Council on Education for Public Health
Adopted on June 8, 2013

REVIEW FOR ACCREDITATION

OF THE

PUBLIC HEALTH PROGRAM

AT

EAST STROUDSBURG UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES: October 22-23, 2012

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Public Health Program at East Stroudsburg University (ESU). The report assesses the program's compliance with the *Accreditation Criteria for Programs of Public Health, amended June 2005*. 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 2012 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 on site in a resource file. The team was afforded full cooperation in its efforts to assess the program and verify the self-study document.

Founded in 1893, the East Stroudsburg Normal School included a 15-member faculty and 320 students enrolled in two-year programs in elementary and science education. In 1927, the college received authorization to confer bachelor's degrees, followed by master's degrees in 1962. The first graduate areas of study were master's of education in biological sciences, general science and health and physical education. After a number of name changes, the college obtained university status and officially became ESU in 1983. Today, ESU is one of 14 universities that comprise the Pennsylvania State System of Higher Education (PASSHE). The university offers 58 undergraduate and 22 graduate programs, and employs 326 faculty members and 436 management and non-instructional staff members.

The university has been involved in health education training since the 1960s. The program's focus on community health education has been a natural fit at ESU and complements many of the other teaching and education programs. However, the program is considering changes to the curriculum and concentration area based on the evolving needs of the state and region.

The MPH program has been accredited since 1990. Its last accreditation review occurred in 2005, at which time all criteria were found to be in compliance. The program submitted an interim report in 2011 related to graduation rates, and the Council found the program to be in compliance with Criterion 2.7 (Student Assessment).

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.**

b. **The program and its faculty 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 concepts and 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. As a minimum, the program shall offer the Master of Public Health (MPH) 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 public health program at ESU. The university is regionally accredited, and the program has the same rights and privileges of comparable academic units at the university. The program director oversees the daily operation of the program and reports to the chair of the Department of Health Studies. Interdisciplinary coordination is evident in the activities carried out by the program. For example, faculty collaborate with researchers at other universities in the state on rural health issues, and the program has received funds from the university president to collaborate with other departments on campus for social marketing initiatives. The program receives strong support from the leadership of the department, college and university. The organizational culture allows the program to be guided by its mission and to embrace the values and goals common to public health.

Instructional, research and service activities are planned, developed and evaluated with input from MPH faculty, program committees, program administrators, MPH students, alumni and community members. The program's website keeps all constituents apprised of the programs policies, procedures and

activities. The MPH Program Advisory Committee provides insight to ensure that educational activities are relevant to the public health practice community.

1.0 THE PUBLIC HEALTH PROGRAM.

1.1 Mission.

The program shall have a clearly formulated and publicly stated mission with supporting goals and objectives. The program shall foster the development of professional public health values, concepts and ethical practice.

This criterion is met. The program has a clearly formulated and publicly stated mission with supporting goals and objectives. The MPH program's mission statement is as follows:

> To enhance the quality of human health through the practice of population-based public health that is responsive to the dynamic, ecologically based, interdependent nature of human systems and the environment.

The program has five goals through which it works to fulfill its mission that focus on leadership and service; research and its translation to evidence-based public health practice; instruction; attainment of public health competencies; and professional and ethical practice. Thirty-one objectives quantify and support the goal statements. The leadership and service goal focuses on providing expertise, service and leadership locally, regionally and nationally to meet current and future public health practice needs. The research goal stresses both faculty and student research skills, research practice and publication/dissemination. The instruction goal has an objective to graduate at least eight students per year and to focus on public health workforce development. The public health competence goal is measured by student and graduate accomplishments and faculty resources. The goal related to professional and ethical practices includes objectives for student diversity in multiple domains and successful student experiences in public health practice settings.

The missions of the university and the Department of Health Sciences provide the foundation for the program's mission, goals and objectives. The program's mission, goals and objectives were developed in 2004 and are reviewed annually by the public health faculty. The Public Health Advisory Committee, which includes student, alumni, university administration and community partner representatives, provides feedback on any modifications to the mission, goals and objectives. The mission, vision, goals and objectives are clearly and completely presented in the MPH Graduate Manual. In addition, portions are presented on the program website and in the university's graduate catalog.

The program's values were developed within the process used to establish and modify the mission, goals and objectives with input from student, alumni, faculty, university and community stakeholders. The MPH program is guided by the following core set of values:

- Maintain a commitment to social justice and the elimination of health disparities through research, service and instruction
- Demonstrate a commitment to the growth of all members of our academic community
- Demonstrate a respect for and awareness of our growing multicultural society
- Demonstrate a commitment to preparedness
- Be responsive to the changing requirements of global health
- Work for the application and translation of research and theory into evidence-based public health education practice
- Exemplify the importance of professional public health education leadership

1.2 Evaluation and Planning.

The program shall have an explicit process for evaluating and monitoring its overall efforts against its mission, goals and objectives; for assessing the program's effectiveness in serving its various constituencies; and for planning to achieve its mission in the future.

This criterion is partially met. The self-study outlines a number of approaches the program uses to evaluate and monitor its effectiveness. Program leaders review national data and initiatives in public health practice and education; receive input from institutional and community stakeholders; solicit feedback from agency supervisors for student internships; and collect quantitative and qualitative evaluation data from students. The program relies heavily on input from students and graduates. Assessment data are based on student performance on the oral examination; a survey of students and program alumni; graduate student nominal groups; and student exit interviews. Because of the university's collective bargaining agreement (CBA), student evaluations of courses and instructors are not always required, and if they are performed, they may not be available to the program director and the public health faculty.

The program director and public health faculty review, propose and implement program changes. Results of program evaluation include refining the guidance, faculty review and assessment of the publishable paper; broadening faculty participation in HLTH 581 (Public Health Seminar); renaming the HLTH 538 course from Public Health Administration to Health Policy and Administration; expanding the HLTH 538 course's scope to incorporate a broader view of health administration; creating the public health certificate program; and collaborating with The Commonwealth Medical College to offer public health courses to medical students.

The concern relates to the inability of the site visit team to assess the relevancy and appropriateness of the program's objectives and outcome measures based on the data reported. First, many measures are defined by numbers (eg, "faculty and students will conduct a minimum of 2 continuing education programs each academic year"), while the data are presented as a percentage (eg, "100%"). Second, many measures appear to be weak indicators, such as the use of student-faculty ratios to indicate the quality of the program's recruitment and admission efforts. Third, six outcome measures were reported

as “N/A” for the 2010 evaluation year. These measures, including the measure assessing graduates’ job placement rates, are the product of the student/alumni survey, which is conducted every other year.

Although the objectives and outcome measures were established in 2004, the program director told site visitors that the program was not able to establish effective methods of tracking and reporting on the measures until 2008 when transitions in program leadership were completed. During the site visit, the program director reported that the public health faculty made a conscious decision in 2009 to not make significant changes to the objectives and outcome measures until after the accreditation site visit in 2012.

The program director and department chair discussed with site visitors their plan to begin restructuring the program’s focus and course requirements after completion of the CEPH site visit. They acknowledged that any program changes will involve defining new objectives and establishing measurable outcomes that will be useful in assessing progress. In addition, the expansion of course offerings to students at remote sites will require tools for evaluation that are less dependent on direct student feedback to the program director through one-on-one meetings, the student liaison and the in-class nominal group process. The restructuring of the program’s evaluation and planning activities is an opportunity to more fully engage students, alumni and community stakeholders in the assessment process, including setting targets that are realistic yet future-oriented.

The program provided a comprehensive and analytical self-study document. Development of the self-study was primarily the work of the program director with input and guidance from the public health faculty and the Public Health Advisory Committee. These two groups met in October 2009 for an initial strategic planning session. In the year prior to submission of the self-study, the Public Health Advisory Committee met twice and the public health faculty met at least monthly to provide input for the self-study. The program director and department chair were responsible for writing and assembling the self-study document.

During the site visit, several members of the Public Health Advisory Committee reported that they had received and reviewed various sections of the self-study during its development, and all public health faculty and advisory committee members received the preliminary draft for review and comment. The final document was posted on the program’s Facebook page to promote awareness and encourage feedback. The president of the students’ community health organization (who is also the student liaison to the program director and public health faculty) reviewed the final self-study. Students and alumni who met with site visitors said that the program director kept them informed of the self-study process over the last year, provided them with the self-study for review in advance of the site visit and sought their input at all stages.

The program has addressed all recommendations from the last accreditation review. The Public Health Faculty Council, which is chaired by the program director, was developed to be the governing body for the MPH program. The previous accreditation review noted that the existing continuing education activities would likely be unsustainable and unable to meet the program's objective for public health workforce development. In response, the program established a public health certificate program as a viable strategy for workforce development. The 2005 review also identified a disproportionate distribution of scholarly activity among the primary faculty. The program has assessed its faculty strengths and weaknesses and concluded that while two faculty members generate most of the intramural and extramural grant and contract funding, two other faculty members generate most of the journal and book chapter publications. The program views these contributions to be complementary, particularly given the heavy teaching loads placed on every faculty member.

1.3 Institutional Environment.

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

This criterion is met. ESU is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. In addition, the teacher education programs offered by the university are accredited by the National Council for Accreditation of Teacher Education and the Pennsylvania Department of Education. The university also responds to the following accreditors: the American Chemical Society, the Commission on Accreditation of Allied Health Education Programs, the National League for Nursing Accrediting Commission, the Pennsylvania State Board of Nursing and the National Recreation and Park Association/American Association for Leisure and Recreation.

ESU is one of 14 universities in Pennsylvania's State System of Higher Education (PASSHE). PASSHE is governed by a 20-member Board of Governors, and the chancellor serves as the system's chief executive officer. The Board includes the governor or his/her designee, the secretary of education or his/her designee and 18 other members selected by the governor and the legislature. Three members of the Board must be students. Each university in the system has a Council of Trustees and a president who serves as the chief executive officer. ESU is organized into five major divisions: 1) academic affairs, 2) finance and administration, 3) student affairs, 4) enrollment services and 5) economic development and research support.

The College of Health Sciences houses six departments: health studies, nursing, speech pathology, athletic training, exercise science and physical education and lifetime fitness. The MPH program is housed in the Department of Health Studies, and the MPH program director reports to the department chair, who in turn reports to the dean. The dean holds monthly faculty meetings at which any faculty member may bring programmatic and/or curricular issues. The MPH program director also serves on the Graduate College Advisory Council and advises the dean of the Graduate College (who is also the vice-

provost). The provost and vice president for academic affairs holds monthly meetings with department chairs, and individual chairs may request direct meetings at any time to discuss specific issues and concerns.

The president of the university allocates funds for personnel, operations and capital expenditures. The budgeting process begins in the academic departments and then proceeds to the dean. The dean submits the school or college budget to the provost and vice president for academic affairs. The provost organizes the budget-request materials for presentation at the university-wide budget hearings, which are conducted before the President's Council. Guided by feedback from campus groups, deans' explanations of their budget initiatives and funding constraints, the Council makes recommendations to the president. Personnel recruitment is conducted at the department level with the formation of a three-member departmental search committee.

For the MPH program, academic standards and policies begin with the Public Health Faculty Council. The Public Health Faculty Council generates proposals for group discussion and approval. Approved proposals are submitted to the entire department faculty before being sent to the dean. In turn, the dean presents the proposal to the entire college faculty for approval. If the proposal is approved, the dean sends it to the University-Wide Curriculum Committee for final faculty-level approval.

The dean is administratively responsible for overseeing a) departmental budgeting processes, b) approvals of course offerings and faculty workload assignments, c) all disciplines' internal and external reviews, d) fundraising, e) faculty extramural grants and f) other administrative duties such as student conduct issues and faculty evaluations.

1.4 Organization and Administration.

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

This criterion is met. The program's organizational setting is conducive to carrying out its mission, goals and objectives. The program is administered by the program director, who serves as the chair of the Public Health Faculty Council and as the liaison with the MPH Program Advisory Committee. The Faculty Council develops policies for the program and includes all faculty teaching core public health coursework.

The program takes advantage of many opportunities for interdisciplinary coordination, cooperation and collaboration. For example, the program has used a faculty development resource fund to allow MPH faculty and students to collaborate with the Universidad de Santiago Compostela in Spain on an immigration and health status research program. Program faculty work on sponsored research projects

with the Center for Rural Health at Pennsylvania State University and the Center for Rural Public Health Practice at the University of Pittsburgh School of Public Health. In addition, program faculty and students have collaborated with ESU's Department of Art to create a social marketing initiative and ESU's social work program to assess the state of non-profits.

The MPH Graduate Manual and the MPH Graduate Internship Manual identify written policies on fair and ethical dealings. The program abides by the "ESU Promise," which states the university's commitment to the advancement of learning and service to society in an atmosphere of respect, civility, self-restraint, concern for others and academic integrity. In addition, the SOPHE Code of Ethics has been formally endorsed by program faculty.

Student grievance and complaint processes are guided by the Student Conduct Process and Regulations policy. Students are instructed to first appeal directly to the faculty member involved. If a mutual understanding cannot be reached, students may then appeal to the department chair, the dean and then the provost and vice president for academic affairs, in this order. Students of a protected class alleging discrimination or sexual harassment may take their concerns to the director of diversity and equal opportunity after exhausting the standard procedures. Likewise, students with disabilities may contact the ADA coordinator/learning disabilities specialist. Three complaints were addressed by the dean or provost in the last three years (one in 2010-2011 and two in 2011-2012). The complaint from 2010-2011 was filed by a student who felt mistreated by a primary faculty member in the MPH program. The student was given an explanation of how personnel issues can be handled according to university and CBA policies. The two complaints in 2011-2012 related to the teaching of the core epidemiology and environmental health courses. These courses were taught by the same faculty member who received the complaint in the previous year. At the time of the site visit, this faculty member was on a personal leave of absence.

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 conduct of program evaluation procedures, policy-setting and decision-making.

This criterion is met. The program's administration, governance and committee structures are well described in the self-study. The MPH program has a departmental structure of governance in which program policy and administrative decisions are initiated by the Public Health Faculty Council. This committee is composed of the primary public health faculty and chaired by the MPH program director. The council is responsible for 1) assessing and evaluating the program, including curriculum; 2) initiating curricular changes; 3) establishing scholarship expectations of the faculty; 4) coordinating strategic marketing of the program; 5) approving budget expenditures; 6) setting research policy; 7) developing continuing education programs; and 8) reporting back to the department on policy recommendations. In

addition to the faculty council, an MPH Program Advisory Committee provides input regarding how to improve the program's performance in research, service, teaching and training. This advisory committee is chaired by the program director and meets twice a year. Members include 12 community stakeholders from the northeast and south central regions of Pennsylvania.

Specific decision-making processes of the Public Health Faculty Council are described in the self-study. Promotion, tenure and retention processes are primarily governed by the CBA and university policies. All academic programs at ESU are governed by the CBA between PASSHE and the state system faculty. The CBA is a comprehensive document delineating the role of faculty and administration. Although the CBA and university policy establish research and service expectations of faculty, the Public Health Faculty Council has established recommended levels of scholarship for the primary public health faculty that exceed those established by CBA, such as the amount of extramural funding to be received and the number of peer-reviewed publications produced over a three-year period.

While major resources involving facilities or faculty lines are allocated and expended at the discretion of the president, the program receives a line item within the department's internal budget that is expended at the discretion of the program director after consultation with the Public Health Faculty Council and the approval of the department chair.

Program faculty are actively involved in university and departmental governance and serve on the Faculty Diversity Taskforce, the Institutional Review Board, the ESU Coalition for the Prevention of Alcohol Abuse, the Wellness Committee, the Sabbatical Leave Committee and the Student Scholarship and Award Committee, among others.

Student participation in program governance is highly valued and encouraged by the program. Student input is primarily received through a student liaison to the Public Health Faculty Council. The student liaison is elected by the student body and is frequently invited to council meetings to bring student issues to the faculty. The student liaison also conveys to students the processes and decisions made by the program administration. In addition, during orientation at the beginning of each semester, first-year students are invited to participate in discussions about specific issues critical to the program. Also, second-year MPH students have an option to participate in a mentoring program and take on an informal advising role with incoming first-year students.

1.6 Resources.

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

This criterion is met with commentary. The program has adequate physical as well as fiscal resources to achieve its objectives. PASSHE serves as the primary source of funding for the university and the MPH

program, with additional allocations from the state legislature and the university through supplemental student tuition and fees. Additional funding comes from research and training grants and private grants and gifts. As with many public institutions of higher education, PASSHE has experienced a decrease in public funding. PASSHE funding in 2005 represented 28% of the university budget. The allocation is expected to fall below 24% in 2012-2013. Since 2010, PASSHE has allowed the universities to develop university-specific performance indicators that are now used as a mechanism to allocate 3% of the state funds. Some of the new standards include graduation rates, second- and fourth-year retention rates, recruitment and retention of minority students and faculty and student learning measures. The university receives its funding through the recovery of tuition and fees, which represents 70% of its overall operating costs. Overall, the program budget, shown in Table 1, represents about 34% of the department's budget.

The program is able to generate additional revenue through indirect funds from grants. A principal investigator's department recovers 30% of the overall ESU indirect cost rate. The department, in turn, allocates 10% of the recovered amount to support student travel to professional conferences. The extended learning program at the university is a budget category for costs associated with "for credit" courses that are offered during the non-traditional hours in excess of normal faculty teaching loads. Since the last self-study, the department has increasingly used this revenue fund to offer off-campus courses for the program's certificate program.

Other resources and funding that benefit the program include the graduate assistant fund, which provides monetary compensation for graduate student appointments; institute scholarship awards for students from underrepresented groups with leadership potential; and a faculty development and research fund that provides professional development opportunities.

The MPH program is housed in the DeNike Center for Human Services, which opened in 1998. The facilities within the building have been continually updated to provide excellent teaching and research resources for the program students and faculty. The department has adequate space for faculty and staff; classrooms, conference facilities and computer facilities are considered excellent. The department has two "smart" classrooms assigned to it and shares a third classroom with two other departments. The DeNike building houses a computer lab with 20 computers, which were updated in 2011. The building also includes one classroom with a Picturetel unit for videoconferencing, including fiber optics for on- and off- campus distance communication. The program also benefits from the university's computer center and computer-supported learning programs.

Table 1. Sources of Funds and Expenditures, 2006-2007 to 2012-2013							
	2006-2007	**2007-2008**	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013[1]**
Sources of Funds							
University E&G[2]: Faculty and Staff Salaries	$1,013,623	$1,105,249	$1,188,523	$1,187,396	$1,163,450	$1,128,450	$1,103,450
Departmental E&G: Operations	$21,312	$21,348	$21,428	$21,220	$15,529	$15,529	$15,529
Graduate College E&G: Graduate Assistant Program	$16,500	$21,000	$28,000	$28,000	$35,000	$28,000	$32,000
Dean E&G: Student Travel	$1,000	$1,000	$2,200	$1,200	$1,200	$1,500	$1,000
Dean E&G: Self-study Support	$0	$0	$0	$0	$0	$0	$1,500
Performance Funding Provost Accreditation Support	$1,500	$2,500	$2,500	$2,500	$2,500	$3,000	$10,000
Student Financial Aid	$1,341	$1,497	$1,497	$1,300	$1,500	$1,000	$1,000
FDR[3]: Faculty Travel	$4,000	$5,994	$6,000	$8,000	$6,000	$7,000	$5,000
Grant Indirect Funds	$3,838	$783	$1,343	$4,056	$7,908	$1,200	$2,800
Instructional Fee	$9,400	$8,000	$8,773	$10,345	$9,941	$9,000	$9,000
Technology Fee	$0	$0	$0	$27,000	$0	$0	$0
Instructional Support - Field Placement Office	$0	$0	$0	$0	$5,000	$5,000	$5,000
E&G and Tuition Recovery: Extended Learning			$18,000	$18,000	$30,000	$65,000	$85,000
Training Grant							$29,200
TOTAL	**$1,072,514**	**$1,167,371**	**$1,278,264**	**$1,309,017**	**$1,278,028**	**$1,264,679**	**$1,300,479**
Expenses							
Salaries & Benefits (34%)	$272,647	$271,181	$304,008	$316,202	$309,364	$297,464	*$294,064*
Overload	$16,794	$17,557	$18,586	$17,289	$25,474	$15,000	*$10,000*
Summer Pay	$39,606	$35,681	$26,621	$19,336	$40,008	$13,240	*$13,240*
Continuing Education Faculty	$15,585	$17,366	$20,882	$16,888	$20,727	$0	*$46,700*
Printing	$388	$232	$179	$640	$243	$326	*$300*
Memberships and Accreditations	$2,400	$2,750	$2,750	$2,750	$3,645	$3,050	*$10,000*
MPH Travel for faculty and students	$8,778	$9,873	$10,411	$8,387	$8,290	$8,018	*$4,000*
Professional Services (repair, food, other)	$556	$625	$1107	$1069	$796	$974	*$900*
Office Supplies	$1,239	$940	$759	$1,323	$996	$3,214	*$3000*
Educational Supplies	$2,961	$1,778	$2,029	$3,153	$2,996	$2500	*$3000*
MPH Line Item	$1,852	$1,811	$3,217	$3,612	$3,652	$2500	*$2500*
TOTAL	**$362,806**	**$359,795**	**$390,550**	**$390,649**	**$416,192**	**$346,286**	**$387,704**

[1] Estimated

[2] E&G=Education and General Fund

[3] FDR= Faculty Development and Research Fund

The library resources available to faculty and students are acceptable. The library has increased the availability of public health journals so that students using either bound or full-text electronic journals now have access to more than 700 health-related titles. Librarians have compiled and continue to update holdings and reference material lists for students in MPH classes.

Field sites used by MPH students are diverse and of high quality. The university's location and MPH faculty's extensive professional networks provide numerous and varied sites and professional opportunities for student field experiences. Students have been placed in the Allentown/Bethlehem/Easton metropolitan area or northwestern New Jersey as well as in agencies in the Philadelphia or New York City regions. Other locations where students have been placed include the Pennsylvania Department of Health in Harrisburg, the National Institutes of Health and the National Cancer Institute.

The program also collaborates with agencies and organizations where faculty and students are able to conduct applied research and/or provide professional services. In turn, personnel from these agencies have supported the program's coursework and instruction by serving as guest speakers. Through its program resource objectives, the program demonstrates its commitment to increase its resources via external research funding. External funding continues to fluctuate, but over a three-year period, it has been sustained.

The commentary relates to the current status of the primary faculty complement. Site visitors learned on site that one of the program's primary faculty members resigned in January 2012 and another has been on a leave of absence since the beginning of the fall 2012 semester. The remaining primary faculty members have assumed responsibility for these individuals' duties, and adjunct faculty are assisting with the undergraduate teaching load. The university president has approved one faculty line, and the program plans to draft a job description and start advertising as soon as possible. Program leaders told site visitors that they hope to fill the position with an individual with expertise in health services administration and analysis skills to complement the interests of other primary faculty members and in light of needs expressed by community partners and stakeholders. Program leaders expressed uncertainty as to when or if the faculty member on personal leave will resume her duties. This additional absence leaves the program with only three primary faculty members. While public health faculty members at ESU are experienced at demonstrating high research and service productivity in addition to heavy teaching and administrative loads, the loss of two individuals (one permanently and one functionally) is seriously taxing the remaining faculty members. On-site discussions with the dean and provost indicated their awareness of the problem. Subsequent to the site visit, the department has hired a fourth faculty member, who is scheduled to start in the fall of 2013.

The calculations of faculty time provided in the self-study did not account for the changes that have occurred in 2012. Site visitors recalculated the student-faculty ratios (SFRs), shown in Table 2, to more accurately reflect workloads.

Table 2. Student-Faculty Ratios

HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	FTE Total Faculty	FTE Students	SFR by Primary FTE	SFR by Total FTE
3	1.93	2	.31	2.24	24.0	12.4	10.7
4[1]	2.45	2	.31	2.76	24.0	9.8	8.7

[1] This row counts the primary faculty member who has been on a leave of absence since the beginning of the fall 2012 semester and is not currently contributing to the program.

The program has access to approximately one-third of the department secretary's time as well as about 10 hours per week from work-study students. Program faculty members receive five hours of time from a graduate assistant each week, and the program director has one graduate assistant for 20 hours per week.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Master of Public Health Degree.

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

This criterion is met. The program offers a single MPH degree in community health education, as shown in Table 3. In addition to courses in the five core knowledge areas, students must take six required courses covering such topics as health ethics, policy and law; health education evaluation; computer applications in health education; introduction to research; and community health practice for health educators. Students must also complete a field experience, pass a comprehensive oral examination, write a publication-quality paper and complete a one-credit-hour public health seminar.

The program has a list of recommended electives that it makes available to students. These electives are all offered in the department, but students may identify other elective courses if they are appropriate for the plan of study. The program director reviews these requests on a case-by-case basis.

Table 3. Degree Offered

	Academic	Professional
Master's Degree		
Community Health Education		MPH

2.2 Program Length.

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

This criterion is met. Students must complete 45 graduate-level credits to receive the MPH degree. The MPH curriculum includes 15 credits of core coursework, 17 credits of concentration-specific coursework, a six-credit practicum, a one-credit public health seminar, a three-credit publishable paper and three credits of elective coursework, which is usually satisfied by one course. The university allows students to transfer up to 12 credits from another CEPH-accredited school or program. No students have completed the degree for fewer than 45 credits.

ESU measures course credit in terms of semester hours. One semester hour represents academic work equivalent to one hour per week in class plus two hours per week of outside preparation for a 15-week semester.

2.3 Public Health Core Knowledge.

All professional degree students must demonstrate an understanding of the public health core knowledge.

This criterion is met with commentary. All MPH students must complete courses in the five areas of public health core knowledge. The courses are shown in Table 4.

Table 4. Core Knowledge Courses

Core Knowledge Area	Course Title	Course Number
Epidemiology	Principles of Epidemiology	HLTH 561
Biostatistics	Introduction to Biostatistics	HLTH 563
Social and Behavioral Sciences	Social and Behavioral Theories in Public Health	HLTH 560
Environmental Health Sciences	Environmental Health Practices	HLTH 562
Health Services Administration	Principles of Public Health Practice	HLTH 538

The content of these courses has been updated through an inclusive process involving program faculty, student feedback and input from the MPH Advisory Committee. Waivers for core courses are not permitted except for students who are transferring in credits from another CEPH-accredited MPH program, in which case course syllabi from the transferring program is reviewed prior to granting the waiver.

At the time of the site visit, reviewers identified a concern with the adequacy of coverage of core content in two courses. Site visitors' review of the course syllabus and required textbook for HLTH 561 (Principles of Epidemiology) led to the assessment that the course lacked sufficient depth and breadth of content for a master's-level course. In addition, the syllabus for HLTH 562 (Environmental Health Practices) reflected

similar problems and included learning objectives that were not measurable. Subsequently, the content of both course have been improved to include more breadth and depth with revised objectives, as evidenced by syllabi submitted after the site visit.

The commentary relates to students' low satisfaction with the program's offerings in these core knowledge areas. Course evaluations completed by students revealed generally low satisfaction with the quality of these two courses, though this trend is poised to change once the revised courses are offered.

2.4 Practical Skills.

All professional 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 the students' areas of specialization.

This criterion is met. All MPH students are required to complete 300 hours of a field experience. Most students complete the internship with a single agency during their last semester in the program. Some students who are working full-time or have other commitments may complete the internship over an extended period and/or with more than one agency. During the past academic year, 18 students were placed in 18 unique internship sites. These internship sites were with a variety of community health, state and local public health and health system organizations in Pennsylvania, New Jersey and New York. Internships in prior years included one international internship and one experience with the Centers for Disease Control and Prevention. No waivers are granted for the field experience.

Students have a faculty supervisor and an agency supervisor. Students schedule their internship with the agency supervisor and provide the faculty supervisor with a general schedule within 10 days of the internship's beginning. Students keep a daily log of their specific internship activities and experiences, which they must submit to the faculty supervisor each week. As part of the internship, students are required to conduct a special project that is designed in cooperation with the agency supervisor. The faculty supervisor contacts the agency supervisor at least twice (ie, at the midpoint and at the end of the placement) to evaluate student performance.

During the site visit, both students and agency supervisors reported that a faculty supervisor frequently conducts assessment visits to the internship site. The MPH Graduate Internship Manual provides expectations, details and the grading policy for student work products during the internship. Several students and agency supervisors told site visitors that the process sets out well-defined goals and expectations at the start of the internship and that a structure is defined for the student, agency supervisor and faculty supervisor to evaluate the experience, student performance and the opportunities and supervision provided by the agency and agency supervisor. On-site review of student portfolios provided well-documented evidence of student learning and work activities during the internship through the inclusion of detailed weekly reports, examples of student work products and agency and student

evaluations of the internship experience. Students were uniformly positive that the internships gave them real-life experiences and opportunities to apply what they had learned in the classroom. Agency supervisors commented favorably on the quality of the students, their skill sets at the beginning of their internship and the added value students brought to their agencies.

The program includes practice-based learning as components of five additional required courses: HLTH 571 (Research Problem); HLTH 537 (Community Health Practice); HLTH 509 (Skills for Applied Community Health Practice); HLTH 555 (Health Education Evaluation); and HLTH 570 (Introduction to Research). During these courses, students work individually or in teams to gain experience in identifying, analyzing and evaluating prevention and population health problems from a practice perspective or to develop and demonstrate skills in health counseling, media interactions and public health research.

2.5 Culminating Experience.

All 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 program has a structured and sequenced culminating experience, required of all MPH students. Policies and procedures related to this requirement are clearly articulated and distributed to students. The focus of the culminating experience is on students' ability to demonstrate competencies. The experience is composed of three separate experiences: a comprehensive oral examination, a publishable-quality paper and a public health seminar.

Students undergo a one-hour oral examination administered by three public health faculty members. Students are expected to demonstrate competence across the required curriculum; synthesize and integrate course competencies and concepts; and apply concepts and competencies to settings in which students have worked or are likely to work. Students are asked questions related to their work, internship and project experiences. Responses are expected to synthesize and integrate knowledge and skills from across the curriculum.

The second component of the culminating experience is a year-long process of developing and presenting a publishable-quality research paper based on the student's own research. Students identify a faculty member to serve as chair and another as a second reader, and they produce a formal publishable-quality paper proposal for those two faculty members to review. Once a research project is approved, the student collects data and analyzes it with guidance from the faculty chair or second reader. The final paper is presented to three or more faculty members who vote to pass, pass with revisions acceptable to the committee or fail the student. About 34 students have presented their papers at conferences and at least three of the papers have been published in journals.

Finally, a one-credit public health seminar provides an opportunity for faculty to hear students discuss current events and articles assigned during the course to ensure that they can articulate the links between course-based learning and competencies and effectively critique the literature of public health and community health education.

At the time of the site visit, reviewers identified a concern related to the lack of documented coverage of environmental health in any of the projects that comprise the culminating experience. Site visitors discussed this concern with program leaders and were told that environmental health topics may be discussed during the oral exam based on individual student experiences. The oral exam used to include a question specific to environmental health, but the question has been inadvertently omitted in recent revisions. A document of oral exam questions was submitted to the Council after the site visit, and the revised exam includes appropriate questions about the physical environment.

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 educational programs.

This criterion is met. The program has clearly stated competencies that prepare students in the core areas of public health knowledge as well as in the specific area of community health education. The program uses competencies developed by the Council on Linkages Between Academia and Public Health Practice as a starting point for its own competency set. The program's core competencies are organized into eight domains: analytic and assessment skills; policy development/program planning; communication; cultural competence; community dimensions of practice; public health sciences; financial planning and management; and leadership and systems thinking. Each domain has between five and 12 associated competencies.

In 2004, the program began using the graduate health education competencies developed by the National Health Educator Competencies Update Project and spearheaded by the National Commission for Health Education Credentialing (NCHEC). The program's concentration-specific competencies are based on these competencies along with findings of the 2010 Health Educator Job Analysis. These competencies are divided into seven responsibility areas. Each area has between three and seven competencies.

The curriculum, learning experiences and program competencies have been developed by the faculty through an integrated process using recommendations from sources including the Council on Linkages, the SOPHE-AAHE Joint Graduate Standards for Health Education Committee, the Institute of Medicine and Trust for America's Health, feedback from the MPH Advisory Committee and the scientific and professional literature.

Site visitors identified concerns relating to the lack of evidence of links between competencies and learning objectives. While the program had mapped each of the 65 core competencies and 33 concentration-specific competencies to the required courses, site visitors could not determine which learning objectives support which competencies, and noted that the functional use of the competencies might be hampered by the relatively large sets being used. Since then, the program has developed a detailed crosswalk linking course objectives to competencies. In addition, alumni who met with site visitors seemed to have some familiarity with the program's competencies, but current students were not aware of their use in teaching or assessment.

The program's competencies are included in the MPH Graduate Manual, and the self-study indicates that they are discussed with students during orientation and in the core courses.

2.7 Assessment Procedures.

There shall be procedures for assessing and documenting the extent to which each student has demonstrated competence in the required areas of performance.

This criterion is partially met. The program assesses and monitors the attainment of competencies through a variety of evaluation techniques including successful completion of coursework, an internship and culminating projects. Learning and skill acquisition are measured within each course through written exams, papers, research and teaching projects and presentations. Students must maintain a 3.0 GPA, and more than three "C" grades in the graduate program leads to probation. Students may repeat one course to improve the grade from a "C." Failure of a course results in immediate dismissal from the program.

The comprehensive oral exam assesses students' ability to demonstrate public health and health education competencies from across the curriculum. Three faculty members serve as examiners for the exam. Two out of three faculty members must give a "pass" grade for the student to be successful. If students do not perform satisfactorily on one or two exam questions, they are given a written assignment to remediate the issues. If students do not perform satisfactorily on more than two questions, they fail the exam, and a second oral exam is scheduled. Students who fail the exam twice are dismissed from the program.

Students are expected to demonstrate competence in analytic assessment, communication and policy through the publishable-quality paper. The internship evaluates students' health education skills, management capabilities, leadership abilities and core public health knowledge. Students file a weekly report to their faculty supervisor in which they reflect on the link between their internship and

competencies. Agency supervisors evaluate their interns at the midpoint of the internship and at the completion.

The first point of concern relates to the lack of a competency-based assessment of student learning beyond course grades and the internship. There is little evidence that the program's competencies are used to evaluate the culminating projects. The program has not developed any grading rubrics or asked students to assess their perceived attainment of the competencies. Since the site visit, the program has developed a rubric assessing coverage of competencies; however, results are not yet available.

The second point of concern relates to the lack of an employer survey. Meetings with program leaders indicated that a survey may be developed in the future, but there has not been a systematic process to collect feedback from employers to date.

The program reports graduation rates of 87%, 63% and 80% for the last three years. The 63% graduation rate in 2010 was a result of the withdrawal of six students. The self-study reports that two were international students who returned to their country of origin for personal reasons, two withdrew due to layoffs from work, one transferred to a CEPH-accredited online program as her work schedule became unpredictable and one accepted a job offer at a hospital in the Washington, DC area. Seven students requested a leave of absence and may still finish the degree. Two students were on military service grants and were deployed, three took a leave due to work constraints and work instability, one student's employer discontinued tuition reimbursement and one student took a leave of absence due to a pregnancy.

The self-study indicates that nearly all graduates are employed within six months of graduation (ie, 100%, 100% and 89% in the last three years). Employment is most often found in the non-profit sector and with local, state or federal agencies. The program has recently seen an increasing number of alumni hired by healthcare systems; this trend is likely due to hiring shifts prompted by healthcare reform. About 15% of graduates continue on to doctoral programs, medical school or residency programs.

All program graduates who took the CHES exam in the last three years successfully passed. Program leaders approximate that 25% to 33% of students take the exam; however, exact numbers are not available because reported results combine baccalaureate- and master's level graduates. Graduates who plan to work in community health education in New Jersey are required to be CHES certified, while this certification is not as prevalent for positions in Pennsylvania.

2.8 Academic Degrees.

If the program also offers curricula for 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.

2.9 Doctoral Degrees.

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

This criterion is not applicable.

2.10 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.

2.11 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 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 teaching and learning methodologies and to systematically use this information to stimulate program improvements.

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. Since the last self-study, the public health faculty received 34 grants and contracts totaling over $2 million. Within the last three years, faculty members generated $854,382 for 26 grants and contracts. The majority of this funding was conducted in collaboration with an outside health agency or community-based organization.

The ESU definition of "scholarly growth" includes not only traditional basic research but also the following activities:

- development and/or implementation of experimental programs
- invited presentations at professional meetings
- publishing in professional venues
- providing leadership within the field through holding office in professional societies
- receiving regional or national awards
- consultantships
- invitational lectures
- serving on a panel at a professional meeting
- pursuing additional graduate training.

Faculty members are evaluated based on criteria set by the CBA that cannot be altered: 60% emphasis on teaching, 20% emphasis on service and 20% emphasis on scholarship. The university offers some support for faculty research such as conservative amounts of travel funds, a restricted number of sabbaticals and a limited amount of release time. There is an Institutional Review Board to support ethical research decisions and to provide timely feedback and approvals on research protocols.

Research management responsibilities were recently transferred from the Graduate College to a newly formed Office of Sponsored Projects and Research, which is located in the Division of Research and Economic Development. Through this office, the university provides faculty support for identifying extramural and intramural funding opportunities to conduct research as well as providing assistance to faculty in all phases of externally funded project development.

The MPH program's mission states that research is essentially applied and community-based in nature. Six of the program's objectives relate to the areas of consulting with public health agencies, international research collaboration, community-based participatory research projects that involve students, external funding, publications and presentations. The faculty produce admirable amounts of externally funded, applied community-based research. They also have a solid record of professional presentations. Two objectives related to research are not being met according to data presented in the self-study. The program's objective to maintain externally funded research has decreased from 100% to 60% to 40% from 2009 to 2011. The objective to have all primary faculty members publish at least two refereed journals articles every three years has only been met by 40% of the faculty. Research dollars per full-time equivalent faculty has continued to increase each year since the 2005 accreditation review. Extramural research funding as a percent of the total expenditures has also increased.

Students are introduced to faculty research interests during their orientation, at periodic meetings such as departmental open houses and in class. To increase the opportunities for graduate student research, the Community Health Organization, a service-learning club housed in the department, provides students with opportunities to engage in public health initiatives on and off campus. Through these efforts, several

students have authored professional conference papers. Many students are heavily involved in research projects conducted by or with faculty. During the period reported in the self-study, 38 students were involved in 26 research grants in a multitude of roles ranging from data entry to co-authorship.

Given that the institution is averse to granting release time, including for grant writing, research and publications, the MPH faculty have been creative and successful, creating their own interdisciplinary collaborations and developing a solid research base for themselves, the students and the program.

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. For 2009 through 2011, all primary faculty members were involved each year in consulting services in their area of expertise at national public health agencies and community organizations. Eighty percent of primary faculty members are involved in collaborative public health problem-solving projects that serve the rural areas of the state. Each year, two or three of the five primary faculty members have held leadership positions in public health professional organizations in their area of expertise. Service leadership activities noted in the self-study include serving as the leader of state and national public health organization boards and committees; journal editorial and peer-review activities; reviewing grants; and serving as a member of local coalitions and public health organizations.

The program expects all MPH students to participate in multiple (no fewer than three) group-level experiential or service learning activities through curricular or extra-curricular experiences. All students are assessed as achieving this objective through coursework and their internship. In addition, students participate in extracurricular activities independently or through the Community Health Organization. Through the Community Health Organization, MPH students have obtained intramural funding to provide public health-related interventions on campus, such as the “This is Public Health” sticker campaign during national public health week, “Voices/Voces” for condom and safer sex education and water conservation and recycling initiatives on campus and in dormitories.

3.3 Workforce Development.

The program shall engage in activities that support the professional development of the public health workforce.

This criterion is met with commentary. The MPH program established an 18-credit public health certificate in 2009. The certificate program is designed for professionals with a minimum of a bachelor’s degree. Certificate students are required to complete the five core MPH courses and a three-credit, 150-hour fieldwork experience. Coursework may be completed through a distance education, executive-style instructional program. Applicants for the certificate program must have a 3.0 or greater GPA in their

undergraduate program, have three years of work experience in a social services field and provide three letters of recommendations. Currently, about three to five students are enrolled in the certificate program at any given time. To date, four students have been awarded a public health certificate. One of those students transitioned to the full MPH program.

The initial distance-learning site offered in partnership with the Pennsylvania Department of Health was at the Dixon University Center in Harrisburg. Enrollment at this site has been low, which has led the MPH program to develop certificate program distance-learning sites in Philadelphia, the Lehigh Valley area (Allentown, Bethlehem and Easton) and Scranton. The first two sites are current university distance-learning sites for undergraduate studies, including the bachelor's program in public health. The Scranton location is in partnership with The Commonwealth Medical College (TCMC). A five-year Health Resources and Services Administration Title VII grant supports TCMC and the MPH program's initiative to give medical students the opportunity to complete the public health certificate. This initiative supports the MPH program's focus on public health workforce development in rural areas, since TCMC's mission is to develop primary care physicians who will remain in rural Pennsylvania. A first cohort of about 15 medical students will begin the certificate program in 2013 with an estimated 10 students enrolling annually in subsequent years. Eventually, some medical students may have the option to complete the MPH degree during a fifth year in their medical school curriculum.

In addition to the certificate program, members of the public health faculty have served as speakers and instructors in a variety of workforce conferences and educational activities in the region. Faculty members have also served on continuing education and planning committees for national public health organizations.

The commentary relates to the absence of a structured needs assessment of the current competencies and professional development needs of the workforce in Pennsylvania. The Public Health Advisory Committee and other community partners provide advice on workforce development needs. Community partners and employers reported strongly valuing the educational and training opportunities that the MPH program brings to the community. However, a more formal process of assessing needs and evaluating options may provide more structure for making decisions on the direction of the public health program at the university and the best allocation of faculty resources.

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, research and teaching competence, and practice experience, is able to fully support the program's mission, goals and objectives.

This criterion is met with commentary. The full-time faculty complement has extensive training and expertise in public health and is well qualified to support the program's teaching, research and service activities. All faculty members teaching in the MPH program have terminal degrees in areas such as international studies, public health administration, clinical psychology, health promotion, health education, epidemiology and biostatistics. Two of the four primary faculty members possess clinical degrees and all have MPH degrees. One has a post graduate degree in public health informatics. The fourth primary faculty member, who was on leave at the time of the site visit, has a DrPH in epidemiology, a medical degree and an MPH.

The commentary relates to the program's ability to cover the core knowledge area of environmental health sciences with its current faculty complement. As noted in Criterion 2.3, the environmental health course has gotten significantly low ratings of satisfaction from students. Environmental health is not the primary discipline of any faculty member, and the program would be strengthened by the addition of a primary or secondary faculty member who has both a terminal degree and experience specifically related to environmental health. The adjunct faculty member who is temporarily covering HLTH 562 (Environmental Health Practices) is a faculty member in the Department of Biology and has an MPH degree from ESU.

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. Policies and procedures that govern faculty appointments are published and available on the CBA website, which contains separate documents related to appointment, evaluation, promotion, tenure and sabbatical leave. In addition, the university has policies and procedures concerning promotion and tenure that are supplemental to the CBA.

Developmental activities are made available to faculty members. For example, sabbatical leaves are available for a specified percentage of the faculty and two primary faculty members received sabbatical leaves since the last self-study. Travel funds are available through the department (approximately $500 per year) as are faculty research and development budgets. The Faculty Development and Research Committee disburses funding through major grants (up to $6,000), mini grants (up to $500) and travel grants (up to $1,000) to fund presentations at professional conferences. The university provides other funding opportunities such as diversity and equal opportunity grants, foundation grants and the president's research grants. Since the last accreditation review, the public health faculty received more than $35,000 to present at professional conferences. In addition, two faculty members secured university presidential research funding totally $50,000, other faculty secured small internal grant awards to conduct

preliminary pilot research and one junior faculty member received funding to obtain additional academic training in epidemiology and biostatistics.

In regard to faculty evaluation procedures, formal processes are in place for appointment, promotion and tenure. The faculty evaluation process involves assessment of a faculty member's teaching, scholarship and service. The performance of each non-tenured faculty member is evaluated annually. Tenured faculty members are evaluated every five years after the most recent promotion. All faculty (full-time, part-time, tenured and non-tenured) are evaluated against the same standards. Student course evaluations must be included in the faculty member's evaluation portfolio.

As stated in the CBA, faculty tenure and promotion evaluations are based on 60% teaching, 20% scholarly productivity and 20% service to the profession or the university. Traditionally, teaching was the major determinant for achieving tenure. The self-study notes that ESU is now putting more emphasis on research and views it from a functional, rather than "pure research," perspective. Applied community research and engagement of students in research are benchmarks of strong functional research by university definition. The MPH program faculty are well respected for their exemplary working in achieving these benchmarks, as pointed out by both the provost and president of ESU during the site visit.

4.3 Faculty and Staff Diversity.

The program shall recruit, retain and promote a diverse faculty and staff, and shall offer equitable opportunities to qualified individuals regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. Two of the four primary faculty members are from underrepresented minority groups and one of the four is female. Considering the total faculty complement (six individuals), there is an even split by gender. The one full-time staff member is from an underrepresented minority group.

The university values diversity, has documented plans and policies and has provided programs and resources to improve the recruitment, retention and promotion of faculty who are members of underrepresented groups. The current faculty of the MPH program takes an active role in recruiting and retaining a diverse public health faculty and staff.

4.4 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. The program has recruitment and admissions policies and procedures in place to enroll a qualified student body. Recruitment efforts include program brochures, newsletters, the

program's website, displays at professional conferences and contact with staff at health service agencies and public health departments. In addition, the Graduate College advertises the MPH program in the Peterson's Guide annually. Most applicants indicate that they became aware of the program through the website or through discussions with their faculty advisor while completing a baccalaureate degree. Alumni and internship preceptors also provide referrals to prospective students.

The program has made a concerted effort to increase its visibility among a variety of audiences. For example, the program has exhibited at the APHA Annual Meeting in two of the last three years. Program leaders see this as an opportunity to educate their public health colleagues who play an important role in the decision-making process of their undergraduate students who plan to apply to graduate school. Also, the program sends press releases to publications in the region served by ESU to share faculty activities and program news such as accreditation decisions. Faculty members also write newspaper articles about public health research, advocacy and health issues, which provide greater visibility for the program.

Prospective students apply to the Graduate College, which makes copies of all applications and sends them to the designated program of intended study. The MPH program director reviews all applications and forwards his recommendations to the dean of the Graduate College. The program director's recommendations are based on factors such as the following: undergraduate/graduate training; GRE scores; diversity of background; social services work experience; letters of recommendation; personal statement; and, in some cases, a telephone or in-person interview. The Graduate College dean reviews the applications along with the director's recommendations and notifies applicants in writing of their admission status. Accepted applicants are given a specific period of time in which they must inform the Graduate College of their intention to enroll. Applicants who commit to ESU are advised in writing to contact the program director for class scheduling and to ask questions about their graduate studies.

The admissions criteria for the MPH degree are based on the minimum requirements set by the university. Applicants must provide the following documentation:

- Bachelor's degree from an accredited college or university
- Undergraduate major in a complementary field to the proposed area of graduate study
- Minimum GPA of 2.8 (minimum GPA of 3.3 preferred)
- GRE combined score of at least 285 (new scale) or at least 800 (old scale), or a minimum MCAT score of 24.0 or a minimum GMAT score of 400
- Three letters of reference
- Personal statement

The program has enrolled 23, 21 and 15 students, respectively, in the last three years. The student body is about two-thirds full-time and one-third part-time students.

4.5 Student Diversity.

Stated application, admission, and degree-granting requirements and regulations shall be applied equitably to individual applicants and students regardless of age, gender, race, disability, sexual orientation, religion or national origin.

This criterion is met. The MPH program adheres to university policies, procedures and affirmative action plans. Diversity is one of the overarching principles of the ESU Strategic Plan 2010-2015: "ESU values cultural knowledge, practicing collaborative leadership and exhibiting individual, as well as collective responsibility for total inclusion and empowerment of all within our community." The program has successfully attracted and supported minority and international students through graduate assistantships available through the Graduate College, the Frederick Douglass Program, a CIGNA Foundation grant to recruit students from two historically black universities in the Philadelphia region and the Reach Hei project in partnership with TCMC.

The program has experienced an upward trend in the number of applicants who self-identify as African American or Asian/Pacific Islander and a decrease in the number of applications from international students. Over the past three years, 12.4% of applicants, 7.8% of acceptances and 7.0% of enrolled students self-identified as African American; 5.0% of applicants, 5.6% of acceptances and 5.3% of enrolled students self-identified as Asian/Pacific Islander. Students self-identified as Hispanic represented 4.1% of applicants, 4.4% of accepted students and 7.0% of enrolled students over the past three years. For academic year 2009-2010, 23 international students applied and six enrolled compared with 10 international students who applied and none who enrolled for academic year 2011-2012. For the past three academic years, 31.4% of applicants, 25.6% of acceptances and 21.1% of enrolled students were males.

Recent reductions in graduate assistantships across the university may have a negative impact on the program's ability to continue to attract and retain students and graduate public health professionals with diverse cultural and ethnic backgrounds. The region is increasingly culturally and ethnically diverse, and the public health workforce should reflect these demographics.

4.6 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 with commentary. The program has clear academic advising processes for MPH students. The Graduate College sends students a letter with the program director's contact information when they confirm their commitment to enroll in the program. However, in practice, the program director has often already been in contact with newly enrolling students via e-mail, telephone or in-person meetings. The program director provides curricular advising for all MPH students.

The program regularly updates the Graduate Manual and the Internship Manual, and these resources are provided to students in class and at the beginning of each semester during the New MPH Student Orientation session. The orientation includes information on course rotation, the professional interests of faculty, publishable-quality paper requirements, the internship, program culture and the role of second-year student mentors who are assigned to first-year students.

The self-study acknowledges some historical challenges related to advising part-time students. The program has increased its emphasis on communicating the benefits of working with a faculty advisor, and most students are now in touch with the program director prior to registering for classes each semester. In addition, the program has implemented a proposed plan of study document. Students present their intended future course load by semester, communicate their professional and academic goals, begin thinking about their publishable-quality paper and receive guidance from the program director regarding their choices and timing of courses.

Students and recent alums who met with site visitors expressed high satisfaction with the quality of academic advising. They repeatedly cited the program director's willingness to accommodate the schedules of students and responsiveness by phone, e-mail and in person. Given that all advising is formally done by the program director, this system appears to be currently successful but largely depends on the individual serving in this position.

Program-specific career counseling is offered informally by all faculty members in the program. All faculty members hold at least five office hours spread across at least three days each week. Students use this time to discuss their professional goals and learn about potential opportunities. The program director has developed a Facebook group where students and alumni can be notified of open positions, internship opportunities and current events in the field of public health. In addition, the program director maintains an e-mail distribution list through which notifications are disseminated.

The ESU Office of Career Services has recently become more involved in providing job openings to the MPH program, and students can use the office for individual career counseling and workshops and classes related to career searches. The program reports that the internship has been a pathway to employment for a number of MPH students.

The program has identified three outcome measures by which it assesses student satisfaction with advising and career counseling. The program seeks scores of 3.0 (out of 4.0) or better on student and graduate surveys that ask about specific support services, faculty availability and academic advisement. No data were available for 2010, but data for 2009 and 2011 show that scores range from 2.9 to 3.3.

The commentary relates to the lack of faculty time available for advising MPH students. The program director is responsible for all graduate-level academic advising because all other faculty members advise undergraduate students in the department. The self-study identifies that the available resources need to be examined to determine ways in which more time can be dedicated to graduate advising.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH
ACCREDITATION SITE VISIT

East Stroudsburg University
MPH Program in Community Health Education

October 22-23, 2012

Monday, October 22, 2012

8:30 am	Meeting with Program Leadership Alberto Cardelle Steve Godin
9:30 am	Break
9:45 am	Meeting with Public Health Faculty Alberto Cardelle Steve Godin Steven Shive Kathy Hillman Christina Brecht Selena Hines (department staff)
10:45 am	Break
11:00 am	Meeting with Department of Health Studies Faculty Alberto Cardelle Steve Godin Steven Shive Kathy Hillman Kimberly Razzano Kelly Boyd Mary Jane O'Merle Christina Brecht Elaine Rodriguez Selena Hines (department staff)
11:45 am	Break
12:00 pm	Lunch with Public Health Advisory Committee Members Vera Walline Sherrie Penchishen Cathy Coyne Mark White Shelba Scheffner Melissa Rehrig Samuel Lesko Bonnie Coyle
1:15 pm	Break
1:30 pm	Meeting with University President Marcia Welsh
2:00 pm	Break
2:15 pm	Meeting with MPH Students Melissa Hrynyk Sharis Jackson Jamie Thomas Kerry Boyer Joanne Torres Mary Obeng Andre Gomes

	Maggie Watkins Katrina Wagner Gary Fromert Gabriela Hanna Breitfeller
3:15 pm	Executive Session and Resource File Review
4:15 pm	Meeting with MPH Alumni Kristina Rodriguez Christina Kolenut Victoria Montero Cindy Bigley Rachel Schmidt Rebecca Landucci Haley Daubert Charise Jones Mildred Nunno Elizabeth Kuchinski
5:15 pm	Break
5:30 pm	Meeting with Community Representatives and Preceptors Kathy Kuck Scott Bucher Sherry Roth Wendy Jacoby Ed Connors Robert Black Beth Taylor Christina Lewis Ron Dendas
6:15 pm	Adjourn

Tuesday, October 23, 2012

8:30 am	Meeting with University Leadership Van Reidhead Mark Kilker
9:30 am	Executive Session and Resource File Review
10:00 am	Meeting with Program Leadership Alberto Cardelle Steve Godin
10:30 am	Executive Session and Resource File Review
1:30 pm	Exit Interview