

REVIEW FOR ACCREDITATION
OF THE
MASTER OF PUBLIC HEALTH PROGRAM
AT THE
WEST CHESTER UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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SITE VISIT TEAM:

Cheryl Lackey, MPH, CHES, Chair
Sara S. Plaspohl, DrPH, CHES, CIM, CIP

SITE VISIT COORDINATOR:

Michelle Bell, EdD

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Master of Public Health Program at West Chester University. The report assesses the program's compliance with the *Accreditation Criteria for Public Health Programs, amended June 2011*. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation, and a visit in October 2015 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the program and verify the self-study document.

The institution's campus is located in the borough of West Chester in Chester County Pennsylvania, 25 miles west of Philadelphia. West Chester University (WCU) is one of the four-year state-owned higher education institutions in the Commonwealth of Pennsylvania established in 1983 by the Pennsylvania legislature "to provide high quality education at the lowest possible cost to students." Institutional presidents, institutional councils of trustees, and a central Office of the Chancellor and Board of Governors preside over the university. The university is the fourth largest in southeastern Pennsylvania and the largest in the state of Pennsylvania system. WCU offers more than 100 undergraduate and graduate programs. The university enrolls over 16,500 students and approximately 2,400 of those are graduate students, primarily from Pennsylvania, Delaware, New Jersey and Maryland.

The MPH program is located within the Department of Health in the College of Health Sciences at WCU. The college also houses the departments of communication sciences and disorders, kinesiology, sports medicine, nursing and nutrition. The Department of Health includes the master's of education program and four graduate certificates in emergency preparedness, health care management, integrative health and gerontology. The MPH program offers four tracks in community health, health care management, environmental health and nutrition. In addition, the program offers a fast track program for senior undergraduates to enroll in up to 12 credits of graduate courses that may count toward undergraduate or graduate credit.

The program has been accredited by CEPH since 2003. The last review in 2014 resulted in a probationary accreditation extending until December 31, 2015 before which the program was required by CEPH to submit a self-study document and schedule a site visit.

Characteristics of a Public Health Program

To be considered eligible for accreditation review by CEPH, a public health program shall demonstrate the following characteristics:

- a. The program shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education or its equivalent in other countries.
- b. The program and its faculty and students shall have the same rights, privileges and status as other professional preparation programs that are components of its parent institution.
- c. The program shall function as a collaboration of disciplines, addressing the health of populations and the community through instruction, research and service. Using an ecological perspective, the public health program should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem solving and fosters the development of professional public health values.
- d. The public health program shall maintain an organizational culture that embraces the vision, goals and values common to public health. The program shall maintain this organizational culture through leadership, institutional rewards and dedication of resources in order to infuse public health values and goals into all aspects of the program's activities.
- e. The program shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. At a minimum, the program shall offer the Master of Public Health (MPH) degree, or an equivalent professional degree.
- f. The program shall plan, develop and evaluate its instructional, research and service activities in ways that assure sensitivity to the perceptions and needs of its students and that combines educational excellence with applicability to the world of public health practice.

These characteristics are evident in the MPH program at West Chester University. The Middle States Commission on Higher Education accredits the university. The MPH program is under review for accreditation by CEPH following probationary status. The MPH program faculty are under the same collective bargaining agreement and with the same rights, privileges and status as other university faculty. Students also have the same rights, privileges and status as other university students.

The program has ample human, physical, financial and learning resources to provide the core areas of basic knowledge in public health. The program offers the MPH professional degree in four elective tracks, and encourages interdisciplinary work by leveraging the faculty's diverse expertise in public health or closely related fields. This diversity enables the program to give students exposure to different aspects of the public health workplace. The program's environment encourages the embodiment of their articulated values.

The MPH program has the support and encouragement of the university as it increases its enrollment. The program continues to develop new evaluation tools and mechanisms to ensure educational excellence and public health service to local, regional, state and international concerns beyond its borders.

1.0 THE PUBLIC HEALTH PROGRAM.

1.1 Mission.

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

This criterion is met. The mission, goals, objectives and values of the MPH program were developed as part of the last self-study process conducted in 2013. The MPH Program Committee agreed that the mission, goals and values continue to be relevant and accurately reflect the roles of students, faculty, administration and the community. In addition to the MPH Program Committee, the Community Advisory Board (CAB) and the Student Advisory Board (SAB) provided reviews and comments as part of the current self-study process, and concurred with the decision not to make any changes other than removing references to the Integrative Health Track, which has been discontinued.

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

The program identifies eight core values, which guide all aspects of its work:

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

The program identified three goals in the areas of teaching, research and service that will support accomplishment of the program's mission and the overall goals of the university's strategic plan. Each goal has two or three objectives, which include specific measures that are tracked and monitored to assure that the program is accomplishing those objectives. In addition, the program has included specific goals and objectives in the areas of fiscal resources, diversity of faculty and students, faculty and other resources and faculty qualifications. Measures specified to assess accomplishment of the objectives are measurable and can be tracked through the proposed methods of collecting data in place within the program and its academic tracks.

The mission, values, goals and objectives are reviewed and revised as needed with a comprehensive review at least every two years through the MPH Program Committee, the Community Advisory Board and the Student Advisory Board. The next formal review is scheduled for spring 2016. The mission, goals, values and objectives are made available to students, faculty, administration and the general public through the MPH website, in the MPH student handbook and in the Applied Learning Experience (ALE) I and II Guidelines.

1.2 Evaluation and Planning.

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

This criterion is met with commentary. The self-study document provides a detailed listing of the evaluation plans for all the MPH program goals and objectives. The table is divided into sections each addressing in detail the education, research and service objectives as well as the fiscal resources, diversity, faculty and other resources and faculty qualifications objectives that are monitored by the program. For each objective, the table provides information on the outcome measure being used to assess the objective, the source of data to be used, specific points in time during the year when the data will be collected, who will be responsible for data management and details on where the data will be reported. An action section for each measure, provides information about why the measure is being tracked, other data it relates to and all reports in which the data will be included. Program administration, faculty and other constituents can access the reports referenced as needed to review the data.

Data collected on the goals and objectives is compiled and used by the MPH program in a number of ways. One primary source is the MPH Annual Report that is compiled by the program director during the summer for the most recent academic year. The report documents the MPH program activities and includes all data pertaining to the program. The report was completed for the first time in the summer 2015. The report was then disseminated to all MPH program constituents, including university administration and student, alumni and community representatives. The program plans to provide the report at the first faculty meeting each fall for program review and any needed action.

MPH assessment coordinators developed a Desire to Learn (D2L) MPH program assessment site tailored to facilitate efficient storage and dissemination of data from various program and committee reports noted in the evaluation plan for annual faculty review. The MPH program uploads reports on core and track course grades, core and track post-course surveys, student exit surveys, alumni surveys, employer surveys and ALE site supervisor student evaluation summary reports. This site also provides the means for track coordinators to submit annual feedback on assessment reports for review by the MPH assessment

coordinator and program director. It is anticipated that the D2L site will eventually store updated faculty CVs, committee meeting minutes and other relevant assessment and program materials.

Standing committee chairs submit to the program director relevant assessment reports detailing the committee's accomplishments, areas that need improvement and action plans. The program director, assessment coordinator and support staff also complete program reports that include administrative data such as admissions, fiscal and faculty resources, diversity and workforce development. A summary of all of these reports is included in the MPH Annual Report. Data from the D2L site are used in deciding on recommendations for action during the annual review with the program constituents including the MPH faculty, department chair and CHS dean and associate dean.

The first commentary relates to the schedule for implementation of the evaluation plans. Although progress has been made since the last site visit in planning for the evaluation of the various components of the MPH program and data collection has begun, the full system for collecting and reviewing the data has not yet been fully implemented. The MPH Annual Report is noted as a key component of the process. It is to be compiled during the summer and distributed for faculty and constituent review at the beginning of the fall semester. Identified changes will be planned and implemented during the academic year. At the request of the site visit team, an annual report was generated from the database and electronically provided for review two days prior to the site visit. The program director shared with the site visitors that the report had to be created to meet the request. Not having a report available for review at the beginning of the fall semester does not allow for planning or for work to begin on resolving issues as proposed. It will be important for the program to utilize the data being collected in a more timely way. The program's response to the site visit team's report indicates that the MPH program has changed its timeline for completion of annual assessment activities documented in an MPH Annual Report, which in the future will be completed during each summer.

Program data for each objective for the past three years is provided in the self-study document. Objective target measures were met in all except a few instances. A notable exception includes a significant number of measures under education objective 1.2 that are partially or not met such as the target that 90% of students will complete MPH core courses with a grade of B or better. This measure has not been met for three years in two of eight core courses. For track courses with the same target, two of five environmental health courses and one of six health care management courses did not meet the target. Other not met targets include the following: 20% of program faculty will represent minority population groups (actual performance of 14%, 14% and 19% over the last three years); and measures that address student confidence in knowing and being able to apply the course competencies in practice for HEA516 Health Care Management. Review and discussion during the site visit indicated that the issue was that some courses were not conducting a post-course survey, so not enough data was being collected to provide

accurate information. The assessment coordinator, rather than faculty teaching the classes, will now administer the surveys to assure the data are available.

Another unmet target is in the area of service in which 100% of MPH students are expected to participate in one community service activity. The self-study indicated that students were not participating in community service as expected prior to 2014-15. The community health track then successfully incorporated a required service activity into a track course in 2014-15. Based on this success the other three tracks anticipate adding a required student service activity beginning in fall 2015 in order to meet the target, but the target was not met at the time of the site visit.

The program began preparation for the self-study during spring 2014. The MPH Program Committee was the primary coordinating group for the self-study process. New committees were created to address CEPH criteria in the areas of research, service and workforce development. They created policies and procedures for all three areas. The existing track committees continued review of course syllabi and created student advising and program orientation materials. Faculty provided essential information about teaching, research and service activities. Members of the MPH Program Committee reviewed and approved, or organized approved, materials.

The MPH program director served as the lead author and producer of the preliminary self-study with input from MPH committees, assessment coordinators, CAB and SAB. In addition to the writing, the MPH program director and assessment coordinators collected specific data and information for each section of the document. The faculty of the Department of Health, provost and CHS dean and associate dean received the preliminary self-study for review. MPH alumni and the CAB were asked in July 2015 to review the self-study document and submit a comment sheet as feedback.

The second commentary relates to the completeness and timeliness of the materials sent to the site visit team. The first self-study document was sent to site visitors by the due date of 30 days prior to the visit but updates and changes in several places in the document resulted in site visitors receiving a second copy of the document and resource files several days later. The second copy, while including more accurate budget information, did not include fall 2015 information on student enrollment and other data that should have been available early enough in the semester to be included in the final document. The reviewers were also provided with a substantial number of resource materials that were not received until four days prior to the site visit. By the actual date of the site visit, the self-study, tables and resource files requested were complete, but the extended process made adequate review of the materials prior to the visit challenging. The program's response to the site visit team's report explains that the final version of the self-study was due September 22, 2015, while the data on student admission and enrollment (student headcount) for fall semester 2015 were not available to them from the WCU Office of Institutional Research in its snapshot

report until October 2016. The program acknowledged that the short turnaround time to review the data was not optimal for the site visit team, though they emphasized their first concern was to ensure they presented the most recent, accurate and updated data for the site visit.

1.3 Institutional Environment.

The program shall be an integral part of an accredited institution of higher education.

This criterion is met. WCU is part of the Commonwealth of Pennsylvania-owned State System of Higher Education, which includes fourteen universities. These universities are the only four-year, state-owned higher education institutions in the Commonwealth, with oversight provided by four levels of governance for the system including the Board of Governors, the Office of the Chancellor, fourteen institutional councils of trustees and fourteen institutional presidents. WCU is the largest university in the state system and is accredited by the Middle States Commission on Higher Education (MSCHE), as well as by twenty additional national accrediting agencies representing a broad array of subject areas including engineering, allied health, athletic training, nursing, art and design, social work, education, music and theater.

The WCU president serves as the chief executive officer, providing leadership for the six major divisions of academic affairs, administration and fiscal affairs, advancement, information services, external operations and student affairs. A vice president, reporting directly to the president, heads each division. The vice president for academic affairs also holds the title of provost. Academic affairs includes five colleges: arts and sciences, business and public affairs, education, health sciences and visual and performing arts.

The College of Health Sciences (CHS) consists of the departments of communication sciences and disorders, health, kinesiology, sports medicine, nursing and nutrition. Each department has a chair, who reports to the CHS dean, who in turn reports to the provost. The MPH program is located within the Department of Health, which also includes one other graduate degree program (MEd), four graduate certificate programs (health care management, emergency preparedness in public health, integrative health and gerontology), as well as undergraduate degree programs in respiratory care, environmental health, public health and health sciences. The programs are administered using a distributed leadership model.

The Department of Health chair is responsible for overall administration of the department's academic programs and relegates responsibility for each major program to a lead faculty member, whose responsibilities are agreed to by the faculty member and the faculty at large. The lead faculty member may oversee the program alone or in conjunction with other faculty. The MPH program is under the supervision of the MPH program director who is aided by coordinators for each of the tracks, the MPH committee chairs and the faculty. The MPH program director is vested with the authority to serve as the primary manager of the MPH program.

1.4 Organization and Administration.

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

This criterion is met. The MPH program has a strong administrative base to support its public health mission. The MPH program director oversees program compliance with CEPH accreditation standards, as well as program goals, objectives, outcomes, curriculum revisions, assessment activities, student recruitment and retention, admissions, advising, community service placement and clearance for graduation. The MPH program director also serves as the graduate coordinator for the department of health.

MPH track coordinators assist the MPH program director. The track coordinators are responsible for administration of program tracks including: management of track competencies, objectives and outcomes; student advising; enrollment management; curriculum revisions and updates; course changes; and track specific course evaluations. There is also a coordinator for the MPH Fast Track Program for WCU undergraduate students. An ALE coordinator oversees the applied learning experience and ensures that students have exposure to diverse practice sites.

There are currently 10 working committees that provide direction for program management, all of which include representation from multiple MPH constituents of administration, faculty, students and community partners. All working committees provide an annual report that is included in the MPH Annual Report submitted to the CHS dean, associate dean and health department chair.

WCU promotes and supports collaboration for interdisciplinary research and service within the university and with other institutions, businesses and civic organizations. The MPH program offers elective tracks, which promote faculty collaboration within the CHS. The CHS dean's office has established a new community outreach program to provide college-wide coordination of a variety of interdisciplinary efforts such as the Continuing Medical Education program for physicians and the University Outreach Program in association with the Amazon Center for Environmental Education and Research.

The university operates within the limits of faculty and staff collective bargaining agreements (CBAs), but the management of the university has recently undergone changes. All senior management positions are permanent appointments, and use of the Teacher-Scholar Model encourages faculty to broaden the definitions of research and scholarly activities. Each manager is accountable for her/his own decisions. The distributed leadership model requires the department chair to make decisions about resource and budget allocations for the MPH program and to share vision and responsibility with the program. In turn, the CHS dean is responsible for the administration of the department with the chair. The MPH program director is

responsible to the chair, and has overall responsibility for the MPH program, with assistance from the track coordinators, MPH committee chairs and the MPH faculty.

During the site visit, university and college officials described their commitment for faculty mentoring activities to prepare them for future leadership roles within the college and university, such as support for faculty to attend leadership training programs and encouraging activity in professional organizations. They discussed the importance of a succession plan to prepare future department chairs and are currently working on this to ensure smooth transition of qualified people into leadership roles across the university.

1.5 Governance.

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

This criterion is met. The program has 10 MPH standing committees: MPH Program Committee, elective tracks committees [4], Community Advisory Board (CAB), Core Course Committee, Community Service Committee, Student Advisory Board (SAB), Research Committee, Applied Learning Experience Committee (ALE), Public Health Workforce Development Committee, and Tenure, Evaluation and Promotion Committee (TEP). All standing committees include a student representative, and several include community members. MPH alumni are appointed to the CAB and ad hoc committees are appointed for specific tasks such as faculty searches.

The MPH Program Committee is responsible for the curricular planning and evaluation of the MPH program including the assurance of compliance with the MPH goals, objectives, outcomes and evaluations as well as compliance with CEPH criteria. The committee manages the data collection for the MPH Annual report and reviews recommendations and action plans for program improvement. The following MPH committees ensure compliance with goals, objectives and outcomes in their respective area and collect related data for submission to the MPH program director for inclusion in the MPH Annual Report: each of the four elective tracks, Core Courses, ALE, Research, Public Health Workforce Development, and Community Service.

The MPH SAB provides the MPH Program Committee with advice on all program matters of importance to students. There are five or more students from the MPH program who make up this committee, with at least one to two of these students also serving as representatives to the MPH Program Committee.

The CAB is co-chaired by a faculty member and a community member. The committee consists of key leaders/representatives of county, state and health care organizations in Chester County and the Delaware Valley region. The committee reviews the MPH curriculum and accreditation documents and recommends program revisions and changes, as well as providing support for practicum and career advisement. The

committee members also offer support for student and faculty engagement with the community in research and service. All MPH faculty attend these meetings along with the CHS dean and/or associate dean and student representatives.

The TEP Committee is responsible for faculty evaluations associated with the tenure and promotion process as stipulated by the CBA.

The MPH program follows the guidelines of the Office of Graduate Studies and Extended Education, and the Council of Graduate Coordinators works with the dean of the college to develop policies for admission, degree candidacy, thesis and research requirements, and other requirements for the university. A department faculty representative attends the council meetings. Currently, the program representative is the MPH program director. The MPH Program Committee is in charge of program planning and evaluation assisted by the department chair and assistant chair, MPH program director and the faculty.

The department chair manages the budget at the department level and asks the faculty to vote on large or unusual expenditures within the department. However, the MPH program director prepares budget requests with input from the faculty. At the site visit, the leadership said that this budgeting process works well for the program.

The university graduate office attracts students through recruitment efforts including open houses and information sessions. They also update the website, standard recruitment materials and the MPH fact sheets for marketing of the program. The college has a graduate recruiter who works closely with the program director and track coordinators to develop the targeted activities. During the admissions process the assistant director of graduate admissions reviews each application packet and makes the acceptance decision. During 2015-16, the admissions process will change so that admissions decisions will be under the direction of the program director and track coordinators, though the official acceptance will be sent from the dean of graduate studies. Faculty who serve as advisors clear students for graduation, making sure that all course requirements have been completed.

Faculty recruitment begins with the statement of need submitted by the MPH program director to the department chair, who formally requests a search from the dean of the college. The provost makes the final decision on beginning a faculty search. The department chair convenes an ad hoc faculty search committee comprised of three faculty members. The review and evaluation for promotion and tenure is largely dictated by the CBA and is operationalized by the TEP Committee. The CBA and the department's Faculty Evaluation Manual clearly define faculty research and service expectations and policies.

Curriculum changes begin at the track or program level and are approved by the MPH Program Committee. The department chair then forwards the changes to the dean of the college before going to the Curriculum and Academic Policies Council (CAPC), Graduate Program Subcommittee. The subcommittee makes recommendations to the CAPC that then makes recommendations to the provost for final approval. The CAPC coordinates all programs and curriculum of the university.

The draft bylaws for the MPH program have been under review by the MPH Program Committee during fall 2015. The CAB and SAB will review the draft in the spring 2016 with a final review by the WCU administration. The final approval is expected in the fall 2016.

The faculty are very active in university committees. During the site visit, faculty said they could volunteer for service but many times were asked by university administrators to participate in various committees and ad hoc committees. While new faculty are not required to participate, some do take opportunities to engage at the university level early in their appointment.

Students have membership on most MPH committees including the CAB, the MPH Program Committee and the track and fast track committees. However, students are excluded from sessions of meetings that involve non-MPH information. Additionally, SAB is active in many different aspects of the program. They take the lead in the MPH student exit and alumni surveys. The results are reported not only to the MPH Program Committee and the program director, but presented in a poster session of the ALE. Students are also members of the university's Graduate Student Association.

Some committee meetings were not well documented. However, in the self-study document, it was noted that beginning in the current academic year, all MPH committees would formalize documentation of meetings. During the site visit, administrators confirmed that intent.

1.6 Fiscal Resources.

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

This criterion is met with commentary. The annual budget of the college is based on full-time faculty, historical budget needs, student credit hours, student majors, laboratory support and contractual obligations. The department budget is similarly based and distributed to the chair by the dean of the college. The chair then informs the MPH program director of the program's operating budget after the beginning of the fiscal year. As described earlier, when particular needs arise, the chair negotiates with the dean on behalf of the program for additional faculty or operational needs. Neither the department nor the program determine the distribution of tuition and fees or indirect cost recovery, but rather have an operational budget. The department chair has direct management of the operating budget, allocation of educational services

fees and any special or restricted funds received from the dean, provost or president. During the site visit, leadership and the program director reinforced that no request for supplemental funds has been denied, but funds must always be requested through the department chair and dean.

Table 1. Sources of Funds and Expenditures by Major Category, 2009 – 2015 Academic Year						
	Year 1 2009-10	Year 2 2010-11	Year 3 2011-12	Year 4 2012-13	Year 5 2013-14	Year 6 2014-15
Tuition & Fees	\$92,171	\$107,123	\$188,237	\$190,000	\$200,000	\$220,000
State Appropriation	N/A	N/A	N/A	N/A	N/A	N/A
University Funds	\$1,372,010	\$1,475,884	\$1,400,285	\$1,802,000	\$1,820,000	\$1,840,000
Grants/Contracts	\$214,434	\$1,975	\$80,397	\$8,718	\$35,000	\$60,000
Indirect Cost Recovery	N/A	N/A	N/A	N/A	N/A	N/A
Endowment	N/A	N/A	N/A	N/A	N/A	N/A
Gifts	\$12,600	\$2,400	N/A	N/A	N/A	
Other	\$77,000	\$77,000	N/A	N/A	N/A	N/A
Other	N/A	N/A	\$85,000	\$85,000	\$85,000	\$85,000
Total	\$1,768,215	\$1,664,382	\$1,753,919	\$2,085,718	\$2,140,000	\$2,205,000
Use of Funds						
Faculty Salaries & Benefits	\$1,278,926	\$1,498,000	\$1,485,200	\$1,505,200	\$1,845,702	\$2,214,702
Staff Salary & Benefits	\$45,778	\$54,703	\$51,285	\$53,356	\$63,000	\$75,600
Operations	\$16,490	\$14,454	\$28,000	\$30,000	\$33,700	\$37,400
Travel	\$6,257	\$9,750	\$9,750	\$9,750	\$18,000	\$18,400
Student Support	\$121,730	N/A	N/A	N/A	N/A	N/A
University Tax	N/A	N/A	N/A	N/A	N/A	N/A
Other	\$177,500	\$2,755	\$4,900	\$4,000	N/A	N/A
Other	\$37,000	\$3,400	\$11,199	\$11,309	N/A	N/A
Other	\$10,000	N/A	N/A	N/A	N/A	N/A
Total	\$1,693,681	\$1,583,062	\$1,590,334	\$1,613,615	\$1,960,402	\$2,346,102

Under the new budget model now in place, the department budgets are allocated in the beginning of the year based on a three-year average expenditure history plus a 10% increase. The university manages new faculty lines. Department budgets now include a faculty start-up package of \$6,000 and a pool of professional development funds (\$1,500 per tenure and tenure track faculty).

During the site visit, program faculty expressed concern for the lack of resources, particularly their time. There are sufficient resources to support the program activities for the mission, goals and objectives including the faculty professional development pool, new faculty startup funds, solicitation for specific needs and the alternative workload assignments (AWA) for faculty. The program has been able to alter the AWAs to meet the needs of the department, but the faculty felt they did not always have time for all of the required tasks.

The commentary relates to the fact that program expenditures exceed revenue in the above Table 1 in 2014-15, and the self-study does not define a plan to cover overages in the future. This impacts the sustainability of the program given the unsure budget each year that is dependent on the department, college and university for overall funding. However, site visitors heard from university and college leadership that they see this as an important and growing program, and they will continue to financially support the MPH program as needed.

1.7 Faculty and Other Resources.

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

This criterion is met with commentary. At the time of the site visit, the program had 16 primary faculty members who spend at least 0.5 FTE on activities associated with the MPH program. There are six primary faculty members in the community health track, four in the health care management track, three in the nutrition track and three in the environmental health track. The four tracks meet the minimum CEPH standard of three primary faculty per track.

The commentary pertains to the student-to-faculty ratios (SFR). The updated self-study and revised tables report the SFR by primary faculty FTE (calculated by comparing student FTE to primary faculty FTE) is 14.7 for community health, 15.0 for health care management, 18.7 for nutrition and 5.7 for environmental health. The SFR for total faculty by FTE (calculated by comparing student FTE to total faculty FTE) is 12.5 for community health, 13.8 for health care management, 15.6 for nutrition and 5.4 for environmental health. Comparisons by headcount, rather than by FTE, show that six primary community health faculty are responsible for 83 students (SFR of 13.8), four primary health care management faculty are responsible for 60 students (SFR of 15.0), three primary nutrition faculty are responsible for 39 students (SFR of 13) and three primary environmental health faculty are responsible for 17 students (SFR of 5.7). The SFR exceeds the 10:1 ratio recommended by CEPH for graduate study in the community health, health care management and nutrition tracks, but the department has approved faculty searches for additional program faculty (two in community health, one in health care management and one for environmental health) to address this issue.

During the site visit, program and departmental leaders confirmed that one additional community health primary faculty should be in place by January 2016 and another will be recruited for an August 2016 start, which will bring the community health track primary head count to eight. One additional health care management track primary faculty is to be hired by August 2016, bringing the faculty head count up to five.

In addition, admission to the nutrition track is closed as of spring 2016 due to the start of a new Department of Nutrition that will offer a new master's degree in community nutrition (MSCN). Newly admitted MPH students in the nutrition track will have the option to transfer to this program, and all current MPH nutrition track students will be able to complete the MPH degree as the nutrition faculty will continue to offer nutrition track courses until all students in this track complete the degree. Nutrition faculty confirmed their continued participation in the track until the last student has completed the program. The combination of these additional hires and track closure will help to address the SFR.

During the interview session with program and department administration, the department chair noted plans to request two more faculty lines next year, which will further address the SFR. University and college leadership indicated that the program "has not been told no" for any requested faculty lines so far, and they anticipate the successful addition of further lines as the program, based upon need, continues to grow. Senior leadership stated their support of the MPH program and its continued growth and future success.

Students shared with site visitors that group advising sessions are held at the end of each semester to prepare them for ALE courses, and advising sheets for each track are available online. Students in the nutrition and environmental health tracks commented that track advisors know all of the students in the respective programs and do a great job of advising on schedules, internships and job openings. Despite a limited number of faculty in some tracks, students in all tracks felt faculty were sufficiently available for advising.

Currently two staff members support the MPH program including a full-time MPH program secretary and the Department of Health secretary serving an additional 0.15 FTE. There are also five graduate assistants assigned to the MPH program, with two dedicated to program administrative support and three dedicated for MPH faculty research support.

The MPH program is housed in the Sturzebecker Health Science Center. All department and faculty offices, classrooms and laboratories used for instruction in the MPH program are located in this facility. The chair occupies a single office space that contains bookcases, file cabinets, desk, computer and printer. Prior to the past summer, all faculty shared office space. Since that time, nine of the MPH faculty moved to private offices with office designation based on faculty seniority and administrative assignments. The move was possible due to the relocation of the nursing department to another building. The remainder of program faculty continue to share office space, typically with two members to an office. During the site visit, program administrators said that faculty schedules varied enough that they were rarely in the shared offices at the same time, allowing for private advising and mentoring of students. Each faculty member has his/her own desk, phone and personal computer that are fully networked to all university resources and the internet.

Within the Sturzebecker Health Sciences Center, there are two conference rooms that are available for meetings, small group discussions and individual consultations and 18 classrooms (with additional classrooms assigned on North campus, as needed). All classrooms are equipped with multimedia with full integration of computing, as well as audio and visual projection capability. A distance-learning classroom has recently been completed, and two wireless laptop carts, each containing 28 laptop computers, have been added to the Sturzebecker resources. There is a student lounge with food services available and ample parking, and the university provides bus service for transportation around campus. There are two specialized labs to support nutrition and environmental health activities.

The information services division supports the program's computer needs. All computers support general-purpose applications and course-specific software (eg, SPSS, SAS). Most labs provide access to printers, graphic workstations, digitizers and optical scanners. The Sturzebecker Health Sciences Center has a computer lab with 15 computers, enabling students to access the mainframe computer, internet (wired and wireless) and to send and receive email. During the site visit, reviewers heard from students of their overall satisfaction with program resources. However, students identified printer and computer access in the Sturzebecker Health Sciences Center computer lab as an issue commenting that the computers and printers were "hit or miss." At one point, the computer lab was going to be closed and students voiced their opposition to administration, resulting in the lab remaining open. Students expressed appreciation for free printing services and seemed satisfied with other resources. During the meeting with program administration, it was noted that the option of printer kiosks is being explored, and leadership said they would make sure that students had more consistent printer access and the maintenance issues would be reviewed to improve service. WCU will break ground in 2016 for a new building for the Department of Health to be completed in 2019, and this will ultimately improve service to students.

The university library holds more than 2.5 million items, including print materials (>762,187 print volumes and >2,000 print subscriptions), audio-visual materials (more than 10,000 films, videos, and DVDs), internet-accessible materials and microforms. The department has an assigned faculty librarian to support its needs. The university writing center is an additional resource available to all MPH students for help with their writing assignments.

Overall, the program has adequate resources to achieve the program's mission, goals and objectives though sufficient SFR will depend on the hiring of new faculty as outlined above.

1.8 Diversity.

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

This criterion is met. A university campus climate survey recommended by the Multicultural Faculty Commission was conducted in 2010. All members of the campus community were invited to participate, and 4,818 surveys were returned. The survey indicated that the majority of faculty, students, staff and administrators felt that the university had policies and systems that encourage diversity. The MPH program supports the university's campus-wide diversity goals. In its diversity efforts, the program uses the WCU definition of minorities that includes African American, Latino, Asian/Pacific Islander, Native American and Multi-Racial. The university also tracks gender and international/non-resident student data as part of assessing the diversity of the faculty and students in the program.

The MPH program goal addressing diversity is, "The MPH program will achieve a diverse complement of faculty and students." Four objectives support the goal. Data provided in the self-study document show that targets for numbers of female (60%) and minority group students (35%) have been exceeded for each of the last three years, but the target for non-US residents (10%) was only met in the past two. The percentage of minority students in the MPH program now exceeds that of the university as a whole. The faculty target of 60% for number of women has been met. The target for minority faculty (20%) has not been met, but it has been at 19% for the past two years. The program is approved to conduct four faculty searches in 2015-16 and has a process in place to identify qualified minority applicants.

The program incorporates diversity in a number of ways. The self-study document states that three core and 12 track courses contain competencies, course objectives, course content and assignments that address cultural competency and working with diverse population groups. Additionally, special topics courses are offered to students that provide opportunities for hands-on experience with specific minority populations. The new community service requirement for students provides an opportunity for interacting with diverse groups. A review of the syllabi showed that the core courses in environmental health and social and behavioral sciences contained objectives that included working with minority populations, but the topic was not evident in the health care management core course.

Track courses in community health, nutrition and health care management included diversity topics, but coverage of diversity was not evident in the environmental health track's required courses. At the site visit, environmental health faculty were encouraged to review course syllabi and make more obvious the curricular components that will provide opportunities to learn about the impact of environment on diverse populations. From a review of the list of community projects, there are some ALE sites that indicate a student would be working with one or more minority groups. The community service requirement information and opportunities listing is provided on the program website, through the Student Advisory Board (SAB), and through the university Office of Service Learning and Volunteer Programs (OSLVP).

The Office of Social Equity (OSE) monitors the university's diversity plan and provides university leadership, coordination and information to assist the various departments and constituencies within the university to act in accord with the principles of equity and diversity. The OSE educates the campus on key university policies and procedures, such as the Americans with Disabilities Act, Affirmative Action/Equal Opportunity, the HIV/AIDS Policy, the Sexual Harassment Policy and discrimination complaint procedures. The OSE has created outreach initiatives to increase the diversity of applicant pools such as recruitment plans, recruitment consultants and recruitment teams to increase the number of women and underrepresented minorities.

WCU houses the Frederick Douglass Institute (FDI). A signature FDI program is the FDI Scholars Program. Established in 1996, it prepares and supports advanced graduate students from historically underrepresented and underserved populations in becoming faculty members in higher education. Five of the 39 FDI Scholars hosted since 1999 are currently in faculty positions at WCU, though not in the public health program. The Office of Multicultural Affairs (OMA) promotes the academic achievement and personal wellbeing of underrepresented minority students at WCU. The multicultural center in the Sykes Student Union serves as a physical home base and coordinating point for the OMA and other multicultural programs. The OMA also provides services including multicultural student organizations such as the Black Student Union, the Latino American Student Organization, the Asian Student Association and Black Men United. The WCU Veterans Center provides a place for students with unique life experiences to come together, and a Veterans Advisory Board is being established. The university has become a regional, multistate center to advance the important national Troops to Teachers program, which prepares veterans to become educators.

Recruitment and retention of diverse students is important to the program, and a graduate recruiter was hired at the CHS level in 2013 to work with graduate fairs and redesign the program website to attract underrepresented students. Faculty advisors are key to initiating and maintaining contact with students during their academic studies to assure they know about, and can access, program and campus resources. Advisors also are able to help students who may be having problems with maintaining the course grade level of 3.0 required to remain in a graduate program. Students with whom the site visit team spoke indicated that one reason for enrolling in the MPH program was the diversity of students.

Faculty retention also is important to maintaining diversity. Probationary faculty members regularly meet with the department chair and the department TEP Committee to discuss progress in the tenure and promotion process. The dean, department chair and program director encourage new faculty mentoring, and the university supports a formal mentoring program across the campus. Additionally, the university hosts a three-day orientation for new faculty.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

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

This criterion is met. The program offers the MPH degree through four elective tracks (community health, environmental health, health care management and nutrition). The elective track in nutrition will be transitioning to a more nutrition-focused master of science in community nutrition (MSCN) degree through the new Department of Nutrition anticipated to begin in 2016, which will not be included in the unit of accreditation after the transition is complete. A memorandum of understanding, provided in the resource file, outlines the roles and responsibilities of the nutrition department to the students during the transition from the MPH track to the MSCN degree.

All students complete public health core knowledge courses as well as a research methods course (total of 18 credits). Students also complete the ALE I and II courses (six credits with a minimum of 300 practicum hours) that include the completion of a major project for a capstone experience. In addition, students select and complete one of the elective tracks (21 credits, of which three to six credits are electives), though the selected track is not listed on their diploma or transcripts.

Students can participate in the program in either full- or part-time status and have up to six years to complete their degree.

The program also offers the undergraduate MPH Fast Track program, which allows WCU undergraduates, in their senior year, to take graduate MPH courses for undergraduate or graduate credit. Students may complete up to 12 credits that meet MPH requirements by the end of the senior year. If the student intends to continue on to the MPH program, the individual works with her or his faculty advisor to select one of the MPH tracks in order to have a smooth transition to graduate work. Students apply for the graduate MPH program in their senior year. Students may count these credits for undergraduate or graduate credit. If taken for graduate credit (because the individual already meets undergraduate requirements) a student could complete the MPH program in approximately one year following the completion of the undergraduate degree.

When asked about the loss of the nutrition track, leadership said that there are discussions of developing doctoral programs in health services administration and environmental health as well as shifting the environmental health MPH to a MS degree. The program also is considering programming in global health.

Table 2. Instructional Matrix – Degrees and Specializations		
Master's Degrees	Academic	Professional
Specialization/Concentration/Focus Area		
Community Health		MPH
Environmental Health		MPH
Health Care Management		MPH
Nutrition		MPH

The program does not offer online or executive degree programs at this time, since the core courses in biostatistics and epidemiology and the ALE I and II are only offered on-campus. All HCM and nutrition track courses are offered completely in an online format. In all tracks, the program offers online accelerated courses, to be completed in seven weeks instead of 15 weeks. During the site visit, students complemented the school's decision to add the online and accelerated courses for those working. At the site visit, faculty verified that they continue moving toward fully online programs. A substantive change will need to be submitted, if and when the program converts to a fully online format.

All of the tracks offer courses in an accelerated format including many of the core courses. Accelerated courses are offered one or two nights per week for seven weeks allowing students to complete two to three courses in a shorter period of time.

2.2 Program Length.

An MPH degree program or equivalent professional public health master's degree must be at least 42 semester-credit units in length.

This criterion is met. All students, without exception, complete 45 credits to graduate. The university defines 45 contact hours as equivalent to three credits.

2.3 Public Health Core Knowledge.

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

This criterion is met. The MPH program defines eight required core courses, five of which address the five core areas of public health (the other three courses are Research Methods, ALE I and ALE II). Table 3 presents the required core courses for all MPH students.

Through their review of core course syllabi and later confirmation during the site visit, reviewers were able to validate the five core area courses provide students with the overall knowledge and skills for achieving core competencies.

The program does not permit waivers of core courses.

Table 3. Required Courses Addressing Public Health Core Knowledge		
Core Knowledge Area	Course Number & Title	Credits
Biostatistics	HEA526 Biostatistics for Public Health	3
Epidemiology	HEA520 Public Health Epidemiology	3
Environmental Health	ENV530 General Environmental Health	3
Health Services Administration	HEA516 Health Care Management	3
Social and Behavioral Sciences	HEA632 Social and Behavioral Aspects of Health	3

2.4 Practical Skills.

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

This criterion is met. The courses ALE I and II (HEA649 and HEA650) require a minimum of 300-hours of experience applying knowledge and skills acquired during the MPH curriculum to the work place. ALE I and II include planned, supervised and evaluated practice experiences with 100 hours on-site at an agency required in ALE I and 200 hours on-site in an agency during ALE II. Students may elect to complete ALE I and II in one semester in an accelerated format (15 weeks, full-time) or the traditional two-semester format (30 weeks, part-time). No waivers are granted for the practice experience.

During ALE I, students engage in seminars to prepare them for the practicum. Students propose sites, site supervisors, competencies to be attained in both core and track areas and a major project that will feed into the culminating experience. The student, faculty supervisor and site supervisor collaboratively plan the major project. Students who choose to complete ALE I and II in one semester must have selected their site, site supervisor and major project prior to starting ALE I. Students are required to participate in professional practice activities (PPAs) in the second half of ALE I and throughout ALE II and to keep a log of those activities noting the type of activity, how they participated and how the activity contributed to their professional growth and development. Employed students may, with faculty permission, use their organization for their practicum but must select a topic area and organizational unit outside their regular work group. Students also may work with the ALE coordinator to use a new site not on the approved ALE site list. The ALE coordinator is a faculty member who oversees the ALE practicum and culminating activities including approval of practice sites, serves as faculty supervisor, coordinates the MPH poster session and monitors the assessment procedures for all students and site supervisors.

All ALE I course requirements must be completed before starting ALE II. During ALE II, students are at the approved site and are expected to continue their PPAs and complete their major project. The program

provides written guidelines, in syllabus and handbook/appendix form, that define student, faculty and site supervisor policies and requirements.

The ALE coordinator, along with the ALE committee, is responsible for coordinating the site supervisor approval and orientation process. An ALE site supervisor approval form is in place for approvals of current and new site supervisors. All site supervisors have a master's degree in a health-related field or at least five years experience in their current position. The site supervisor must agree to participate in direct student supervision as well as prepare a mid-semester progress report and final evaluation for the student. The supervisor also must agree to participate in meetings (either by phone or through a site visit) with the ALE faculty supervisor and the student to discuss her/his progress.

The ALE coordinator and committee are responsible for providing orientation and assistance to faculty serving as new ALE faculty supervisors. New faculty supervisors work with experienced supervisors to learn the process. Tenured, tenure-track and adjunct faculty may serve in the faculty supervisor role.

ALE sites are located throughout six counties in Pennsylvania, and some students use sites in New Jersey, Delaware and Washington, DC. It is not feasible to expect that site supervisors can take time away from their job duties to attend an orientation, so each site supervisor can be oriented through a phone conversation or site visit. ALE faculty supervisors provide immediate support to site supervisors with concerns through phone or electronic conferences. To assist site supervisors, the ALE coordinator, faculty supervisor and a graduate assistant have developed an ALE site supervisor orientation PowerPoint presentation. This presentation provides details on the purpose of the ALE, the site supervisor's role in supervising MPH students, the ALE faculty supervisor's role and the student's responsibilities in completing her/his practice hours and major project. Evaluation methods are reviewed during this presentation. Use of the orientation slide presentation will begin in fall 2015. A copy of the slide show was shared with the site visitors.

When completed, the site supervisor orientation will be placed on the MPH website, and a link will be emailed to all current site supervisors. It is intended to serve as a training tool for new site supervisors as well as a description/reference of the specific requirements for the ALE student and supervisor. Site supervisors will be notified when it is available for use. Both preceptors and students at the site visit shared that there was value in the students knowing all requirements well enough to be able to explain them to the proposed supervisor as part of finalizing arrangements for the placement. They felt this had worked well in the past even without the PowerPoint presentation.

Site supervisors provide a mid-semester progress report and a final evaluation. Points are assigned for the PPAs and the performance on the competencies the student addresses during the ALE placement. Each

student prepares a binder with examples of products developed at the site, a log of activities, and notes and reflections on the PPAs carried out during ALE I. The logs are submitted every two weeks to the faculty supervisor. The final evaluation by the ALE faculty supervisor focuses on the quality of the completed ALE I binder, the student logs and the student's professional performance report and reflections.

Each student completes a student evaluation of the ALE site and site supervisor. The ALE coordinator and faculty supervisor review the student evaluation as well as their experiences during the student's placement and make a decision on whether to recommend the site for future placements. Formal evaluation of all sites, used for the past three years, will occur during the fall 2015. A review of preceptor qualifications also will occur during fall 2015 and will then be completed every two years. The ALE coordinator will prepare a report for the ALE committee and the MPH program director. Final decisions about site and preceptor continuation/discontinuation will be made at the first ALE committee meeting in fall semester.

The self-study document notes that improvements to the practicum need to be made in several areas including development of online ALE evaluation formats, addressing student competency attainment in practice and reviewing ALE site and site supervisor evaluation formats. Plans are in place to have these areas addressed by the end of spring 2016.

2.5 Culminating Experience.

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

This criterion is met. The major project is the culminating activity for all students in the MPH program and is planned and executed during ALE I and II courses. The ALE I and II Guidelines and Appendices document is provided to students, ALE faculty supervisors and site supervisors and provides important and detailed information about the ALE policies and requirements. The major project allows students to integrate MPH core competencies with elective track specific competencies, while applying newly acquired skills and knowledge to a current public health problem in a field setting. Core and elective track competencies are included as part of the ALE course syllabi. The project includes the project planning phase, completed in class and on-site at a public health agency during ALE I, and the project implementation phase completed for the agency during ALE II. All students, regardless of track, are responsible for completing the major project along with presenting a professional poster of their work at the end of the semester in which they complete ALE II.

The student plans the major project during ALE I and carries it out in ALE II, and both include creation of a binder of materials. As core assignments for the major project, the student completes the major project summary, a detailed report about the agency and the plan for implementing the project. Students also produce a report on the implementation phase of their major project. This report includes an introduction to

the public health problem, literature review and completed methods section on the project implementation, data analysis and discussion/conclusion. Additionally, the student will complete a section on how the major project meets the mission of the agency.

The ALE Committee ensures overall compliance with MPH program goals, objectives, outcomes and evaluations related to the MPH culminating activity as well as with CEPH criteria related to the culminating activity and collects data for the ALE committee annual report. The data focus on the evaluations of ALE faculty advisors, site supervisors and students. The committee continues to monitor the progress of the ALE, revise ALE requirements (as needed), establish ALE priorities, provide recommendations for ALE improvement and develop and prioritize action plans for the upcoming academic year.

Students with whom the site visit team met were very pleased with the major project experience and with their on-site work in a public health related organization. Most felt that using the knowledge and skills gained in the classroom in a real-world setting was one of the most valuable parts of their MPH education. It not only gave them confidence in their abilities to carry out public health work, it also provided contacts and a network for potential job opportunities. Site supervisors were also very pleased with the students noting that they came to the site well prepared to carry out their project and contributed to the assigned agency's mission.

2.6 Required Competencies.

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

This criterion is met. All MPH students, regardless of their elective tracks, must attain 10 core competencies that are adapted from the MPH Core Competency Model from the Association of Schools and Programs in Public Health. Five of the 10 core competencies are associated with the core public health knowledge areas. The other five competencies relate to research, needs assessment, planning and evaluation, communication and informatics and professionalism.

To meet the needs of the individual elective track areas, each elective track has its own set of competencies that have been adapted from each elective track's professional affiliations. The community health track has seven competencies adapted from the National Commission for Health Education Credentialing, Inc. (NCHEC) Responsibilities and Competencies. The health care management track has five competencies that derive from criteria set forth by the Commission on Accreditation of Healthcare Management Education (CAHME). The self-study stated that the environmental health track has 10 competencies adapted from the American Board of Engineering Technology (ABET) (though their website states that they use ASPPH

competencies). The nutrition track has nine competencies adapted from the American Dietetic Association's Public Health/Community Nutrition Practice Group guidelines.

The MPH core and track course competencies were developed to reflect the fundamental concepts of public health. The core competencies were developed and revised by the MPH core course coordinator and the MPH Core Course Committee. Most recent revisions occurred in fall 2014, with review by the MPH Program Committee and the Community Advisory Board (CAB), followed by implementation during spring 2015. Competencies for each of the four tracks were developed and revised by each track coordinator and track committee, followed a review by the MPH Program Committee and CAB. All competencies are listed in a competency-based syllabus format for core and track courses. During the past academic year, the MPH track coordinators and track committees completed an extensive review of course syllabi, resulting in all syllabi clearly documenting the core and track competencies taught. All course syllabi were reviewed by the site visit team, validating that the core and track competencies link to course learning objectives. In addition to being located in course syllabi, core and track competencies are made available to students through the MPH program website, student handbook and ALE I and II guidelines.

The MPH coordinators and track committees are responsible for the management of the core and track competencies throughout the MPH courses. Any changes to the competencies are the responsibility of the MPH core coordinators, track coordinators, track committees and the MPH program director. The CAB also provides feedback about the competencies during their meetings. The core and track competencies are reviewed every two years. The next competency review will occur during fall 2016.

The site visitors were impressed that all of the different parties involved in the interview sessions, including faculty, students, alumni, CAB members and preceptors were knowledgeable about the MPH competencies, validating the various constituents' active roles in the ongoing competency review process. Students with whom the site visit team met were very familiar with competencies associated with their degrees and noted that competencies were shared by faculty numerous times during each course.

2.7 Assessment Procedures.

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

This criterion is partially met. The program uses a variety of assessment methods at different points in a student's journey including the following: MPH core course assessments; MPH elective track course outcome measures; student post-course self-assessment of competency achievement within each course; ALE I and II student performance evaluations from their preceptor and faculty supervisor; a faculty supervisor assessment of major project competencies; ALE I and II student self-evaluation of

competencies; the MPH exit survey; and student self-evaluation of competencies at the end of the program. After graduation, there are alumni surveys for additional feedback on competencies.

Additionally the program uses an employer survey for feedback on the ability of the MPH program to prepare graduates to assume positions in the workforce and their ability to put core competencies into practice at a satisfactory level. Core competencies are listed on the survey, and employers are asked to rate the employee on them. The WCU-MPH Assessment plan, including attaining competencies, is used for both accreditation and for WCU purposes. The data is reported in Trac Dat, a university data tracking system, at the end of each academic year. Informally, students receive assessments from faculty advisors throughout the advising process.

Graduation rates meet required levels of 70% sometimes within three years of matriculation (eg, within six years of matriculation 78.8% had graduated in 2014-15 and in the next cohort 84.3% of students graduated within five years of matriculation in 2014-15), and significant progress has been made in the assessment of the overall program.

The concern relates to the employment rates that did not meet the required 80% minimum in 2012-13 (66%) and 2013-14 (70%). Employment rates were not provided for 2014-15. The self-study notes that the information is gathered from the student exit survey (with a response rate of nearly 100%), but the survey does not track the graduates for 12 months after graduation. The program conducts an MPH alumni survey indicating that 97% of respondents were working full-time or pursuing further education at two to five years post-graduation and felt the data showed their graduates are working, but this is not within the requisite time period of 12 months post-graduation. Site visitors were not provided with information or data that indicated that by 12 months post-graduation 80% of MPH graduates are employed or pursuing further degrees. At the site visit, administrators identified the limited data collected (only from the exit survey) as the issue and felt this is the issue that needs to be addressed. The program recently has added information on opportunities for employment on the program Facebook page and provides a job bank on the program website. Students commented that the Career Development Center was supportive and conducts job searches for current students. Since the program has a response rate lower than required by this criterion, further planning will be necessary to ensure and document the required employment levels.

2.8 Bachelor's Degrees in Public Health.

If the program offers baccalaureate public health degrees, they shall include the following elements:

Required Coursework in Public Health Core Knowledge: students must complete courses that provide a basic understanding of the five core public health knowledge areas defined in Criterion 2.1, including one course that focuses on epidemiology. Collectively, this coursework should be at least the equivalent of 12 semester-credit hours.

Elective Public Health Coursework: in addition to the required public health core knowledge courses, students must complete additional public health-related courses.

Public health-related courses may include those addressing social, economic, quantitative, geographic, educational and other issues that impact the health of populations and health disparities within and across populations.

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

The required public health core coursework and capstone experience must be taught (in the case of coursework) and supervised (in the case of capstone experiences) by faculty documented in Criteria 4.1.a and 4.1.b.

This criterion is not applicable. The program chooses not to include the Department of Health's baccalaureate degree in public health/health promotion in its unit of accreditation.

2.9 Academic Degrees.

If the program also offers curricula for graduate academic degrees, students pursuing them shall obtain a broad introduction to public health, as well as an understanding about how their discipline-based specialization contributes to achieving the goals of public health.

This criterion is not applicable.

2.10 Doctoral Degrees.

The program may offer doctoral degree programs, if consistent with its mission and resources.

This criterion is not applicable.

2.11 Joint Degrees.

If the program offers joint degree programs, the required curriculum for the professional public health degree shall be equivalent to that required for a separate public health degree.

This criterion is not applicable.

2.12 Distance Education or Executive Degree Programs.

If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The program must have an

ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The program must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course and degree and receives academic credit.

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The program shall pursue an active research program, consistent with its mission, through which its faculty and students contribute to the knowledge base of the public health disciplines, including research directed at improving the practice of public health.

This criterion is met. MPH faculty follow the policies of the CBA for research and scholarly growth, along with the guidelines presented in the Teacher-Scholar Model. The CBA emphasizes teaching (50%), research (35%) and service/scholarship (15%). Scholarship entails the development and application of knowledge that takes place both within and outside the classroom to promote student development and achievement. Thus, community involvement and graduate student participation is emphasized in research. All MPH faculty are required to develop and maintain an active research trajectory for tenure and promotion.

The MPH Research Committee was established in fall 2014 to ensure that the program's research objectives are met. The committee includes one MPH graduate student and meets every six months to ensure compliance with CEPH research criteria, track faculty and student research productivity, establish research priorities and provide recommendations for future action plans.

WCU provides a variety of funding opportunities to support faculty and student research activities, including \$1,500 annually in professional development funding for each faculty member and \$6,000 in startup funding for the first two years of new tenure track faculty. Faculty may apply for an Alternative Work Assignment (AWA) to reduce their teaching load in order to work on research. Tenured faculty also can apply for sabbatical leave for research. Graduate assistant (GA) positions are assigned to CHS from the graduate dean, providing support for MPH faculty that enables them to develop and maintain active research agendas and to involve graduate students in faculty-led research activities. The CHS provides additional funding opportunities through faculty/student research funds. The Office of Research and Sponsored Programs (ORSP) provides oversight of faculty and staff in the development and submission of proposals to external organizations.

Funding for MPH faculty research has shown positive growth for the past three academic years, from \$69,297 in 2012-13, to \$225,573 in 2013-14, and \$245,200 for 2014-15. Many of the grant awards are

funded internally by WCU. The site visit team heard faculty express collective enthusiasm for the university's internal funding opportunities.

The self-study document reflects an impressive list of primary MPH faculty publications and public health conference presentations for the past three years. Eleven of 16 primary faculty have over 40 publications. Examples of recent community-based research projects include "The Relationship between Wandering and Functional Status," "HIV, STD and Pregnancy Prevention in PA Youth," "Social Media and Bullying Prevention for Middle School Youth," and "Calibration of the East Branch Plum Run Water Quality Monitoring Station, Gordon Natural Area, West Chester University, West Chester, PA."

MPH students are involved in mandatory research through the HEA648 Research Methods course. In addition, they have opportunities to work independently with faculty on funded and non-funded projects. Examples of recent student/faculty research projects include "Non-communicable diseases: The important and urgent need for intersectoral action," "Tuberculosis practice patterns of pharmacies and urgent care facilities in Chester County" and "Evaluation of the Youth Mental Health First Aid Training in Coatesville, PA: Preliminary Findings." In the past three years, 17 of the student/faculty research projects resulted in publication or presentation at a conference.

During the site visit, it was evident that faculty warmly embraced the opportunity to mentor MPH students in the research process. Likewise, students were enthusiastic about faculty leadership and guidance for research projects, also noting the value of the ALE courses in providing additional in-the-field experience with the availability of community-based projects.

3.2 Service.

The program shall pursue active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice.

This criterion is met. The MPH program provides both faculty and students with the opportunity to engage in community service. Service to the community is part of the university's definition of service and part of faculty performance standards. Faculty are expected to serve in roles such as board or committee members and consultants as well as providing technical assistance for community groups. The self-study includes data on service objectives and measures for the MPH program over the past three years. With one exception, all outcome measures have been met for two of three or for all three years: 100% of MPH faculty will participate in a public health organization, 80% of faculty will participate in community service, one to two students will participate in MPH standing committees, 80% of students will belong to a professional organization and the program will sponsor at least one workforce development opportunity each academic year. The one unmet objective states that 100% of students will participate in at least one community service activity each academic year. This requirement was not in place for all MPH tracks until after the self-study

was completed. However, beginning with the fall 2015 semester, all MPH students will be expected to document completing a community service requirement prior to graduation from the program.

Thirteen of 16 faculty members reported community service activity in the years 2012-13, 2013-14 and/or 2014-15, and all faculty belong to at least one public health professional organization (collectively over 30 different organizations), serving a broad range of local and state government agencies as well as educational and non-profit community organizations. Students must join at least one state or national professional organization during the required research methods course. Students selected a range of track-specific, as well as more general, public health organizations.

Since the last site visit, the MPH program established a Community Service Committee (CSC). The committee includes the MPH program director, one faculty member from each of the four elective tracks, the director of the WCU Office of Service Learning and Volunteer Programs (OSLVP) and an MPH student. A guest member from the WCU Information Technology Division is also currently serving on the committee. Creation of the CSC institutionalized the value of community service to the MPH program and instituted a new community service requirement for all students.

An important partner in implementing the renewed focus on service is the university's OSLVP, which received a Carnegie Foundation Community Engagement Classification for Curricular Engagement and Outreach and Partnerships. The OSLVP has more than 220 community-based agencies/organizations that it partners with to offer a wide range of community-engaged learning opportunities for WCU students and faculty. The office also offers faculty development in the area of service. A number of CSC members participated in a comprehensive training program in fall 2014 on how to incorporate community-engaged learning into course content and curriculum.

The self-study includes a detailed description of the Furco Model for Community Service Engagement on which the CSC has based the new requirement for students to document community service as part of their degree requirements. The model offers the flexibility to meet the CEPH criterion for service for MPH students and can be adapted to the four tracks within the MPH program. The model for service engagement within the MPH program includes volunteerism, community service and service learning.

The purpose of the community service requirement activity is to enable students to participate in a variety of public health related activities within a community setting. The community health track began requiring service as part of the course HEA531 Community as a Basis for Health, in 2014. The remaining three tracks will be implementing the requirement beginning in fall 2015. The chair of the CSC also received a grant to support an MPH student for five to eight hours per week during 2014-15 to support faculty who were involving students in service learning as part of their coursework.

The MPH SAB sponsors monthly service/volunteer opportunities for MPH students. The self-study document provides a list of activities sponsored by the SAB and students who participated in them during 2013 and 2014. Also provided in the self-study is information on students who participated in service activities related directly to their elective track and sponsored by faculty in the track.

At WCU, service to department, college, university, profession and/or community makes up 15% of a faculty member's expectations for employment. Many MPH faculty combine their area of interest in scholarship with their interest in community service. Some of faculty members' community service projects have resulted in publications and presentations at professional conferences. MPH faculty members said that they view community service as an important part of their scholarly growth and an important component of their teaching, as these field experiences are shared with students.

CAB members and preceptors with whom the site visit team met were very supportive of the new community service requirement. Several had worked with students as volunteers on special events and activities and were very pleased with the contributions students made to the success of the events.

3.3 Workforce Development.

The program shall engage in activities other than its offering of degree programs that support the professional development of the public health workforce.

This criterion is partially met. The MPH program includes a Public Health Workforce Development Committee. Bylaws, currently being finalized by the program, specify the roles of the committee as ensuring overall compliance with MPH program goals, objectives, outcomes and evaluation related to public health workforce development; ensuring compliance with CEPH criteria related to workforce development; establishing annual conference priorities (the school plans to offer a major topic conference each year and the topic and organization will vary from year to year with the first conference held in 2015 with PA SOPHE); monitoring the progress of the yearly conference and providing recommendations for conference improvements (related to the conference that is offered in that year); and developing and prioritizing action plans for the upcoming academic year. Membership on the committee is by rotation and includes select faculty members from the MPH Program Committee, MPH student representatives and the CHS outreach manager. Ex-officio members will be leaders from the organization(s) that is co-hosting the particular annual workforce development opportunity. A faculty member from the MPH program committee and a leader from the organization that is co-hosting the specific event will co-chair the committee. The committee's annual report serves as the reporting and documentation mechanism for work throughout the academic year. The report is submitted to the MPH program director at the end of spring semester for inclusion in the MPH Annual Report.

The MPH program service objective three states that the program will sponsor at least one public health workforce development opportunity each academic year. Measures from the last three years show that the objective was met with four, two and five events respectively. The self-study provides a comprehensive list of event titles, keynote speakers, number of attendees (from five to 410) and available types of continuing education credit. The CHS has been approved since 2002 as a provider of CME credits for physicians and that includes 22 of the MPH program courses in its offerings for CME hours. Faculty noted that most physicians are not able to take advantage of a full graduate course if they are in full-time practice, so use of courses for CME credit has been limited. In 2010 the department chair established a Center for Healthy Schools at the CHS level. The center annually sponsors a school health leadership institute. A week long Hazardous Waste Operations and Emergency Response workshop is also offered and can grant four CEUs for industrial hygienists.

The MPH program has not conducted a formal survey of public health practitioners in its service area to assess needs and interests for continuing education. The self-study document notes that information on potential areas of need is gathered from ongoing contacts with public health professionals with whom the faculty work. In addition, the program reports that ALE I and II site supervisors provide feedback on training or skill development needed by their agency. The CAB membership includes alumni and members from a variety of agencies and organizations in the region that have been asked for input on professional development needs both at meetings and during informal conversations between meetings. However, during discussions with the site visit team, CAB members and preceptors from the community noted that the source of most topics and trainings for workforce development programs would only come from professional organizations linked to the MPH track areas rather than from the MPH program.

The first concern is the lack of an ongoing formal process for assessing the continuing education/training needs of the public health workers in the WCU service area. Although there is an existing network through the CAB, alumni and preceptors that could be used in such a process, the persons with whom the site visit team met did not consider themselves as a primary source for assessing workforce development needs. Efforts to solicit more specific input and feedback from the CAB, alumni and preceptors should be considered.

The second concern is related to the Public Health Workforce Development Committee. The MPH program has been accredited for 12 years and would be expected to have a well-developed workforce-training program in place. As noted in the draft bylaws shared in the program resource files, and reinforced at the site visit meetings with faculty, the committee composition varies each year and is influenced by the topic of the major conference event the MPH program will be supporting that year. In 2014, the most recent major conference was co-sponsored with PA SOPHE as the society's annual meeting. Faculty positions on the committee were all from the community health track along with an MPH student and the CHS outreach

coordinator, and PA SOPHE identified external members. Faculty representatives on each future committee will be determined by the topic selected for the next annual conference offering and will be rotated among the tracks. Having such a large percentage of faculty turnover in committee membership each year makes it difficult to carry out the ongoing oversight and policy development responsibilities of the committee such as ensuring overall compliance with MPH program goals, objectives, outcomes and evaluation related to public health workforce development, ensuring compliance with CEPH criteria in this area and developing and prioritizing future action plans and policies. The 2014 committee annual report requested by, and shared with, the site visitors was a well-prepared formal evaluation of the PA SOPHE conference and a series of emails among the planning committee members on details of pre-conference planning. It provides an overview of only one event and is not useful in assessing the overall quality of all the workforce development activities. The program proposes to have more formal policies and assessment procedures developed by the committee in place by 2016. However, to make progress in this area, the program may consider separating the longer-term responsibility for the overall workforce development program management/monitoring from the hands-on annual conference/event planning responsibilities.

Four graduate certificates are offered through the Department of Health including the following: emergency preparedness, health care management, integrative health and gerontology. Students are admitted into the certificate programs through the graduate admissions process but do not have to be enrolled in the MPH program to complete a certificate. If students decide to enroll in the MPH program, they may apply the certificate credits to the MPH degree, if the applied credits meet the MPH academic requirements. Students in the MPH program who have interests in more than one track can add a certificate to improve their skills and competencies in a second area. Data provided in the self-study report regarding enrollment in the four certificate programs in the past three years showed one participant for emergency preparedness and six each for the other three certificate programs. During the site visit, faculty said that those targeted and enrolled in certificate programs are MPH students.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The program shall have a clearly defined faculty which, by virtue of its distribution, multidisciplinary nature, educational preparation, practice experience and research and instructional competence, is able to fully support the program's mission, goals and objectives.

This criterion is met. All 16 MPH primary faculty in the four tracks have doctoral degrees and expertise in relevant fields of public health including: health education, community health, health behavior, health promotion, sociology, medicine, maternal and child health and family planning, health care policy and administration, rural sociology, health law and health systems management, public health science, environment engineering, industrial hygiene, nutrition, integrative health and clinical nutrition. Eighty percent of the primary faculty have an MPH or related MS degree, nine are tenured and seven are in the

tenure-track. To further complement their academic qualifications, 12 of the primary faculty hold professional licensure and/or certifications in their area of expertise including: MCHES (health education), CPH (public health), CHES (health education), licensed attorney, PE (engineering), CIH (industrial hygiene), RD (dietetics) and LDC (licensed dietitian nutritionist). In addition to the primary faculty, there are nine other faculty who hold either adjunct or secondary faculty appointments. Adjunct faculty members have specific expertise and bring unique work experiences to the program and through their teaching expand the exposure of students to public health issues and programs.

The Pennsylvania State System of Higher Education defines the FTE for faculty, which is in turn based on faculty time allocated to teaching, scholarship and service. The system designates that one FTE is equivalent to 37.5 hours. Primary faculty submit their hours weekly and provide 0.5 FTE or more to the program.

4.2 Faculty Policies and Procedures.

The program shall have well-defined policies and procedures to recruit, appoint and promote qualified faculty, to evaluate competence and performance of faculty, and to support the professional development and advancement of faculty.

This criterion is met. All WCU faculty members are governed by a CBA negotiated by the state system and the Association of Pennsylvania State Colleges and University Faculties. The current contract, approved in December 2012, is in effect until June 30, 2015. The CBA serves as the university's version of a faculty handbook.

New faculty members are recruited through the department based upon a program needs assessment submitted to the dean and the provost. The department develops a formal recruitment plan, which must be approved by the Office of Social Equity. During the site visit, faculty confirmed that every search has a diversity recruitment plan. After CV reviews and on-campus interviews, faculty members rank the finalists, and the department chair makes a recommendation to the dean, who makes the offer of employment to the candidate.

The faculty contract outlines three basic criteria for faculty evaluations including the following: effective teaching and fulfillment of professional responsibilities, continued scholarly growth and service. In the health department, all probationary, non-tenured, tenured and part-time/temporary faculty are evaluated.

The CBA defines evaluation of tenured faculty members, all of whom receive a performance review evaluation from their dean or appropriate manager no later than May 15 of their fifth year of appointment as a tenured faculty member and again no later than May 15 of every fifth year thereafter. Tenure track faculty must apply for tenure in their fifth year of service. The majority of faculty in the MPH program begin at the rank of assistant professor and apply for promotion to associate professor at the time of tenure review.

The average time for promotion from associate professor to full professor is five to seven years. All probationary non-tenured faculty, tenured faculty, part-time and temporary faculty are evaluated. The Department TEP Committee coordinates the faculty evaluations and uses the information gathered from students, peers, the faculty member's curriculum vitae and statement of expectations to complete a written evaluation of faculty performance including teaching and professional responsibilities, scholarship and service. During the site visit, faculty discussed the routine mentoring of junior tenure-track faculty by senior tenured faculty in preparation for the tenure and promotion process including activities such as two peer observations per semester and one academic chair observation per year.

Evaluations are reviewed with each faculty member by the members of the TEP Committee, department chair and dean of CHS. The evaluations are used to promote teaching effectiveness and to define individual strengths and weaknesses in teaching, scholarship and service. Evaluations of faculty pursuing tenure and/or promotion are provided as part of a complete dossier for the university level TEP committee review. Evaluations at the department and university levels are used by the WCU administration to determine promotion, renewal of contract and granting of tenure.

WCU supports faculty development in teaching and research. The institution provides research support through the Office of Sponsored Research and Faculty Development (OSRFD), which includes support for external grant applications and intramural faculty development grants. The university also offers a faculty mentorship program which links faculty with appropriate mentors, and brown bag workshops to provide faculty with training sessions that focus on teaching and service learning. The Department of Health also offers small faculty/student research grants to support the Teacher-Scholar Model.

Part-time faculty are utilized to teach electives but not core courses, with the exception of one adjunct faculty who serves as the ALE instructor.

4.3 Student Recruitment and Admissions.

The program shall have student recruitment and admissions policies and procedures designed to locate and select qualified individuals capable of taking advantage of the program's various learning activities, which will enable each of them to develop competence for a career in public health.

This criterion is met with commentary. The program only offers the MPH degree. In order to attract quality students, the recruitment efforts include graduate open houses before fall, spring and summer sessions; regional graduate fairs; graduate web pages including the MPH website; and Facebook and LinkedIn pages. A graduate recruiter for the college works with the MPH program director and track coordinators to create an annual recruitment plan. The recruiter attends college fairs, open houses, information sessions, webinars and online chat sessions, and programs at undergraduate clubs, classes and organizations. She also

follows-up with prospective students and creates and implements recruitment strategies designed to grow enrollment.

The track in integrative health was discontinued due to low enrollment and no new students have been accepted since the fall 2013. In addition, the nutrition track will not be enrolling new students after fall 2015 due to the implementation of a newly designed master's degree (MSCN) in nutrition. The graduate recruiter is now concentrating on the development and increased enrollment of the track in environmental health, which has experienced significant growth in the past two years.

The assistant director of graduate admissions coordinates the admissions process, and the graduate school dean makes final acceptance decisions. A cumulative 2.8 undergraduate GPA is required. The application process is electronic and applicants have a unique ID number to access it from the graduate studies website. Once the assistant director has reviewed the application for specific requirements for the MPH program a recommendation for admittance is made on behalf of the dean. Admission is contingent on the applicant's undergraduate GPA, letters of recommendation and a well-written statement of professional expectations. Applicants can be provisionally accepted with an academic deficiency or low GPA, if faculty believe that the issue can be corrected with a few courses prior to matriculation. The student must achieve a B+ or better in required courses.

Admitted applicants receive a mailing from the dean of graduate studies. The mailing includes a welcome letter (sent electronically), a letter of acceptance, the MPH student handbook and a list of track faculty advisors. Additionally, the department and the MPH advisor send welcome letters including details on connecting with the advisor for course selection. The MPH advisor sends a track advising sheet listing the specific track requirements. Beginning in the fall 2015, all graduate coordinators at WCU will oversee student admissions (the MPH program director is the Department of Health graduate coordinator).

The university has four admissions categories for graduate applications:

1. Non-degree status for those with a bachelor's degree to take up to three graduate courses without being admitted.
2. Professional growth status for qualified students to take an unlimited number of courses without enrolling in a degree program.
3. Degree status for students who are fully matriculated into a certificate program, a teacher certification or a degree program.
4. Provisional degree status for students to remedy an academic or administrative deficiency.

The MPH program has admissions for the fall, spring and summer semesters. The graduate catalog says that admission decisions are completed using college transcripts, references submitted independently, the applicant's statement of professional expectations and test scores (not required by the MPH program). International applicants whose primary language is not English must submit TOEFL scores of 550 on the

written exam, 213 on the computer and 80 for the internet based exam, or IELTS scores at the 6.5 level, and an official transcript evaluated by WES, ECE or any NACES-participating organization. Documents that are not in English must include English translations certified by a university official. Additionally, a proof of financial support, medical history form and immunization record are required. If admitted to a degree program, the university supplies the U.S. immigration (I-20) form for a student visa.

Overall enrollment in the MPH program has increased over the past three years. The university and college leadership said public health is among the fastest growing areas of the university. The program attributes the increased enrollment to the undergraduate Fast Track program, low tuition costs, offering accelerated courses, distance learning opportunities and effective recruitment. The numbers of students did not decrease in FTEs despite the cessation of the track in integrative health.

The comment relates to not meeting the yield target for enrolled students. In the self-study document, it is noted that in order to meet the yield of at least 60% of admitted students, the program needs to figure out why admitted students decide not to enroll in the program. Attempts by the recruiter to determine the reasons the yield was declining were done through a survey, with very limited participation ($n=9$), that did not provide meaningful data. In addition, the survey went to newly enrolled students. For meaningful data, the recruiter will need a higher response rate and must gather information from those applicants who did not accept the offer from the program. A new or revised plan will need to be designed and implemented for meeting the yield target.

4.4 Advising and Career Counseling.

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

This criterion is met. The WCU faculty CBA stipulates that full-time faculty must provide five hours each week outside the classroom for consultation with students. All students are assigned faculty advisors in their elective track as soon as they are enrolled in the program. The faculty advisor sends a welcome letter to the newly enrolled student with contact information and includes a copy of the MPH student handbook and the graduate student advising sheet for the elective track the student has selected. The advising sheets include information on course sequencing for core and elective courses for full-time and part-time MPH programs, and the fast track undergraduate program. They also provide information about the community service requirement and answers to questions that the advisor or student needs to know (eg, course pre-requisites, ALE I and II requirements, graduation process requirements). The advising sheets are well designed and informative. One student with whom the site visit team met reported that she had found the advising sheets to be a good source of information about the program even before she met with her faculty advisor. Other students said that they worked on coursework sequencing in their first advisor meeting and then had "check-in" visits later to confirm the plan was accurate and appropriate.

In addition to individual advising sessions, the community health, health care management and environmental health tracks schedule group advising sessions during the fall and spring semesters. Students are allowed to update their course schedule during the group advising sessions and changes to program requirements are presented along with details about the practicum/culminating activities. The track coordinators manage the group sessions. Students and faculty reported that the group sessions were usually held after the last evening class of the day and were well attended. Both the program information and networking with fellow students were considered to be important parts of sessions.

Student exit surveys, done in fall 2013 and 2014, showed that 86% of students sought advisement with their assigned faculty advisor, with 90% of those agreeing that their assigned advisor was available and approachable. On average students sought advisement four times during their degree program, and academic requirements and career development information were reported as the main topics of discussion. Seventy-one percent of students reported also having consulted with a faculty member other than their assigned advisor regarding program and career development topics. At the site visit students reported being pleased with the advisor they were assigned. They found them to be knowledgeable, approachable and willing to help resolve issues in any aspect of the program of concern to the student.

Currently there is no policy in place for requesting a change of advisors. Although no current or former student has requested a change, in the current system the MPH program director would approve any such request. The MPH Program Committee and the Student Advisory Board will begin developing an advisor change policy in fall 2015 with the expectation of having a formal policy in place by the end of spring 2016 semester.

All faculty advisors provide extensive career advising for students. Faculty also post open positions they learn of on the MPH program Facebook page and place them on bulletin boards near the MPH classrooms. All students and alumni have access to the university's Twardowski Career Development Center for support during their job search efforts. The MPH program has a designated center staff liaison, who works with the public health students. She teaches skills for resume development, job searches and follow-up during the ALE I course and is available for reviewing and critiquing student developed career materials. The center also maintains a library of career and advanced education materials that students can look through at any time. When asked about career counseling services in the exit survey, half of the students were aware of the MPH Facebook page and 67% were aware of the career development resources on the MPH program website. Students told the site visit team that MPH faculty were good sources of career information and advice, and that they knew of and accessed the services of the university career center. They reported the center staff and resources as being helpful. Alumni also were very complimentary about the continuing support and career advice provided by their former program faculty contacts.

The policy for addressing problems/concerns is published in the MPH student handbook. Students with a concern are asked to follow professional protocol and meet with the course instructor or their advisor to see if the concern can be resolved. If not resolved, the MPH program director will meet with the student to discuss the problem. If a satisfactory resolution is still not found, the student may take the issue to the department chair. Concerns not resolved at the department level may be taken to the associate dean of the college. The next step, if needed is to file a petition for an exception to the policy with the MPH program director for submission to the Office of Graduate Studies. Over the past three years, the most common petition request has been a change of course withdrawal dates and requests for reinstatement due to a grade failure. The Office of Judicial and Student Affairs is available, if a student needs to file a grade appeal, grievance or has an issue of misconduct. All concerns over the past three years have been resolved at the department level without other more formal procedures.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

West Chester University Master of Public Health Program

October 22-23, 2015

Thursday, October 22, 2015

- 9:00 am Meeting with Program and Department Administration
Debra Bill
Lynn Carson
Bethann Cinelli
Mary Beth Gilboy
Harry Holt
Gopal Sankaran
Charles Shorten
- 10:30 am Break
- 10:45 am Meeting with Faculty Related to Curriculum and Degree Program
Mathias Akuoko
Debra Bill
Mary Bowen
Joanne Christaldi
Sharon DeJoy
Harry Holt
Whitney Katirai
Lynn Monahan
Selena Morresi
Gopal Sankaran
Maura Sheehan
Charles Shorten
Christine Williams
- 12:00 pm Break
- 12:15 pm Lunch with MPH Students
Kayode Bey
Jordan Buckley
Joseph Calvarese
Juan Carlos
Andrew Carter
Avery Day
Rebecca Galie
Samantha Gogets
Melissa Heivly
Jessica McCoppin
Ruth Montesines
Olatomiwa Salako
Amanda Tome
Clifford (Pete) Van Keuren
Pamela Vu
Safiya Woodson
- 1:15 pm Break
- 1:30 pm Meeting with Faculty Related to Research, Service and Faculty Issues
Mathias Akuoko
Debra Bill
Mary Bowen
Joanne Christaldi
Sharon DeJoy
Mary Beth Gilboy

Harry Holt
Whitney Katirai
Lynn Monahan
Selena Morresi
Gopal Sankaran
Maura Sheehan
Charles Shorten
Christine Williams

2:30 pm Break

2:45 pm Meeting with MPH Alumni

Lindsay Anderson
Veronica Bersani
Dara Blomain
Deirdre DiStefano
Kristina Early
Kelly Eckhart
Caitlyn Fasano
Susan Hall
Mariam Jabbie
Dennis Pacheco
Chelsey Price
Sara Shaffer
Tracy Swift-Merrick
Arielle Waters

3:45 pm Break

4:00 pm Meeting with Community Representatives, Preceptors and Employers

Michael Baysinger
Joy Dvornicich
Chrissie Dziembowski
Douglas Eschbach
Gail Fellows
Julie Funk
Jaclyn Gleber
Jennifer Milakeve
Laura Milazzo Mackiewicz
Selena Moressi
Robert Morrison
Roy Mosaicant
Ethel Richards
Denise Sheehan
Lyndsey Smith
Michael Werner

5:00 pm Site Visit Team Resource File Review and Executive Session

5:30 pm Adjourn

Friday, October 23, 2015

8:30 am Meeting with Institutional Academic Leadership and University Officials

Linda T. Adams
Jeffrey Osborn
Ray Zetts

9:15 am Break

9:30 am Site Visit Team Executive Session and Report Preparation

12:30 pm Exit Interview