials and resources, such as student handbooks and plans of study, that provide additional guidance to students.**

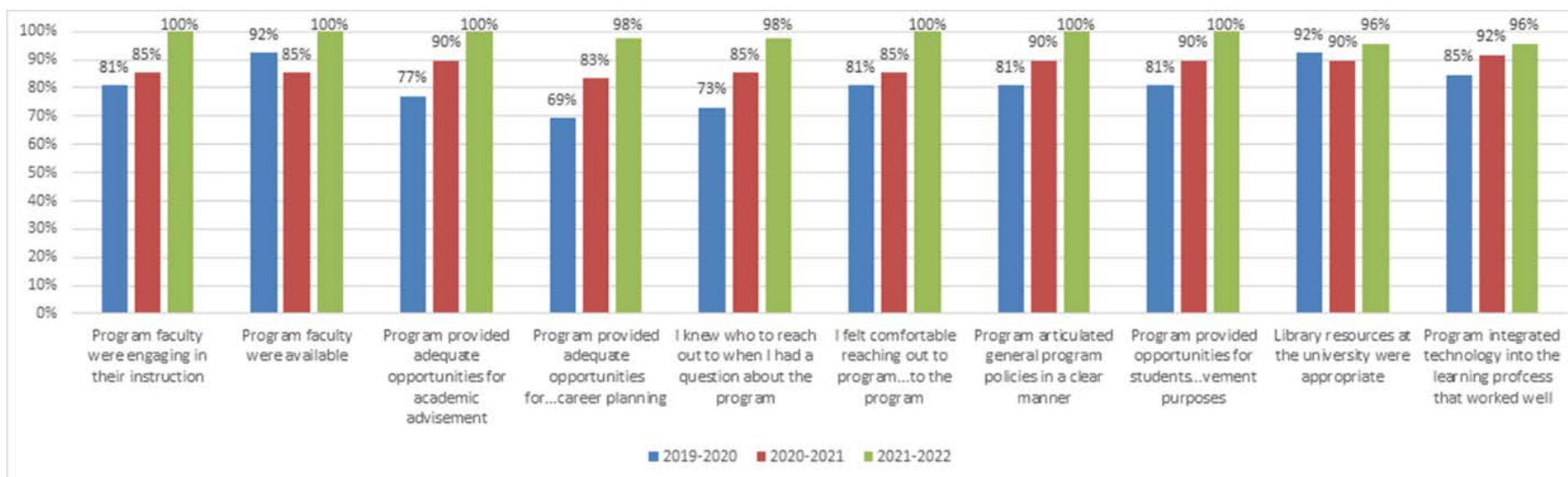
*ERFH1.3* contains samples of advising materials and resources (except as noted below):

- Accelerated BS Public Health to MPH Program Advising Material (Advising Sheet, MPH Accelerated Welcome PowerPoint)
- **Note:** Advising sheets with tentative course plans for all tracks (Community Health, Environmental Health, and Health Care Management) are in the *ERFD2.1 Advising Sheets* folder.
- MPH Welcome & Orientation PowerPoint
- MPH Group Advising Session PowerPoint
- The Accelerated Program Committee Meeting Minutes are provided in the *ERFA1.5 MPH Committee Minutes*.
- **Note:** MPH Student Handbook is provided in the *ERFA1.3 Bylaws-Policy Documents*
- **Note:** MPH ALE Guidelines are available in the *ERFD5.2 ALE Syllabi & Requirements > ALE Requirements*)

**4) Provide data reflecting the level of student satisfaction with academic advising during each of the last three years. Include survey response rates, if applicable.**

The Exit Survey data show that we met our 80% or higher goal of agreement to this item. During the 2019-2020, 76.9% of the graduates agreed that the program provided adequate opportunities for academic advising, the most recent data shows significant improvements for the most two recent years: 89.6% (2020-2021) and respectively, 100% (2021-2022).

As shown in the table and graph below, our MPH program has experienced significant improvements across the board, in academic advising, student engagement, and in the communication between faculty/staff and students. Survey data serve as evidence of the efforts made by our department for be intentional about student success through collective student-centered attitudes and behaviors.



Proportion of Exit Survey Participants Agreeing with the Following Statements:	2019-20	2020-21	2021-22	Overall
Program faculty were engaging in their instruction	80.8	85.4	100.0	89.9
Program faculty were available	92.3	85.4	100.0	92.4
Program provided adequate opportunities for academic advisement	76.9	89.6	100.0	90.8
Program provided adequate opportunities for career planning	69.2	83.3	97.8	85.7
I knew who to reach out to when I had a question about the program	73.1	85.4	97.8	87.4
I felt comfortable reaching out to faculty/staff with questions about the program	80.8	85.4	100.0	89.9
Program articulated general program policies in a clear manner	80.8	89.6	100.0	91.6
Program provided opportunities for feedback re: quality improvement	80.8	89.6	100.0	91.6
Library resources at the university were appropriate	92.3	89.6	95.6	92.4
Program integrated technology into the learning process that worked well	84.6	91.7	95.6	91.6

5) Describe the orientation processes. If these differ by degree and/or concentration, provide a brief overview of each.

At the beginning of each Fall/Spring semester, students are invited to attend several orientation/welcome events). First, the Graduate School invites all new students to attend the Graduate School New Student Orientation. This orientation exposes students to common policies and resources at the university. There is an hour at the end of the orientation in which students meet with respective Graduate Coordinators.

In addition to the MPH Student Handbook, new MPH students are encouraged to attend a virtual orientation/welcome by the MPH Program at the start of each Spring and Fall semester. The session is recorded and posted onto the MPH Program Informational D2L site as well as emailed to new students. Information about communications, policies, procedures, and other helpful career/support tips are included in this orientation and is reiterated at our Fall/Spring virtual group advising sessions.

Lastly, the Student Advisory Board in collaboration with the MPH Program Director/Graduate Coordinator host a Welcome Event with the goals to build community with new and returning students and faculty, invite students to join the Student Advisory Board, and to share student support resources. The Fall 2021 event was well-received with close to 10 faculty in attendance and 25 students. Our Fall 2022 event included 5 faculty and 18 students.

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

**Strengths:** The MPH Program provides an accessible and supportive advising system for students. Each student has access to advisors who are actively engaged and knowledgeable about the curriculum and campus student success and support resources. To better accommodate our students' busy schedules and different modes of learning, we provide access to orientation, advising, and campus support information in multiple formats (i.e., face-to-face/virtual/recorded, individual/group, email/web/D2L MPH Informational course site).

**Plans for Improvement:** WCU is piloting *Navigate* in Fall 2022, which is a student success platform which serves as a central location for faculty, staff and students to connect with each other, services and resources across campus. This platform will be utilized to streamline student advising, course planning, class registration, monitoring degree progress, alerts, and student engagement through various forms of communication. *Navigate* contributes to the *Moon Shot for Equity* mission to close student success equity gaps in the next ten years by centralizing student support services and giving access to relevant student information. Dr. Metz was trained and is the point of contact for any MPH student. Faculty advisors and course instructors are now able to indicate if any student is in need of extra support from the MPH Program Director/Graduate Coordinator or from other campus supports. Additionally, *Navigate* includes calendar appointment set-up feature which is fully integrated with MS Outlook. MPH faculty currently use Setmore or Bookings, but the MPH faculty will be learning how to use *Navigate's* appointment feature to improve consistency of communication with students. Additionally, the 2023-24 MPH DEI task force will be reviewing Exit Survey advising items by race/ethnicity, international status, gender, and financial need to brainstorm ways to address any existing disparities.

## H2. CAREER ADVISING

The program provides accessible and supportive career advising services for students. All students, including those who may be currently employed, have access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to their professional development needs; these faculty and/or staff provide appropriate career placement advice, including advice about enrollment in additional education or training programs, when applicable. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The program may accomplish this through a variety of formal or informal mechanisms including connecting graduates with professional associations, making faculty and other alumni available for networking and advice, etc.

- 1) Describe the program's career advising and services. If services differ by degree and/or concentration, a brief description should be provided for each. Include an explanation of efforts to tailor services to meet students' specific needs.

The university and program offer a range of career advising services.

**WCU Twardowski Career Development Center (TCDC).** TCDC has a liaison in every college at the university who partners with faculty and staff to customize and deliver class presentations, create asynchronous videos and content, and build assignments that are tied to learning outcomes and designed to enhance course objectives. TCDC offers several virtual and face-to-face services to students and alumni.

- Office, drop-in, or virtual appointments
- Resume and cover letter review
- Interview practice with Big Interview (online mock interview tool)
- Career fairs
- Access to virtual career and networking platforms as a student or alumni
  - Handshake - platform used to search for jobs/internships, schedule career appointments, and register for career or professional development events
  - RamNation – flash mentoring platform in which students and alumni can identify and connect with a mentor for an informational interview, job shadowing, and mock interviews

TCDC Amber Pleasants is the liaison for the College of Health Sciences and is highly responsive to the needs of our graduate students. Upon request, her team developed a Career Services & Resources for WCUPA Graduate Students informational flyer which includes Interstride, a resource for our International Students who plan to work in the U.S. after graduation (*ERFH2.1 TCDC Services for Grad Students*). Amber Pleasants regularly joins faculty in MPH classes or events including, but not limited to: (1) she joined Dr. Metz for two of her hosted virtual MPH professional development events on MPH career planning and professional networking, (2) she joined MPH SAB leader Rashad Freeman for the SOPHE Collegiate Champion WCU event on writing personal statements for post-MPH academic or fellowship programs, (3) Dr. Ramona Stone for the Applied Learning Experience on resume/cover letters/LinkedIn, and (4) Dr. Harry Holt in his HEA 516 Health Care Management course to discuss cover letter/resume writing. Dr. Metz regularly shares TCDC event flyers in MPH Student Announcement emails (see *ERFG1 MPH Student Email Announcements*) and via program social media.

**MPH Career Advising.** Career advising is blended into our courses, professional development events (with panels of alumni, community partners, and campus staff), Applied Learning Experience preparatory course, and group and individual advising sessions. First, career advising is included in courses to elucidate professional associations and standards in the field. For instance, HEA 531 Community as a Basis for Health and HEA 613 Patient Advocacy and Quality Improvement of Health Care Services are two track courses

which discuss professional associations, relevant continuing education, and provide an assignment specifically asking students to develop a short-term professional development plan. Review of these plans helps faculty on a whole to identify topics for events or group advising track breakout sessions.

Stakeholder feedback from our advisory boards and surveys consistency noted that it was critical to offer more opportunities for professional networking. Although the Applied Learning Experience faculty regularly coordinate and host an Alumni Panel, to this aim, in Fall 2020, Dr. Metz strategically developed a Professional Development Series with the goals to build a stronger professional network among current students, alumni, and community partners and to educate stakeholders including current students and alumni on public health issues facing our region (see *ERFB2.3 Professional Development Event List for 2020-22*). We exceeded our goal of hosting four events per year since Fall 2020. Students are encouraged to build a professional LinkedIn profile and connect with alumni and community partners that participate in our events. Likewise, Dr. Metz opened membership to our WCU MPH Community LinkedIn to current students and community partners in addition to alumni. This expanded on our ability to celebrate alumni and their accomplishments through social media and our MPH Connections Newsletter; thereby, exposing current students to the range of possibilities post-MPH and encouraging an easier way to network with alumni.

Every semester, the MPH program provides a group advising session on Zoom, that starts with all items that are relevant to all students – ex, program curriculum, logistics related to enrollment or petitions, announcements, including important dates (ex, application for graduation), course pre-requisites and course offerings in the subsequent semester, career development opportunities, study abroad opportunities, opportunities to engage in faculty research, student organizations, program news, etc. In addition, students are reminded of the eligibility criteria for the applied learning experience courses, and with an overview of the ALE process. Our program director leads this part of the advising session, for about 30minutes. After the program – level announcements, students are split in breakout rooms by track, where the track coordinators provide students with information that is specific to their track. For instance, track coordinators reiterate the track courses that students must take in the subsequent semester in order to graduate on time, given that some track courses are offered in the fall, and others in the spring semesters. Further, students are informed of opportunities for professional and career development in fields/areas relevant to the track. These sessions are also used as an informal networking opportunity where students can introduce themselves, announce news they might have, ask questions, or chat with others. Generally, these sessions are rich in questions about ALE opportunities that are more specific to the track.

In addition to group advising sessions, each track coordinator provides individual advising sessions during the weekly office hours, on a need basis. The ALE coordinator Dr. Ramona Stone provides ALE advising during the office hours, but those are primarily focused on eligibility criteria, given that in-depth advising is provided during the ALE I preparatory course. Finally, we have recently opened the opportunity for undergraduates in our program to pursue the MPH degree in an accelerated format. This group of students have their own advisor, a faculty member who teaches at undergraduate and graduate level (Dr. Erin Knight).

**2) Explain how individuals providing career advising are selected and oriented to their roles and responsibilities.**

The university provides access to trained career development specialists through the Career Development Center. However, students are more likely to reach out to faculty outside advising sessions to discuss career plans, credentialing opportunities, and professional development. Generally, students reach out to faculty who are teaching in an area that students intend to pursue. For instance, students interested in a research career are more likely to reach out to faculty who either teach research methods, epidemiology, or biostatistics, who engage in research topics of interest to them, or both.



- 3) Provide three examples from the last three years of career advising services provided to students and one example of career advising provided to an alum/a. For each category, indicate the number of individuals participating.

**Career Advising Examples with Dr. Ramona Stone:** For example, Alyson Marsden (who was a current Community Health student at the time) reached out to Dr. Stone for advice on how to go about obtaining a research position at a university or other type of agency. Likewise, Dr. Stone time spent developing a timeline to publish GA research even after Alyson would graduate from our program.

**Career Advising Examples with Dr. Harry Holt:** Dr. Holt provided career counseling to a HCM student regarding the next steps they should pursue in the areas of health care consulting, administrative fellowships, management positions, or promotion with their current employer. He provided lessons learned from his own professional journey and recommendations based on the priorities expressed by the student. Dr. Holt also provided academic and career counseling to a HCM Alum as they pursued their next steps in the area of professional education. The Alum was interested in pursuing a PhD degree at a major research institution. Dr. Holt shared lessons learned in his academic journey and strategies for securing a 100% funded position along with research collaboration from colleagues.

**Career Advising Examples with Dr. Stacie Metz:** Dr. Metz is a strong proponent with students and alumni in the area of career advisement and mentorship. She meets with students and alumni in-person, via LinkedIn and Zoom to discuss options in pursuing post-MPH doctoral or fellowship programs and brainstorming possible interview questions for jobs and post-MPH programs. She intentionally reaches out to students or alumni to applaud any personal or professional accomplishments and offers to connect in multiple ways through LinkedIn conversations, phone, Zoom, or face-to-face. This intentional connection via LinkedIn or other social media is helpful at building rapport and making it less stressful to reach out when they need mentorship or collegial guidance.

The first example is with a current Accelerated BS Public Health to MPH-Community Health student who is also an underrepresented student. The student expressed interest in gaining guidance on how to narrow down her ideas for both the practicum and future employment. Dr. Metz and the student collaboratively brainstormed ideas inclusive of using the WCU MPH Community LinkedIn to find job announcements or events that resonate with her values and interests. They discussed courses and populations of interest that stood out to her. By sharing her own professional journey, Dr. Metz reassured her that career exploration is a process and that she is not alone in the process even after she graduates. Since she expressed interest in exploring campus wellness promotion work, Dr. Metz forwarded her announcements from the WCU Office of Wellness Promotion for a 2023-24 GA position and part-time job opportunities. Dr. Metz also encouraged her to serve as a volunteer exhibitor for the November Health & Wellness Expo on campus.

Another example of career advising and mentorship includes Bonnie McIntosh, MBA, MPH, CHES® who was an underrepresented MPH student. Dr. Metz served as Bonnie's mentor during her MPH program in the late 2000's and ever since. They periodically talk about a range of academic and career pathways and work-life balance. Previously, they discussed different master's degree programs to strengthen her ability to effectively run her health consulting business. At that time, she decided to pursue the MBA with Dr. Metz authoring a recommendation letter. In 2019-20, she shared interest in moving into academia and pursuing online doctoral studies. Dr. Metz and Bonnie discussed options and upon accepting the invite for an interview at Rochester University in Michigan, Bonnie asked about possible interview questions unique to academia. Dr. Metz provided her with a list of possible questions and links to resources. She accepted that position and is now Assistant Professor and Program Chair for Health Care Management in the School of Business. More recently in 2021-22, Dr. Metz authored doctoral program recommendations. In May 2022, Bonnie was accepted into the online DHSc Leadership in Clinical Practice & Education Program at George Washington University. Dr. Metz looks forward to inviting her to serve as a panelist in a future Cultivate Leadership & Drive Change virtual event.

4) Provide data reflecting the level of student satisfaction with career advising during each of the last three years. Include survey response rates, if applicable.

As previously shared, our MPH Exit Survey asks students about their level of satisfaction with career advising, using a 4-point scale – *Program provided adequate opportunities for career planning*. Data shows that we met our 80% or higher goal of agreement to this item with an average across past three year of 85.7%. However, during the 2019-2020, only 69.2% of the graduates agreed that the program provided adequate opportunities for career planning. These data and stakeholder input informed the Program Director’s MPH Professional Development Series starting in Fall 2020.

The MPH Exit Survey data for the most two recent years showed significant improvements: 83.3% (2020-2021) and 97.8% (2021-2022). As shown in the table below, our program experienced significant improvements in academic advising, career planning, student engagement, and in the communication between faculty/staff and students. Survey data serve as evidence of the efforts made by our department for be intentional about student success through collective student-centered attitudes and behaviors.

	2019-2020	2020-2021	2021-2022	Overall
Program faculty were engaging in their instruction	80.8%	85.4%	100.0%	89.9%
Program faculty were available	92.3%	85.4%	100.0%	92.4%
Program provided adequate opportunities for academic advisement	76.9%	89.6%	100.0%	90.8%
Program provided adequate opportunities for career planning	69.2%	83.3%	97.8%	85.7%
I knew who to reach out to when I had a question about the program	73.1%	85.4%	97.8%	87.4%
I felt comfortable reaching out to faculty/staff with questions about the program	80.8%	85.4%	100.0%	89.9%
Program articulated general program policies in a clear manner	80.8%	89.6%	100.0%	91.6%
Program provided opportunities for feedback re: quality improvement	80.8%	89.6%	100.0%	91.6%
Library resources at the university were appropriate	92.3%	89.6%	95.6%	92.4%
Program integrated technology into the learning process that worked well	84.6%	91.7%	95.6%	91.6%

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

**Strengths:** The university and MPH Program provide accessible and supportive career advising services for students. Students have access to qualified faculty and staff who are actively engaged, knowledgeable about the workforce and sensitive to professional development needs. The university and MPH Program offer a range of services and resources. Efforts have been made to connect with alumni more intentionally through the WCU MPH Community LinkedIn and to invite alumni to present in and attend our professional development events. Many career and professional development events at the university and in our program are virtual in order to accommodate the working professional student. MPH faculty hold leadership roles in PA Public Health Association, Healthcare Leadership Network of Delaware Valley, and PA Society for Public Health Education in order to better connect students and alumni to professional associations and their offerings.

**Plans for Improvement:** We continue to work with the Career Development Center staff on ways to develop highly relevant career development opportunities specific to graduate students at different points in their career. Career planning will be added as an agenda item of an upcoming MPH Committee Meeting.

### H3. STUDENT COMPLAINT PROCEDURES

The program enforces a set of policies and procedures that govern formal student complaints/grievances. Such procedures are clearly articulated and communicated to students. Depending on the nature and level of each complaint, students are encouraged to voice their concerns to program officials or other appropriate personnel. Designated administrators are charged with reviewing and resolving formal complaints. All complaints are processed through appropriate channels.

- 1) Describe the procedures by which students may communicate complaints and/or grievances to program officials, addressing both informal complaint resolution and formal complaints or grievances. Explain how these procedures are publicized.

WCU and the MPH Program wish to ensure transparency and fairness in student complaint processes. Policies, procedures, and mechanisms to communicate complaints and/or grievances are communicated to students in the program orientation/welcome, student handbook, university graduate catalog, and reiterated at Fall/Spring virtual group advising sessions. The recorded program orientation and virtual group advising sessions are recorded and posted to the MPH Program informational D2L site. This information is also provided in the MPH Advising FAQ document as a reference to faculty academic advisors and other MPH faculty. Importantly, the university recently designated a trained Student Ombudsperson to educate students about policies, procedures, and protocols to empower them to address issues, concerns, conflicts, and discrepancies in an efficient, timely, and private manner.

The MPH Program Director and Graduate Coordinator is readily available to students to provide guidance on communication mechanisms, policies, and procedures on how to formally file a complaint or grievance. With prior Graduate Coordinator experience, Dr. Metz is highly familiar with the policies and procedures. Importantly, she provides support and reassurance throughout any complaint/grievance process and frames this process as an educational opportunity for professional development and empowerment. If a complaint or grievance involves Dr. Metz, our communication procedure would encourage the student to seek guidance from their advisor or Track Coordinator and/or the Department Chair.

#### **General Faculty/Student Communication Procedures**

As noted in our MPH Student Handbook, the MPH Program outlines communication mechanisms, policies, and procedures to communicate academic complaints/grievances.

The MPH faculty maintains open lines of communication with students. Faculty and advisors are available to assist students with course selections, career advice and guidance for improving academic performance. The MPH faculty understands that students at the graduate level have commitments outside of the classroom including family and employment responsibilities. If problems arise, we prefer that student be proactive and work with course instructors and advisors to resolve issues/problems as soon as possible. We ask that students follow these guidelines for effective faculty/student communication in the MPH Program.

Student Issues Within Courses. At times, a student may have an issue within a course that needs to be resolved so the student can move forward. If a student is having issues or problems in a particular course, we ask that the student meet with the course instructor to resolve the issue. Students may wish to seek support and guidance from the MPH Program Director/Graduate Coordinator. If the issue is not resolved after discussion with the course instructor, the student and course instructor will meet with the MPH Program Director/Graduate Coordinator. If the issue is not resolved at this point, a meeting will be arranged with the Department Chair, the MPH Program Director/Graduate Coordinator, the course instructor, and the student.

Student/Director/Chair Communications. The MPH Program Director/Graduate Coordinator and Department Chair are available to meet with students to discuss issues/problems if they cannot be resolved through the course instructor or academic advisor. We ask students 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/Graduate Coordinator and finally the Department Chair. The easiest way to contact the MPH Program Director/Graduate Coordinator or the Department Chair is through email.

### **Academic Grievances and/or Complaints**

MPH Program Completion. The program at West Chester University is 46-credit hour MPH degree. To be eligible to receive a graduate degree, graduate students must complete all required courses and achieve the minimum number of 46 credits with a minimum cumulative GPA of 3.0. All requirements for the master's degree including course work and the Applied Learning Experience I and II must be completed **within six years of admission into the MPH Program**. It is important to note that MPH Track advising sheets offer recommended course rotations to complete the degree within two or three years. Students have the option of taking one course a semester, but this may jeopardize the ability to complete the program within the six-year time limit.

To request an extension to the six-year period, students can submit an electronic Petition for Exception to Graduate Policy (located on the student's myWCU home page) to the Graduate School. Students identify the policy to which the exception is requested, a narrative explanation of the reason, and any supporting documentation. Petitions are reviewed by four separate individuals: (1) Program Graduate Coordinator (Dr. Metz), (2) Department of Health Chair (Dr. Brenner), (3) Associate Dean (Dr. Gunter), and (4) Graduate School Dean or Designee. The Graduate School emails the decision and any conditions to the student and Graduate Coordinator. Students who wish to discuss the petition decision are encouraged to contact the Graduate Dean.

Academic Probation/Dismissal. Graduate students whose cumulative grade point average falls below 3.00 will be placed on academic probation. Graduate students must raise their GPA to 3.00 by the end of the next semester (or full summer term) in which they register. An additional probationary semester may be granted at the discretion of the graduate dean. If a student fails to meet the conditions of academic probation, they will be dismissed. Graduate students earning a cumulative GPA of 2.00 or lower will be dismissed from their graduate program without a probationary period. Graduate students admitted provisionally who fail to meet the provisions of admission are subject to dismissal. Graduate students on academic probation are not eligible for graduate assistantships. Students holding graduate assistantships who fail to maintain a 3.00 cumulative GPA will have their assistantships revoked or will not have them renewed. This policy includes courses taken during summer sessions. Departments also may stipulate higher academic standards for maintaining assistantships.

A graduate student earning an F grade in any course will be dismissed. An F earned at West Chester University may not be made up at another institution of higher learning for the same course. Students dismissed from the university may apply for re-admission by submitting the Graduate School's Petition for Exception to Graduate Policy. The online submission form is available on student's myWCU home site. Students are encouraged to seek support and guidance from their academic advisor and the MPH Program Director/Graduate Coordinator. Grades earned during summer sessions count the same as grades earned during the academic year. All grades recorded determine the student's academic standing, even if a student changes degree program. Students dropped from a graduate program due to unsatisfactory work will not be permitted to take courses for credit towards a graduate degree in that department beyond the semester in which they are dropped.

Course Repeat Policy. Graduate students may repeat up to two courses, which are being applied to their degree. Courses may be repeated only once. Both grades earned for a course will remain on the student's record; however, the most recent grade (whether it is higher or lower) will be used in the GPA calculation. This policy also applies to courses taken at the undergraduate level and applied to the graduate degree or certificate program or taken as a prerequisite for the program (such as WCU MAT 121 Statistics). Students may submit a petition to request a third course repeat.

Grade Appeal process The Grade Appeals Policy applies only to questions of student evaluation. Since appeals involve questions of judgment, the Grade Appeals Board will not recommend that a grade be revised in the student's favor unless there is clear evidence that the final grade awarded for the class was based on prejudiced or capricious judgment or was inconsistent with official University policy. Please refer to the Academic Integrity Policy for cases where the grade appeal involves a grade given for academic dishonesty. Grades are awarded by the faculty member of record and can only be changed by said faculty member, unless the Provost directs otherwise following the outlined procedure.

Academic Integrity Policy. Any situation involving a violation of academic integrity is of major concern to the University. Faculty members preserve and transmit the values of the academic community through example in their own academic pursuits and through the learning environment that they create for their students. They are expected to instill in their students a respect for integrity and an understanding of the importance of honesty within their chosen profession. Faculty must also take measures to discourage student academic dishonesty. Commitment to maintaining and encouraging high standards of academic integrity is demonstrated in many ways. One way is through the establishment of policies and procedures governing violation of the standards of academic integrity. The following policies, procedures, and definitions are intended to help faculty meet these responsibilities.

First, the instructor has both the right and the responsibility to demand academic honesty of all students. A grade certifies both knowledge and a standard of academic integrity. It is essential that the instructors retain the right to set the minimum academic penalty for academic dishonesty in a course, subject to the appeal rights of a student. Second, cheating is not just a matter between an instructor and student in a specific course. While it is the right and duty of the instructor to set minimum penalties for dishonesty in a particular course, the University is responsible for the minimum standards of academic integrity and achievement on which degrees are based. It is the University that permits students to remain members of the academic community and finally certifies that students have attained sufficient academic credit and exhibited acceptable standards of conduct to entitle them to a degree. Third, students accused of academic dishonesty have the right to have their case heard in a fair and impartial manner, with all the safeguards available within the bounds of due process.

Violations of Academic Integrity standards of West Chester University fall into five broadly defined categories:

- **Plagiarism:** Plagiarism is the inclusion of someone else's words, ideas, or data as one's own work.
- **Fabrication:** Fabrication is the use of invented information or the falsification of research, information, citations, or other findings.
- **Cheating:** Cheating is an act or an attempted act of deception by which a student seeks to misrepresent their mastery of the information or skills being assessed. It includes, but is not limited to, using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Academic Misconduct:** Academic misconduct includes, but is not limited to, other academically dishonest acts such as tampering with grades; or taking part in obtaining or distributing any part of a test that has not yet been administered; or disrupting or interfering with the ability of others to complete academic assignments. It also includes violations of the Student Code of Conduct, as they relate to the academic environment.
- **Facilitating Academic Dishonesty:** Facilitating academic dishonesty includes helping or attempting to help another to commit an act of academic dishonesty.

- **Breach of Standards of Professional Ethics:** In certain degree programs, students will be instructed on and provided with that particular profession's code of ethics (e.g., the American Nurses Association Code for Nurses). Under some circumstances, if a student is found to have violated that professional code, that violation may be considered a breach of the Academic Integrity Policy.

### **Policies and Procedures for Other Grievances and/or Complaints**

Policies and procedures for other relevant student grievances and/or complaints are included on a central *WCU Student Right to Know* – [Student Complaint Process](#) site.

The MPH Program Director/Graduate Coordinator is well-aware of the various policies and points of contact if a student reports a grievance in the areas of Title IX, sexual harassment, affirmative action-equal opportunity, disabilities, ADA classroom accommodations, FERPA, student conduct, athletics, and public safety.

Information can be found in the following hyperlinks.

- [Student Conduct](#) (to report individual or group concerns)
- [Athletics](#) (would hear complaints through their Compliance Coordinator)
- Public Safety
  - [Feedback Form](#)
  - [Parking Ticket Appeal Form](#)
  - Criminal Activity: Complaints involving matters of a criminal nature, such as assault, battery, and theft should be directed to the University Police Department at 610-436-3311.
- [Office of Services for Students with Disabilities](#)
  - [ADA Classroom Accommodations Appeals Procedure](#)
- [Sexual Harassment](#)
- [Affirmative Action – Equal Opportunity](#)
- [Title IX](#)
- [Family Educational Rights and Privacy Act \(FERPA\)](#)

- 2) **Briefly summarize the steps for how a formal complaint or grievance is filed through official university processes progresses. Include information on all levels of review/appeal.**

WCU and the MPH Program desires to resolve student grievances, complaints, and concerns in an expeditious, fair, and amicable manner. If the complaint cannot be resolved through the University's local complaint and appeals processes, students may go to one of the WCU's state approval and licensing entities: PASSHE, PA Department of Education, or WCU's accreditor, the Middle States Commission on Higher Education. Below are procedures for more common academic grievances.

### **Grade Appeals Policy**

1. (a) A student must initiate an appeal in writing within 20 class days from the date of the decision or action in question. In case of an appeal of a final grade, the appeal must be filed no later than the first 20 class days of the term following the one in which the grade was received. This written appeal should be sent to the instructor who was awarded the grade in question. The appeal shall be reviewed by the student and the faculty member. They shall mutually attempt to resolve the appeal within five class days from the receipt.
 

(b) If the appeal is based on an interpretation of departmental or University policy, the student's academic advisor also may be present during the review process. In such a case, there shall also be a limit of five class days in which to resolve the appeal.

2. An appeal not resolved at Step 1 shall be referred in writing by the student within five class days after the completion of Step 1 to the chairperson of the department offering the course. If there is a departmental appeals committee, the problem shall be referred directly to it. The department chairperson or the departmental appeals committee shall normally submit a written response to the student within 10 class days following receipt of the written statement of the problem. A copy of this response also shall be provided to the instructor.
3. If no decision satisfactory to all parties (faculty member, student, and department chair or department committee) is reached at Step 2, the student may submit a written appeal to the dean of the college or school in which the problem originated. Such an appeal shall be made within five class days following the receipt of the written response of the department chairperson or the departmental appeals committee. The dean shall investigate the problem as presented in the written documentation, review the recommendation and provide, in writing, a proposal for the solution of the problem within 10 class days following its referral.
4. If a mutually acceptable resolution to the problem is not achieved at Step 3, the student may file an appeal with the Grade Appeals Board within five class days of the receipt of the written proposal from the dean. The request for an appeal must be submitted to the Vice Provost or, if appropriate, to the Dean of The Graduate School, who will convene the Grade Appeals Board as soon as possible, but no later than 15 class days after the receipt of the written request. For more information on composition of the Grade Appeals Board, see <https://catalog.wcupa.edu/graduate/academic-policies-procedures/grade-information/>.

#### **Petition for Exception to Policy Procedure**

Students who wish to petition for an exception to graduate policy are encouraged to complete and submit an electronic Petition for Exception to Graduate Policy (located on the student's myWCU home page) to the Graduate School. Dr. Metz is available to discuss the process and offer guidance in addition to the student's advisor. Students identify the policy to which the exception is requested, a narrative explanation of the reason, and any supporting documentation.

Petitions are reviewed by four separate individuals:

- (1) Program Graduate Coordinator (Dr. Metz),
- (2) Department of Health Chair (Dr. Brenner),
- (3) Associate Dean (Dr. Gunter), and
- (4) Graduate School Dean or Designee.

The Graduate School emails the decision and any conditions to the student and Graduate Coordinator. Students who wish to discuss the petition decision are encouraged to contact the Graduate Dean. Following the decision, the Graduate Coordinator and/or advisor offers guidance, support, or technical assistance.

The MPH Program Director/Graduate Coordinator is instrumental in providing reassuring guidance and support to students who are in the process of making an informal or formal grievance. An example of an email template to a student upon dismissal notice due to an F grade in a course is provided below:

Dear Student,

I hope this email finds you well. I have difficult news to share. Unfortunately, the grade of an F initiates an automatic dismissal from the program as noted in the Graduate Catalog's Academic Standing/Probation/Dismissal Policy. I am here to support you in the next steps. I also Cc'd your advisor for additional support.

Below are two options you may wish to consider.

1. **Initiate a formal grade appeal** if you believe that the final grade awarded was based on prejudiced or capricious judgment or was inconsistent with official West Chester University policy. The WCU policy for grade appeals can be found here. You would start with Step 1.
2. **Submit a Petition for Exception to Graduate Policy** requesting to be reinstated in the MPH program and repeat the course in Fall 2022.
  - a. Open the online petition form. Petitions are now located on your own myWCU front page. Review these instructions to locate & complete the petition: [https://www.wcupa.edu/admissions/SCH\\_DGR/documents/GraduatePetition\\_Student.pdf](https://www.wcupa.edu/admissions/SCH_DGR/documents/GraduatePetition_Student.pdf).
  - b. Instructions for the Petition include:
    - i. Fully enter your contact and program information
    - ii. Under **Petition/Policy to which exception is requested**: Reinstatement following dismissal and the opportunity to repeat the course
    - iii. Under **Reason for Petition** include a professional, detailed rationale for your request that includes:
      - i. rationale and description of factors impacting your performance,
      - ii. concrete plan for future success when repeating the course (with a minimum of 3-4 ideas on how to improve your performance; what will you do differently – possible examples include reducing course load when retaking the course, taking the in-person -80 version of the class, time reallocation; working on assignments the day after class, setting up weekly appts with GA or course instructor, etc.), and
      - iii. any other information you wish to provide.
      - iv. NOTE: You can also attach your *Reason for Petition* as a separate professionally written Word document.
    - iv. Submit
  - c. Petitions are reviewed by four separate individuals: myself as your Graduate Coordinator, Department Chair, Dean, and Graduate Dean. The Graduate Dean will inform you and I of the decision after the full review. The process usually takes approximately 2-3 weeks.

I hope this email provides you with clear options on how to proceed. I am available to brainstorm with you as to what option may be best. My available days/times include: -----.

I look forward to supporting you,

Dr. Stacie Metz



## Academic Integrity Policy

Faculty are responsible for determining the grades earned by students enrolled in their courses, and they are the first step in determining if a violation of academic integrity has occurred. They are also the first individuals to determine what penalty should be levied. A faculty member responsible for assigning final grades in a course may acquire evidence, either directly or through information supplied by others, that a student violation of academic integrity may have occurred. After collecting the evidence available, the faculty member will meet with the student to present the evidence of an alleged violation and request an explanation.

If the faculty member accepts the student's explanation, no further action is taken. If the faculty member determines that a violation has occurred, the faculty member informs the student, within five class days of their decision, using the appropriate form, of the penalty that will be imposed. The faculty member will also inform the student of their rights to file an appeal within 10 class days of the faculty member's decision.

Once a faculty member has charged a student with academic dishonesty, the student may not withdraw from the course to avoid a grade penalty or to prevent the filing of the Report of Violation of Academic Integrity. Any student who withdraws from a course before the charge is made may be re-registered for the course so that appropriate action can be taken.

The faculty member fills out and forwards a copy of the Report of Violation of Academic Integrity, together with any additional supporting documentation, to their department chairperson. In departments that have a departmental Academic Integrity Board, the faculty member will forward the information to the departmental board. The department chair (or chair of the departmental board) will forward the information to the Dean of The Graduate School. If the faculty member is the department chair and there is no departmental board, the report will be sent directly to the Dean of The Graduate School.

The report includes:

- The nature of the charge/evidence against the student
- A brief summary of the meeting with the student
- The faculty member's decision
- The right of appeal to the department chair (or departmental board)

If the student is subsequently found not guilty of the charge, the student may either

- Remain in the course without penalty, or
- Withdraw from the course regardless of any published deadlines

If the student is found guilty of violating the student Academic Integrity Policy, the student may not withdraw from the course and will receive the sanction imposed by the instructor or other academic authority.

Penalties. All acts of academic dishonesty violate standards essential to the existence of an academic community. Most offenses are properly handled and remedied by the faculty member teaching the course in which they occur. The penalties that may be assessed by the faculty member include the following:

- Completion of alternative work, with or without a grade reduction
- A reduced grade (including "F" or zero) for the assignment
- A reduced grade (including "F") for the entire course

A grade of "F" for the course, due to a violation of academic integrity, will result in automatic dismissal from the University. Students dismissed under these circumstances are considered ineligible for readmission to another academic program at West Chester University. Whatever the penalty, the report describing the incident and recording the decision will be kept by the Dean of The Graduate School until the student has graduated and the degree has been awarded. Individual departments may establish a "zero tolerance" policy for their majors. Students must be clearly informed of such a policy by those departments. The purpose of this record keeping is to ensure that students who violate the University's student Academic Integrity Policy a second time are dealt with appropriately. A second violation will result in automatic expulsion from the University.

- 3) List any formal complaints and/or student grievances submitted in the last three years. Briefly describe the general nature or content of each complaint and the current status or progress toward resolution.

The MPH Program tracks formal complaints/grievances. In the past two academic years (AY2020-21 and AY2021-22), the MPH Program and Graduate School have processed one grade appeal (1 in AY2020-21), and 0 formal complaints on MPH faculty/staff during AY2019-22.

Date	Formal Complaints and/or Student Grievances	Track	Status
6/8/2021	Grade appeal for ENV 530 in which NG converted to F	HCM	Grade appeal processed in favor of student; on track for graduation; Approved for Degree Candidacy

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

**Strengths:** Upon hire in July 2020, Dr. Metz created a mechanism to record all formal complaints/grievances in a central spreadsheet to facilitate monitoring and review of trends for proactive intervention. She identified and implemented ways to increase her visibility with students and promote greater consistency of general programmatic advising. She created multiple touch points from admission to graduation for students to learn about program/university policies/procedures and ways to advocate for themselves through formal and informal mechanisms. Formal mechanisms for grievance include petitions, grade appeals, student ratings of instructor, and communication procedures with instructor/advisor/graduate coordinator/chair, etc. The MPH Program encourages students to participate in quality improvement efforts by offering various means to give feedback – anonymous student feedback surveys, student focus groups facilitated by CAB/SAB, exit survey, student participation on the student advisory board and/or MPH Program committees, or communication to Dr. Metz or other faculty.

The trends in the Exit Survey reflect the success of this strategy (*ERFB2.2 Exit Survey*).

Exit Survey Items	2019-2020	2020-2021	2021-2022	Overall
I knew who to reach out to when I had a question about the program	73.1%	85.4%	<b>97.8%</b>	87.4%
I felt comfortable reaching out to faculty/staff with questions about the program	80.8%	85.4%	<b>100.0%</b>	89.9%
Program articulated general program policies in a clear manner	80.8%	89.6%	<b>100.0%</b>	91.6%
Program provided opportunities for feedback re: quality improvement	80.8%	89.6%	<b>100.0%</b>	91.6%

#### H4. STUDENT RECRUITMENT AND ADMISSIONS

The program implements student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

- 1) Describe the program's recruitment activities. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each.

The MPH Program is focused on the recruitment of a diverse student body who we can prepare to best meet the public health workforce needs of the region. We have a student-focused recruitment strategy. This engagement includes monthly virtual sessions for prospective and newly admitted students to obtain information, speak with faculty, and receive support with the admissions process. We collect the names and contact information of each prospective student who has expressed interest in the program and launch targeted campaigns to engage with students and promptly respond to all questions. Dr. Metz facilitates connections of prospective or newly accepted students with current or recently graduated students. Recruitment strategies include:

##### **Virtual Recruitment**

We are actively utilizing Google search engine optimization (SEO), Facebook and Instagram Meta for digital lead generation and strategic SEO. SEO is one of the most important components of website optimization. The method not only focuses on getting different pages of our website to rank highly in the SERPs for keywords, but also makes it easier for prospects to find West Chester University as easily as possible. On-page optimization is another important factor. This strategy makes sure that visitors to our website have the best possible user experience, encouraging them to request more information and apply to our programs.

Additionally, the MPH Program markets through the website (<https://www.wcupa.edu/HealthSciences/health/mph/>) featuring a mechanism to request additional information and contact our Assistant Director of Graduate Enrollment MaryEllen Stephens. The program also maintains three active social media sites. The MPH Program Director manages the WCU MPH Community LinkedIn (<https://www.linkedin.com/groups/6531281/>) in which she highlights career and professional development opportunities especially those shared by WCU MPH alumni. The MPH Student Advisory Board maintains the WCU MPH Instagram (<https://www.instagram.com/wcumph/>) where relevant student programming or resources are shared. The MPH Program Graduate Assistant manages the WCU MPH Facebook (<https://www.facebook.com/WCUmph/>) account and shares relevant student opportunities and features student, alumni, and faculty accomplishments. The MPH Program Director and Assistant Director of Graduate Enrollment both field questions from prospective students via email and phone and subsequently invite individuals to join Prospective Student Virtual Chats on 1<sup>st</sup> Mondays.

##### **Pipeline Programming with the Newly Approved Accelerated BS Public Health to MPH Program**

The new Accelerated BS Public Health to MPH program benefits students due to the financial savings and the supportive bridge between programs. To provide transitional support, BS Public Health and MPH faculty member, Dr. Erin Knight, started serving as the formal academic advisor in Fall 2022 for accelerated students. Part of this role includes recruitment and marketing. She will be serving as their advisor from accelerated application approval to MPH graduation.

##### **Monthly Lunchtime MPH Coffee Chats with Prospective and Newly Accepted Students**

These monthly chats were instituted in Fall 2020 to provide another means to build rapport and a supportive network prior to enrollment. When available, current students attend along with the MPH Program Director and the Assistant Director of Graduate Enrollment.

### Recruitment Event Participation

The Assistant Director of Graduate Enrollment participates in a number of recruiting events (in-person and virtual) for the MPH program (*ERFH4.1 Recruitment Events*). Additionally, the MPH Program Director attends all WCU Graduate Open House recruiting events.

### Diversity recruitment efforts for students

The university and Graduate School support our mission to increase access, retention, and success of students from underrepresented groups. These supportive entities include the College of Health Sciences' Assistant Director of Graduate Enrollment, Graduate School Dean and personnel, Graduate Council, and the Office for Diversity, Equity, and Inclusion.

**Targeted program recruitment visits with the two historically Black colleges and universities in Pennsylvania (Cheyney University and Lincoln University).** For instance, Dr. Metz collaborated with MPH alumni Dr. Aqeel Dix (former Assistant Professor at Lincoln University in 2021) to coordinate and hold a virtual WCU MPH event with current MPH students, the Assistant Director of Graduate Enrollment, and the MPH Program Director. In addition, the Assistant Director of Graduate Enrollment attends regular campus recruitment fairs at Lincoln and Cheyney University.

**Targeted Latinx student enrollment.** During Academic Year 2022-23, the Assistant Director of Graduate Enrollment will internally disseminate flyers for the Accelerated BS Public Health to MPH and MPH programs to the Latin American Student Organization (LASO) and Spanish Club. Due to the higher percentage of students identifying as Latinx, the Community College of Philadelphia (15% Latinx) and the Northampton County Area Community College (23% Latinx) will be targeted to disseminate tailored communication about our new Accelerated BS Public Health to MPH program.

- 2) Provide a brief summary of admissions policies and procedures. If these differ by degree (e.g., bachelor's vs. graduate degrees), a description should be provided for each. Detailed admissions policies, if relevant, may be provided in the electronic resource file and referenced here.**

### Admissions Policies

The Graduate School's admissions site includes all policies and procedures ([https://www.wcupa.edu/admissions/SCH\\_DGR/admissions.aspx](https://www.wcupa.edu/admissions/SCH_DGR/admissions.aspx)). Specifically, this site includes the description of the **Nondiscrimination/Affirmative Action Policy**, in which WCU is committed to providing leadership in extending equal opportunities to all individuals. WCU does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs, or other University-administered programs or in its employment practices. WCU is required to comply with all Title IX, the Clery Act, and Campus SaVE requirements in order to provide safe and equitable opportunities for all students. Questions or complaints regarding this policy statement are directed to Lynn Klingensmith, Social Equity Director/Title IX Coordinator.

### Admissions Requirements

#### **MPH applicants are required to submit the following materials for review:**

1. A completed West Chester University Graduate School [online application](#).
2. 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.

**NOTE:** In addition to standard admissions requirements, **international applicants** follow other admission requirements as noted on the International Graduate Student Admission site: [https://www.wcupa.edu/admissions/SCH\\_DGR/intlgradstudents.aspx](https://www.wcupa.edu/admissions/SCH_DGR/intlgradstudents.aspx). These include:

- Applicants are required to submit evidence of English Language Proficiency. This may be done through submission of TOEFL score (minimum of 80), IELTS academic test score (minimum of 6.5), Duolingo English Test (scores 105+), or completion of an English Language Service (ELS) program. WCU's institution code is 2659.
    - TOEFL, IELTS, or Duolingo English test scores are not required if you graduated from a U.S. Institution with a bachelor's or master's degree and have provided WCU with an official copy of your transcript showing a degree has been awarded.
    - TOEFL, IELTS, or Duolingo English test scores are not required from those living in the following countries.
    - ELS - an applicant must submit proof of completion of ELS level 112 (Intensive English for Academic Purposes)
  - International transcripts are required to be evaluated. International applicants are required to submit a course by course evaluation by either World Education Services or another member of the National Association of Credential Evaluation Services foreign educational credential evaluation services. An earned bachelor's degree is required for admission into a master's program. Degrees awarded must meet United States degree equivalency standards.
  - If an international applicant requires a student visa, students are required to indicate this on the application form. If the international applicant is already in the United States, they are required to supply a copy of the current visa. If they are currently attending another university on an I-20, they will need a new I-20 document for WCU (transfer).
  - International students must be able to verify their ability to meet all educational and living expenses before a U.S. Immigration Form (I-20) can be issued by West Chester University. Detailed information on proof of financial support can be obtained through the Global Engagement Office. This proof is not required until after formal acceptance.
3. One official copy of academic records (transcripts) from every college and university attended (except West Chester University).
  4. 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.
  5. A written statement of professional goals
  6. Two letters of recommendation from persons who know the applicant in an academic or professional capacity.

### Specific Admissions Requirements for Accelerated BS Public Health to MPH Program

Current undergraduate BS Public Health students are eligible for provisional admission with junior standing (60 credits) and a cumulative grade point average of 3.00. Students will substitute up to 13 credits of graduate Public Health courses for undergraduate requirements, subject to the guidelines in the below table. Current BSPH students who meet the eligibility requirements can apply online through their myWCU portal. The online application for the Accelerated BSPH to MPH program requires MPH track of interest and a written statement of professional goals.

<b>Public Health Electives</b>		
Up to 12 credits of public health electives will be replaced by the following:		
<a href="#">HEA 520</a> or <a href="#">HEA 526</a>	Public Health Epidemiology Biostatistics for Public Health	3
<a href="#">ENV 530</a>	General Environmental Health	3
<a href="#">HEA 516</a>	Health Care Management	3
<a href="#">HEA 632</a>	Social and Behavior Aspects of Public Health	3
<b>Free Electives</b>		
1 credit of free electives can be replaced with the following:		
<a href="#">HEA 503</a>	Foundations of Public Health	1

## Admissions Timeline

The MPH graduate program allows for **rolling admissions with some exception for International Students**. The MPH program accepts students for a Fall or Spring start. Admission is on a space-available basis for applicants who meet all admission requirements. **International Student Applications** and supporting documents must be submitted to The Graduate School no later than June 15 for admission the following fall semester, and November 15 for admission the following spring semester.

## Application Review

The Graduate School collects application materials as they are received from prospective students. When a student's file is complete, the application is sent to the Graduate Coordinator for review in the SLATE online platform. The Graduate Coordinator requests a secondary review of any application in which the undergraduate GPA is lower than 2.8. The secondary reviews are conducted by the respective Track Coordinator or a designee. Graduate admission decisions are rendered using multiple criteria that includes an evaluation of college transcripts, letters of recommendation, an applicant's goal statement, and a resume/CV. The Graduate Coordinator submits a decision in SLATE and the Graduate Dean or designee reviews and subsequently processes the official Graduate Dean decision.

Accelerated BSPH to MPH Program online applications are reviewed by the Accelerated Program Advisor (Dr. Erin Knight), Department of Health Chair (Dr. Jim Brenner), MPH Graduate Coordinator (Dr. Stacie Metz), and the Graduate Dean or designee.

## Notification of Admission

Applicants are notified of acceptance or rejection of their applications by the Graduate School via email and mail. Students with any questions are asked to contact the Graduate School. Applicants who are notified of their acceptance are asked to contact the Graduate Coordinator for guidance.

## MPH Program Director Welcome

Applicants who are notified of their acceptance are sent a welcome email from the program. Dr. Erin Knight also emails Accelerated BS Public Health to MPH students (from all tracks).

## Matriculation Deposit

All newly accepted students are required to pay a \$100 matriculation deposit as proof of intention to enroll. This is a nonrefundable tuition deposit that will be credited to the student's account upon enrollment. The Graduate School reserves the right to cancel a student's admission if they fail to submit a deposit prior to enrollment. Accelerated BS Public Health to MPH students are not required to pay a deposit.

- 3) Provide quantitative data on the unit's student body from the last three years in the format of Template H4-1, with the unit's self-defined target level on each measure for reference. In addition to at least one from the list that follows, the program may add measures that are significant to its own mission and context.**

<b>Outcome Measure</b>	<b>Target</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Percentage of underrepresented students accepting offers of admission	35%	Met 45.4%	Met 42.9%	Met 43.5%

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

**Strengths:** The MPH Program implements student recruitment and admissions policies and procedures designed to locate and select qualified and diverse individuals capable of engaging in learning activities and developing competence for a productive career in public health.

**Plans for Improvement:** We had the opportunity to work with a consulting firm to improve our virtual recruitment strategy. We look forward to monitoring the results and refining our strategy. We also will be conducting a survey or listening session at the end of this academic year to elicit feedback from our Accelerated BS Public Health to MPH students for quality improvement purposes.

## H5. PUBLICATION OF EDUCATIONAL OFFERINGS

Catalogs and bulletins used by the program to describe its educational offerings must be publicly available and must accurately describe its academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements. Advertising, promotional materials, recruitment literature and other supporting material, in whatever medium it is presented, must contain accurate information.

- 1) Provide direct links to information and descriptions of all degree programs and concentrations in the unit of accreditation. The information must describe all of the following: academic calendar, admissions policies, grading policies, academic integrity standards and degree completion requirements.

- Academic Calendar: <https://www.wcupa.edu/registrar/calendar/>
- Admissions Policies:
  - Graduate School Admissions Policies:  
[https://www.wcupa.edu/admissions/SCH\\_DGR/admissions.aspx](https://www.wcupa.edu/admissions/SCH_DGR/admissions.aspx)
  - MPH Website Admission Requirement:  
<https://www.wcupa.edu/healthSciences/health/MPH/admissionRequirements.aspx>
- Graduate Catalog: <https://catalog.wcupa.edu/graduate/academic-policies-procedures/> (NOTE: *Graduate Catalog modifications were sent to Graduate School in February 2023*)
  - Grading policies: <https://catalog.wcupa.edu/graduate/academic-policies-procedures/grade-information/>
  - Academic integrity standards: <https://catalog.wcupa.edu/graduate/academic-policies-procedures/academic-integrity/>
  - Degree completion requirements: <https://catalog.wcupa.edu/graduate/academic-policies-procedures/graduation-degree-requirements/>
  - Academic Department of Health: <https://catalog.wcupa.edu/graduate/health-sciences/health/#text>
- MPH Website: <https://www.wcupa.edu/healthSciences/health/MPH/>
  - MPH Student Handbook:  
<https://www.wcupa.edu/healthSciences/health/MPH/studentResources.aspx>
  - MPH Community Health:  
<https://www.wcupa.edu/healthSciences/health/MPH/communityHealth.aspx>
  - MPH Environmental Health:  
<https://www.wcupa.edu/healthSciences/health/MPH/environmentalHealth.aspx>
  - MPH Health Care Management:  
<https://www.wcupa.edu/healthSciences/health/MPH/healthCareManagement.aspx>