MCPHS UNIVERSITY

Master of Public Health Program
in Community Health

MCPHS University
Boston, Massachusetts

Council on Education for Public Health

Final self-study for initial accreditation

Respectfully Submitted: November 13, 2017

Table of Contents

LIST OF FIGURES

LIST OF TABLES

LIST OF ACRONYMS

AAR	Annual Activity Reports
ABCD	Action for Boston Community Development
ACAOM	Accreditation Commission for Acupuncture and Oriental Medicine
ACOE	Accreditation Council on Optometric Education
ACOTE	Accreditation Council for Occupational Therapy Education
ACPE	Accreditation Council for Pharmacy Education
AFO	Adjunct Faculty Orientation
APHA	American Public Health Association
APTR	Association for Prevention Teaching and Research
ARC-PA	Accreditation Review Commission on Education for Physicians Assistant, Inc.
ARRT	American Registry of Radiologic Technologist
ARS	Annual Review Statement
A&S	Arts & Sciences
ASPPH	Association of School & Programs of Public Health
BSPH/MPH	Bachelor of Science in Public Health/Master of Public Health
BOHMAC	Better Oral Health for Massachusetts Coalition
CAO	Chief Academic Officer
CAPTE	Commission of Accreditation in Physical Therapy Education
CASE	Center for Academic Success and Enrichment
CCNE	Commission on Collegiate Nursing Education
CDC	Center for Disease Control and Prevention
CRECE	Center for Research on Early Childhood Exposures and Development
CEPH	Council on Education in Public Health
CFO	Chief Financial Officer
CHES	Community Health Education Specialist
CODA	Commission on Dental Accreditation, American Dental Association
COL	Center for Online Learning
CME	Continuing Medical Education
CPH	Certified in Public Health
CTL	Center for Teaching and Learning
DE	Distance Education
DHS	Doctorate in Health Science
EHR	Electronic Health Record
ERF	Electronic Resource File
ETRG	Educational Technology Resource Group
FMI	Faculty Mentoring Institute
GPA	Grade Point Average
HBSS	Humanities, Behavioral and Social Sciences
HRSA	Human Resources and Service Administration
IELTS	International English Language Testing System
IOM	Institute of Medicine
IPE	Interprofessional Education
IS	Information Services
ISEE	International Society for Environmental Epidemiology
JRCERT	Joint Review Committee on Education Programs in Radiologic Technology
JRCNMT	Joint Review Committee in Nuclear Medicine Technology
LMS	Blackboard Learning Management System

MBORN	Massachusetts Board of Registration in Nursing
MCPHS	Massachusetts College of Pharmacy and Health Sciences
MDPH	Massachusetts Department of Public Health
MPH	Master of Public Health
MPHA	Massachusetts Public Health Association
MHS	Master of Science in Health
MNS	Math and Natural Science
MRC	Medical Reserve Corps
MUA	Medically Underserved Area
MS/MPH	Master of Science in Dental Hygiene/Master of Public Health
NEASC	New England Association of Schools and Colleges
NFO	New Faculty Orientation
NGO	Non-Governmental Organization
OD/MPH	Doctor of Optometry/Master of Public Health
PDMP	Prescription Drug Monitoring Program
PharmD	Doctor of Pharmacy
PharmD/MPH	Doctor of Pharmacy/Master of Public Health
PHSA	Public Health Student Association
SES	Socioeconomic Status
SOP	School of Pharmacy
TOEL	Test of English as a Foreign Language
UDL	Universal Design for learning
YOG	Year of Graduation

Page Intentionally Left Blank

1. THE PUBLIC HEALTH PROGRAM
1.0 PROGRAM OVERVIEW

From 2005-2010, MCPHS University (formerly known as the Massachusetts College of Pharmacy and Health Sciences) looked to expand its non-clinical program offerings. At the same time, there was a growing interest in public health among students, faculty, staff, and the Board of Trustees. In 2010, Tom Clay and Associates, a Massachusetts-based higher education and not-for-profit sector consulting firm assessed the feasibility of a Master of Public Health (MPH) Program (the Program) at the University. The report identified areas of interest for the institution, including the recommendation for building an online program with a focus on community health. Under the leadership of Carly Levy, Director of the MPH Program, the MPH Program was initially approved by the Board of Trustees of the Massachusetts College of Pharmacy and Health Sciences in 2012.

The first cohort of students enrolled in fall of 2012 and the first graduates of the Program finished in September, 2014. The MPH Program at MCPHS University has 3.0 FTE (full time equivalent) faculty. The Program offers both online and Boston campus-based options. Students may take classes full-time (≥ 9 semester hours per semester) or part-time (< 9 semester hours per semester). The Program is committed to meeting the needs of the working professional. Individuals with an interest or work experience in public health, clinicians, or recent college graduates with a bachelor's degree in any discipline are encouraged to apply. The current concentration is community health, which is defined as a:

> Multi-sector and multi-disciplinary collaborative enterprise that uses public health science, evidence-based strategies, and other approaches to engage and work with communities, in a culturally appropriate manner, to optimize the health and quality of life of all persons who live, work, or are otherwise active in a defined community or communities. (Goodman, Bunnell, & Posner, 2014, p. S60)

In 2013, the MPH Program partnered with several academic degree programs to develop joint degrees in the following areas: Doctor of Optometry/Master of Public Health (OD/MPH), Doctor of Pharmacy/Master of Public Health (PharmD/MPH, both Boston and Worcester/Manchester campuses), Master of Science in Dental Hygiene/Master of Public Health (MS/MPH), and Bachelor of Science in Public Health/Master of Public Health (BSPH/MPH).

Public health is not just a profession; it is also a dynamic occupation that requires a vision of a healthy public utilizing the social ecological model of health. To enhance the effectiveness of the profession of public health and to effectively train professionals who will contribute to the discipline of public health, the MCPHS MPH Advisory Committee, with the input of students, alumni, and community public health professionals, continually evaluates and adapts the Program to meet the needs of the public health workforce. The overarching goal is to deliver a high quality curriculum provides cutting-edge education to students so they may effectively address the diverse public health challenges faced in the United States and globally.

The MPH curriculum design and content was influenced by five national initiatives: 1) the Council on Linkages Public Health Competencies; 2) the Association of Schools & Programs of Public Health (ASPPH) MPH Core Competency Model; 3) the Institute of Medicine report, *Who Will Keep the Public Healthy? Educating the Public Health Workforce for the 21st Century*; 4) the Council on Education for Public Health Accreditation Criteria; and 5) the report, *Framing the Future: A Master of Public Health Degree for the 21st Century.* In addition, the Program reflects: a) the practical public health experience of the faculty; b) feedback received from the MPH Advisory Committee; c) input from students' internship supervisors; d) feedback from graduate students through formal and informal evaluation; e) recommendations of recognized professionals in public health education; and f) evidence from the scientific and professional literature.

The MPH Program is a 42-semester hour (s.h.) program. These requirements provide 18 s.h. of core classes, 18 s.h. of concentration classes within community health, and six s.h. of electives. MPH candidates are required to complete a 120-hour public health practice requirement in a setting of their choice. Upon matriculation, students are required to attend an orientation on-campus to introduce the MPH curriculum, University resources, faculty, and new and returning students. In addition, all students must attend a four-day, in-person seminar as part of their MPH culminating experience. Opportunities for community service and outreach are made available to students whenever possible. The Program presents occasions for workforce development and career progression to include networking events, career counseling and social networking.

The MPH Program maintains several social media outlets to increase awareness about public health, advertise upcoming events, and showcase our students, faculty, and staff:

Facebook: https://www.facebook.com/MasterofPublicHealthProgramMCPHSUniversity/

Instagram: https://www.instagram.com/mcphsmph/

Twitter: https://twitter.com/mcphsmph

Page Intentionally Left Blank

1.1 MISSION, GOALS AND OBJECTIVES

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

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

The Program's mission is to cultivate, mentor, and inspire public health professionals that are able to address complex health issues using the skills they acquire through academic and experiential learning, research, and collaboration.

1.1.b. A statement of values that guides the program.

The following values are fundamental to the Program:
- Learner-centered teaching and student engagement that fosters intellectual vitality, critical thinking, and lifelong responsibility for learning and professional development.
- Honesty, integrity, professionalism, and personal responsibility.
- Embracing diversity and emphasizing the importance of social justice and health equity.
- Adaptability and flexibility in response to the ever-changing external environment.
- Excellence and innovation in education, scholarship and research, and service (including participation in community-based initiatives).
- Scholarship that contributes to developing knowledge, improving health sciences education, and improving healthcare and health outcomes.
- Education that fosters development of the whole person.

1.1.c. One or more goal statements for each major function by which the program intends to attain its mission, including instruction, research, and service.

I.   Instructional Goals
   A. Provide graduate students with courses and content related to health disparities and health outcomes in communities.
   B. Provide students with effective instructional technology, learner-centered teaching methodologies, accomplished faculty, and significant student support throughout the Program.
   C. Promote a diverse student body and a collaborative environment that encourages cultural understanding and discovery of creative solutions to public health issues.

II. Research Goals
- A. Increase and strengthen public health focused research projects and opportunities.
- B. Advance interdisciplinary research and collaboration within public health projects.
- C. Enhance students' research skills and abilities and provide opportunities for students to engage with faculty on research projects.

III. Service and Outreach Goals
- A. Engage state and local public health agencies, students, and research partners in addressing public health issues.
- B. Partner with local, state, federal, and global health agencies to provide unique service opportunities to students.

IV. Sustainability Goals
- A. Ensure the MPH Program is self-sustaining and an integrated program at the University.
- B. Seek extramural funding for faculty development/research projects.

1.1.d. A set of measurable objectives relating to each major function through which the program intends to achieve its goals of instruction, research, and service.

Instructional Objectives

1. Percentage of students passing courses with a grade of B minus or better will be at or above 80%.
2. Satisfaction with Practice Experience, Culminating Experience Preparatory Seminar, and Culminating Experience Courses, as measured by student evaluations, will exceed 80%.
3. Percent of MPH courses that include health equity content will be at or above 75% (PBH designation only).
4. 100% of faculty will attend one or more conferences, faculty development sessions, and/or continuing education classes related to innovative teaching practices, pedagogy, technology, or other related topics annually.
5. Percentage of MPH students enrolled in dual degree programs will meet or exceed 25%.
6. Percentage of students in racial and ethnic minority groups will reflect diversity in MA (as of 2015, White alone, not Hispanic or Latino was 73.5% and non-White/Hispanic or Latino was 26.5%).

7. Percentage of faculty and staff in racial and ethnic minority groups will reflect diversity in MA (as of 2015, White alone, not Hispanic or Latino was 73.5% and non-White and/or Hispanic and/or Latino was 26.5%).

8. Percentage of enrolled students residing in HRSA medically underserved areas will meet or exceed 20%.

9. Percentage of students who are foreign born will meet or exceed 15%.

10. Percentage of students from the public health workforce will be equal to or greater than 40%.

11. Students will be provided one or more opportunities to synthesize concepts of cultural competence and creative problem solving through assignments in each class (100% of classes).

12. Target GPA for admitted students will be ≥ 3.0.

Research Objectives

1. The number of presentations given at national conferences will meet or exceed one abstract per year per core faculty member.

2. The number of public health-related scholarly activities of core faculty in the form of peer-reviewed publications submitted or accepted will be one or more every two years.

3. The MPH Program will have at least two collaborations with other faculty members at MCPHS University on public health focused projects during each academic year.

4. The MPH Program will develop two or more partnerships with public health agencies at the local and state level to enhance interdisciplinary research by the 2017-2018 academic year.

5. The number of students involved in faculty research will meet or exceed one per year.

Service Objectives:

1. The MPH Program faculty and staff will collaborate on at least one project annually with state and/or local agencies to address public health issues.

2. The MPH Program will engage in at least one collaborative service project with external stakeholders by June 30, 2018.

3. At least one new partnership every two years will be formed with non-governmental organizations (NGOs) and governmental public health agencies at the local and state level to enhance service-learning opportunities for students.

4. Beginning in December 2017, the MPH Program will build additional collaborative relationships with agencies to expand opportunities for student practice sites.
5. By May 1, 2018, the MPH Program Director will formalize a training program for preceptors of the Practice Experience course to build collaborative relationships with agencies that mentor and engage students.

Sustainability Objective:
1. The MPH Program faculty will seek extramural funding for faculty development/research projects, with a minimum of one $5000 grant per year per faculty member.

1.1.e. Description of the manner through which the mission, values, goals and objectives were developed, including a description of how various specific stakeholder groups were involved in their development.

In 2011, MCPHS University developed an MPH Advisory Committee comprised of faculty, staff, and representatives from the public health workforce to provide input and guidance on the development and implementation of the MPH Program. The workforce representatives at the time were from the Massachusetts Department of Public Health and have since expanded to include local public health representation. In 2011, the MPH Program Director contacted various MPH Program Directors in and around Boston to discuss the proposed program and ask about their experiences in their programs and with accreditation. Upon a recommendation from the MPH Program Director at Tufts University, the MPH Program Director joined the Council of Graduate Programs in Public Health through the Association for Prevention Teaching and Research (APTR). With feedback from the MPH Advisory Committee, meetings with other program directors, networking with members of the Council on Graduate Programs in Public Health, and meetings with core faculty at MCPHS University, the MPH Program Director developed an initial mission and list of values, goals and objectives.

The mission, values, goals, and objectives were developed, discussed, and modified during several MPH Advisory Committee meetings. The most updated versions were sent out to a broader audience of students, faculty, staff, and workforce representatives from local public health agencies, public health consulting firms, the Centers for Disease Control and Prevention (CDC), and community-based organizations. The feedback was collected and summarized by the MPH Advisory Committee and used to fine tune the mission, values, goals, and objectives. In 2015, two core faculty from the MPH Program attended the Accreditation Orientation Workshop, and

additional changes were made to the goals and objectives. These changes were brought to the MPH Advisory Committee and the Accreditation Committee for discussion and approval. Throughout the 2015-2016 academic year, the values, goals and objectives were updated to reflect feedback from a wide range of practitioners, academicians, and students in public health. The values, goals, and objectives were also developed to align with the University's Strategic Plan (Electronic Resource File (ERF) 1.1.e). This iterative process formed the basis of the information found in this self-study. The MPH Program will continue to update the mission, values, goals, and objectives every two years using the MPH Advisory Committee as a starting point and then sending it out for further review from all constituents: students, alumni, public health practitioners, and all MPH faculty.

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

In 2015, the mission, values and goals were reviewed as part of a comprehensive process undertaken while writing the self-study. Although the mission was unchanged from its final 2012 version, the vision statements, goals, and objectives were revised and approved by the Accreditation Committee and the MPH Advisory Committee during the 2015-2016 academic year.

The mission, values, and goals are routinely shared among constituents. They are included in the MPH Program Manual, which is distributed to students and available online under the accreditation tab (ERF 1.1). When feedback on the mission, values, and goals is received, it is distributed to the MPH Advisory Committee for discussion. If the committee does not reach a consensus, the decision to revise the mission, values, goals, and objectives rests with the core faculty of the MPH Program who come to consensus on any changes.

In the MPH Program Assessment Plan, the mission, goals, and objectives are reviewed annually by the core faculty, MPH Program Director, and MPH Advisory Committee with guidance from the Associate Provost for Academic Innovation and Online Education and the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences. The mission, goals, and objectives are reviewed to ensure congruence with the University mission, goals, and strategic plan and the 2011 CEPH Criteria. The MPH Program faculty have conducted a preliminary review of the 2016 CEPH criteria and have begun working on the report to demonstrate compliance with the new

criteria. The reviewers also ensure the mission, goals, and objectives are evidence-based and meet the needs of the public health workforce.

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

This criterion is met with commentary.

Strengths
- A variety of stakeholders have provided input on the mission, values, and goals.
- The Program has set rigorous goals that will keep the Program moving forward.

Challenges
- There is limited space on the public University website allocated to the MPH Program. Therefore, the Program is working with Information Services and Marketing to make best use of the online space available, ensuring current, comprehensive information while conforming to the formatting requirements for all University programs.
- Due to the limited presence of the MPH Program online, it has been difficult to engage the public in the review of the mission, goals, and values of the MPH Program.

Plans
A plan is currently in development to ensure that one faculty or staff member within the MPH Program will be assigned to identify and evaluate new and upcoming grant opportunities for the 2017-2018 academic year. The MPH Advisory Committee will also work on developing a strategy to increase community-based research projects during the 2017-2018 academic year. In addition, the Program intends to revise some of the measurable objectives and update them as needed to better reflect instructional goals. In addition, the MPH Program's measurable objectives will be revised to align with the 2016 CEPH criteria.

MCPHS launched a new website in the fall of 2016 with the mission, values, and goals available in the online MPH Program manual. The MPH Program intends to work with the web design and creative services teams during the 2017-2018 academic year that will allow the featuring of additional information online such as faculty bios, alumni spotlights, and information about current students.

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 using evaluation in ongoing planning and decision making to achieve its mission. As part of the evaluation process, the program must conduct an analytical self-study that analyzes performance against the accreditation criteria defined in this document.

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

Several strategies are used to monitor progress against the objectives outlined in 1.1.d. Most program evaluation efforts include outcome measures, analysis of course evaluation data, and curriculum review. Program evaluation also occurs through the CEPH self-study process by the Accreditation Committee as reflected in this document. The outcome evaluation plan for the Program is illustrated in Table 1.2.a and can be found in more detail in the ERF (1.2).

MPH Program Database, OnBase, and OnCall Systems

Due to the small number of students and faculty, most outcome measures are collected within the Program by the Program Director, faculty, and staff and stored in the MPH Program database. The MPH Program Database is a protected Excel file with student data such as Year of Graduation (YOG), how many credits the student has completed, race/ethnicity data, geographical location to manually determine the HRSA area, and other data points. Some demographic data such as race/ethnicity, residential geographic location, pre-program GPA, and previous educational experiences are captured through the enrollment process. These data are collected by the Office of Admission and are available to the MPH Program Director through the OnBase System, a software platform to manage the admission and enrollment processes. The data are then transferred to the MPH Program Database. OnCall is an enrollment management tool that is used by the MPH Program Director to run reports such as enrollment numbers, student schedules, student transcripts, and other details that are linked to the course registration system, WebAdvisor. OnCall is a critical tool to guide decision-making for course schedules, student advising sessions, and faculty assignments.

CoursEval

Anonymous course evaluations are collected by the University during the final 3-4 weeks of each semester through a program called CoursEval, and results are available for review to faculty for their individual courses and to the Program Director for all courses. Students quantitatively rate various aspects of each course and the course instructors using Likert-scale items. In addition, the evaluation provides opportunity for free-text comments regarding areas such as course feedback, instructor quality, online experience, and technology. While the primary questions remain the same for all courses, MPH Program faculty have the opportunity to add additional program-specific questions and have provided feedback on the timing of the evaluations and techniques to increase the response rate. Course evaluations are not required, and the average MPH Program response rate is 10-50% in any given semester, depending on class size and other factors.

Office of Institutional Research and Assessment and Graduation Exit Survey

The MPH Program has collaborated with the Office of Institutional Research and Assessment on the development of the graduation exit survey. This survey examines the students' perceptions of meeting the competencies, whether the Program is relevant to their job, and what their employment prospects are following graduation. There are also general institution questions to assess satisfaction with resources, faculty, staff, space, technology, etc. The exit survey is distributed annually to all students graduating during that academic year; a similar follow-up survey is distributed one year out and four years out. Results are available to and reviewed by the Program Director, along with faculty as needed. Exit surveys and one-year out surveys have have been very helpful in obtaining general feedback on the Program, the progression of courses, and faculty. As an example, one student commented that it would have been helpful to take PBH765 Community Health Assessments, prior to PBH760 Program Design, Research, and Evaluation. This course sequence (PBH765 prior to PBH760) has been implemented into academic advising and is shared with students when selecting their courses. The exit survey has also been helpful in identifying areas that need strengthening; for example, when asked about the policy and management competencies, one student commented they "…felt more confident in regards to policy than management." This feedback has influenced the material covered in PBH710, Intro to Health Policy and Management. The exit survey also provides an opportunity to celebrate what is going well in the Program. Repeatedly, students have commented on the availability and responsiveness of instructors. In regards to content, students have commented

that diversity and culture is woven throughout the courses, which is purposeful when one of our goals is to "promote a diverse student body and a collaborative environment that encourages cultural understanding and discovery of creative solutions to public health issues." The one-year out survey has been helpful in determining alumni success in job placement and whether their job is relevant to their MPH coursework. Finally, the MPH Program Director sits on the University's Institutional Assessment Committee and is able to contribute to discussions and plans related to data collection and management in a meaningful way.

Course Syllabi and Curriculum Review

Each semester syllabi from all courses are reviewed by the MPH Program Director to ensure the objectives around course content are met. The MPH Program has implemented a curriculum review process that is carried out by the MPH Curriculum Committee, which is a sub-committee of the MPH Advisory Committee, and other interested faculty. The process involves reviewing one course per semester for academic rigor, current information, competencies, and pedagogy/teaching methods. Each reviewer examines the syllabus, Blackboard site, and accompanying teaching materials (e.g. readings, tests, assignments). To assess the course, the reviewer fills out a form encompassing both Likert scale and open-ended questions. The quantitative and qualitative data are summarized and distributed to the faculty member who teaches the course. Once the faculty member has incorporated the suggested changes to the course, if the course requires a significant revision as defined by MCPHS University, a course revision form is completed and distributed to public health interested faculty. The Graduate Council Curriculum Committee defines in their bylaws a significant revision as a course designation to be used when a faculty member, in consultation with the Dean/Administrator, determines that significant changes are necessary in the overall content or course objectives for an existing course. The provisions of this section do not apply to expected or routine course updates, but to major revisions that alter the majority of the course objectives (ERF 1.5). The faculty review the course revision form and if approved, the MPH Program Director distributes the form to the Curriculum Committee of the Graduate Council of the School of Arts & Sciences. Once the Curriculum Committee approves, the form is distributed to the Graduate Council. Following Graduate Council approval, it is disseminated to the graduate faculty within the School of Arts and Sciences. After the graduate faculty have approved the form, it is sent to the Academic Council for their approval. Constituents involved in program evaluation include core MPH faculty,

adjunct faculty, the MPH Advisory Committee, and the Graduate Council of the School of Arts and Sciences.

Annual Activities Reports (AARs)

In order to measure objectives associated with faculty in the areas of teaching, scholarship, and service, the MPH Program Director reviews the AARs that the Associate Provost for Online Education conducts with each faculty member at the end of the academic year. The Faculty Manual stipulates that the AAR must be submitted by May 1 each year. Each section of the report provides an opportunity for narrative discussion and reflection as well as itemization of accomplishments. The narrative sections should refer to goals established in the previous academic year by the faculty member and the individual's success in achieving those goals. The faculty member also outlines goals for the upcoming academic year.

Program Objectives for External Stakeholders

Finally, objectives that are aimed at the Program as a whole, such as collaborative service projects and partnerships with Non-Governmental Organizations (NGOs) and other agencies are evaluated through the work of the MPH Advisory Committee. During committee meetings updates on the progress of objectives and ideas to move objectives forward are discussed. Input is given by all members of the MPH Advisory Committee, including faculty, students, and community members.

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

The MPH Program Director is responsible for overall coordination and analysis of all data used in the evaluation of the program. Data is collected from students, faculty members, alumni, and public health workforce representatives for evaluating progress of the Program in meeting objectives. Once collected, the MPH Program Director distributes findings to faculty members, the MPH Advisory Committee, the Associate Provost for Online Education, and the Dean of the School of Arts and Sciences to make program improvements as needed.

Data for students are managed in the MPH Program database and includes information from both OnBase and OnCall systems. The MPH Program Director summarizes data and presents it to the

MPH Advisory Committee during meetings. If actions are needed to change the program in order to better meet objectives, the MPH Program Director works with the Provost for Online Education, the MPH Advisory Committee (which includes the Dean of the School of Arts and Sciences), and core faculty to implement changes.

Each semester, the MPH Program Director reviews all course evaluations for quantitative and qualitative information that may be used to improve MPH courses. Any changes that should be made are communicated to the appropriate faculty member directly. Evaluation summaries are also provided to the MPH Advisory Committee. Many changes to courses have been made following feedback from course evaluations to include adjustments to assignments, clarifying expectations, and increasing student engagement.

Annually, the MPH Program Director also works with the Office of Institutional Research and Assessment to review data from the exit surveys. The data are aggregated, summarized, and disseminated to the MPH core faculty and the MPH Advisory Committee for discussion.

The MPH Program Director reviews the syllabi at the beginning of the semester and works with the faculty for each course as needed. In addition, the curriculum review process is conducted each semester, and the changes are regularly implemented with consultation from the MPH Curriculum Committee and the course faculty.

Finally, faculty AARs are reviewed annually by the Associate Provost for Online Education before the start of the academic year to measure progress and review goals for the upcoming academic year. The MPH Program Director also works to review AARs to note progress on objectives. If changes are needed in faculty goals in order to meet objectives, the Associate Provost, who supervises the core faculty, works with the faculty.

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

Table 1.2.c Outcome Measures, Targets and Performance for 2014-2017

Outcome Measure	Target	2014-2015	2015-2016	2016-2017	Mechanism to Track Data
Instructional					
Percentage of students passing courses with a grade of B minus or better	≥ 80%	90%	93%	92%	Registrar/OnCall database
Satisfaction with Practice Experience, Culminating Experience Preparatory Seminar, and Culminating Experience Courses as measured by evaluations	> 80%	95%	95%	96%	CoursEval
Percent of courses that include health equity content	≥ 75%	81% (13/16)	81% (13/16)	82% (14/17)	Course Syllabi
Faculty will attend 1 or more conferences, faculty development sessions, and/or continuing education classes related to innovative teaching practices, pedagogy, technology, or other related topics annually	100% of faculty will attend ≥ 1/year	100% (2 faculty; 1 conference each)	66% (2 of 3 faculty; 1 conference each)	100% (3 faculty; 1 conference each)	Annual Activity Reports (AARs)
Percentage of students enrolled in dual degree programs	≥ 25%	57%	44%	60%	MPH Program Database
Percentage of students in racial and ethnic minority groups	26.5%	22%	29%	35%	OnCall/ MPH Program Database

Table 1.2.c Outcome Measures, Targets and Performance for 2014-2017

Outcome Measure	Target	2014-2015	2015-2016	2016-2017	Mechanism to Track Data
will reflect diversity in MA[1]					
Percentage of faculty and staff in racial and ethnic minority groups will reflect diversity in MA[2]	26.5%	10%	14%	21%	Human Resources Application Files
Percentage of enrolled students residing in HRSA medically underserved areas	≥ 20%	21%	19%	19%	MPH Program Database/HRSA Website
Percentage of students who are foreign born	≥ 15%	7%	9%	16%	OnCall/ MPH Program Database
Percentage of students from the public health workforce	≥ 40%	57%	63%	49%	MPH Program Database
Students will be provided one or more opportunities to synthesize concepts of cultural competence and creative problem solving through assignments	100% of courses	84% (all except DRA807, DRA809, DRA811)	84% (all except DRA807, DRA809, DRA811)	84% (all except DRA807, DRA809, DRA811)	Syllabi
Target GPA for admitted students will be ≥ 3.0	≥ 3.0	3.1	3.2	3.1 (Boston) 3.0 (Online)	Office of Admission
Research					
Number of abstracts/presentations accepted annually at national conferences by core faculty	3 (1 per faculty member/ year)	2 (only 2 faculty at time)	5	3	AARs

---

[1] From 2015 U.S. Census Data - total percentage of non-white students
[2] All faculty

17

Table 1.2.c Outcome Measures, Targets and Performance for 2014-2017

Outcome Measure	Target	2014-2015	2015-2016	2016-2017	Mechanism to Track Data
Number of public health-related scholarly activities of core faculty in the form of peer-reviewed publications submitted or accepted	≥ 1 every 2 years per faculty member (p=pending review a=accepted s=submitted but rejected)	LT: 0 CL: 0 RH: 0	LT: 2s CL: 1s RH: 2a	LT: 2a CL: 1s RH: 1a	AARs
Number of collaborative faculty projects with other faculty at MCPHS	≥ 2	2	3	3	AARs
Number of partnership research projects with state/local health agencies to enhance interdisciplinary research	≥ 2 by 2017-2018	0	0	1	AARs
Number of students involved in research	≥1 student/ year	0	1	1	AARs
Service					
The MPH Program Faculty and Staff will collaborate on at least one project annually with state and local agencies to address public health issues.	≥ 1 project/year	1	1	1	AARs
Number of collaborative service project(s) with external stakeholders	≥ 1 project/year	0	0	0	AARs
Number of partnerships with NGOs and governmental public health agencies at the state and local level to enhance	≥ 1 every two years	0	0	0	AARs

Table 1.2.c Outcome Measures, Targets and Performance for 2014-2017

Outcome Measure	Target	2014-2015	2015-2016	2016-2017	Mechanism to Track Data
service-learning opportunities for students					
Number of collaborative relationships with agencies that have successfully mentored and engaged students during their practice experience.	≥ 1 annually	0	0	0	AARs
Existence of a training program for preceptors of the Practice Experience course to build collaborative relationships with agencies that mentor and engage students.	Yes by May 1, 2018	No	No	No	Faculty Advisor for PBH890 Public Health Practice Experience
Sustainability					
Extramural funding for faculty development/research projects	≥ 1 grant/year per faculty (≥ $5000)	0	0	0	AARs

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

Primarily, the core faculty of the MPH Program prepared the self-study document. The Associate Provost for Academic Innovation and Online Education, the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences, the President of the Public Health Society, the Office of Admission, the Title IX Coordinator, the Assistant Dean for Diversity and Inclusion, the Office of the Registrar, and the Office of Institutional Research and Assessment provided input and assisted in writing various sections of the document. Once the document was in draft form, it was sent out to approximately 140 people, including students, alumni, faculty, staff, workforce representatives from the Massachusetts Department of Public Health and local boards of health, and the MPH Advisory Committee. The constituents were asked to send back their feedback

directly in the document either through track changes or by adding comments throughout the document. 10 people in addition to those mentioned previously sent feedback and edits to the document and this feedback was incorporated into subsequent versions. The final draft was sent to the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences, the Associate Provost for Academic Innovation and Online Education, the Associate Vice President for Academic Affairs/Associate Provost, and the Vice President for Academic Affairs/Provost for their review and feedback.

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

This criterion is partially met.

Strengths

- Elements of assessment are already in place to collect data for multiple outcome measures.
- The MPH Program Director sits on the Institutional Assessment Committee.
- Some specific outcome measures have been incorporated into evaluations.
- Graduate exit surveys and one year out surveys have been conducted.
- The curriculum committee is already formed and actively reviewing at least two courses each academic year.

Challenges

- Additional program specific elements should be included in evaluations for courses, including a mechanism to assess how well competencies are being met by coursework. This will be discussed again later in 2.6.
- The work of the curriculum committee needs to be improved by increasing course reviews to two per term to ensure the entire curriculum is reviewed every five years.
- Given that MCPHS University is primarily a teaching institution, it has been challenging to develop objectives related to scholarship and extramural funding.

Plans

The MPH Program will continue to enhance data collection and management infrastructure. Additionally, many of the outcome measures are manually tracked in a database. The University is considering plans to develop an institutional data management system to intuitively query data

from admission and enrollment information. This data system may be leveraged by the MPH Program and is a long-term goal that may take several years to implement. Lastly, the MPH Curriculum Review Committee intends to increase student involvement in course reviews to provide additional "user" perspectives. Additionally, the MPH Program is working with the Office of Institutional Research and Assessment to develop and implement the first four-year out survey for MPH graduates in 2014. Faculty in the MPH Program will reevaluate goals and objectives related to scholarship and extramural funding over the 2017-2018 academic year.

Page Intentionally Left Blank

1.3 INSTITUTIONAL ENVIRONMENT

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

1.3.a A brief description of the institution in which the program is located, along with the names of accrediting bodies (other than CEPH) to which the institution responds.

MCPHS University is the oldest institution of higher education in the entire city of Boston and the second-oldest university of pharmacy in the United States. Since the University's founding in 1823, MCPHS University has been on the cutting edge of innovation in healthcare education. MCPHS University has graduated countless leaders in the healthcare industry and is committed to shaping healthcare one generation at a time. Recently, Forbes rated MCPHS University one of the top 5 colleges offering value for money. The researchers looked at tuition, student loan debts, and salary upon graduation when making this determination. Additionally, MCPHS University scored well according to the data from the College Scorecard; MCPHS University produces the #1 top earners in New England and our students rank among the top earners in the nation.

In the fall of 2017, MCPHS University reported an enrollment of 7,208 students across multiple campuses: Boston, MA; Newton, MA; Worcester, MA; Manchester, NH and Online. The University has grown tremendously over the past fifteen years and now offers over 104 programs (74 unique programs) across the health professions, from Pharmacy to Physician Assistant Studies, to Pharmaceutical Economics and Policy, to Public Health. MCPHS University also has a vibrant international student community with more than 900 international students from 62 countries around the world.

MPH Program Development

In the fall of 2010, MCPHS hired a consultant to conduct an MPH Program feasibility assessment and market analysis. In fall of 2011, the MPH Program Director led a collaborative effort to develop and implement the MPH. The core faculty reviewed CEPH accreditation criteria, CEPH self-study documents from other online programs, the ASPPH Core Competency Model, peer-reviewed literature, and other documents to build the initial proforma and curriculum. Key informant interviews were conducted with area program directors, representatives from public health practice, MCPHS University faculty and staff, and current MCPHS University students in other programs to contribute to the process. The Program approval documentation was developed in

the spring of 2012 and was approved by the online curriculum committee and Academic Council. The MPH Program launched in September, 2012 with an initial cohort of 17 students.

MCPHS University is accredited by the New England Association of Schools and Colleges, Inc. (NEASC) through its Commission on Institutions of Higher Education. The last review in 2007 resulted in an accreditation term of 10 years, which is the maximum allowable renewal period. NEASC was just in Boston for a re-accreditation site visit March 27th – 29th and we anticipate learning of this decision in late November of 2017 following the NEASC meeting.

MCPHS University Accrediting Agencies:
- Accreditation Council on Optometric Education (ACOE)
- Accreditation Council for Pharmacy Education (ACPE)
- Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Collegiate Nursing Education (CCNE)
- Commission on Dental Accreditation, American Dental Association (CODA)
- Joint Review Committee on Educational Programs in Nuclear Medicine Technology (JRCNMT)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Massachusetts Board of Registration in Nursing (MBORN)
- New Hampshire Board of Nursing (NHBON)
- American Registry of Radiologic Technologist (ARRT)
- Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM)
- Accreditation Council for Occupational Therapy Education (ACOTE)
- New Hampshire Department of Education (for Manchester-based programs)

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

The MPH Program falls under the auspices of MCPHS Online (aka the Center for Online Learning and Academic Innovation) and the School of Arts and Sciences. The Program Director assumes primary administrative responsibility for the Program. The Program Director reports to the Associate Provost for Academic Innovation and Online Education and the Chair of the Humanities, Behavioral, and Social Sciences Department in the School of Arts and Sciences. An organizational chart, provided in Figure 1, presents the reporting line from the Associate Provost for Academic Innovation and Online Education through the Vice President for Academic Affairs/Provost. The organization of MCPHS Online is depicted in Figure 2. Figure 3 shows the organization of the School of Arts and Sciences (These figures are inaccessible on the web and can be requested by contacting the MPH program).

1.3.c A brief description of the university practices regarding: lines of accountability, including access to higher-level university officials; prerogatives extended to academic units regarding names, titles and internal organization; budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees, and support for fundraising; personnel recruitment, selection and advancement, including faculty and staff; academic standards and policies, including establishment and oversight of curricula.

University Governance

The Vice President for Academic Affairs/Provost is the Chief Academic Officer (CAO) of the University and is responsible to the President to fulfill the university's educational mission. The Vice President for Academic Affairs/Provost has jurisdiction over all Boston campus deans, their respective units, and other academic officers. As depicted in Figure 1, there is also a CAO on the Worcester/Manchester campuses who oversees the Deans of the following Worcester/Manchester program and academic supports for international students on those campuses. The Vice President for Academic Affairs/Provost approves all faculty appointments, re-appointments, dismissals, promotions and other employment actions, as well as all school or department budgets and academic expenditures. The Vice President for Academic Affairs/Provost coordinates, defines and communicates integrated plans for growth and development in all academic areas in support of the academic mission. The Board of Trustees collaborates with the Provost and is entrusted with the highest fiduciary duty to make all final binding decisions related to the management of the University.

The Faculty Senate is a representative body that acts on behalf of the faculty to advise the President and the Vice President for Academic Affairs/Provost on strategies for advancing the academic mission and achieving the educational goals of the University. The Senate facilitates communication among the various academic units and with the University's administration. The President and the Vice President for Academic Affairs/Provost consult with the Faculty Senate in a way that ensures appropriate faculty input regarding the University's academic planning and operations.

The Academic Council is comprised of the academic and administrative leadership of the University, including the President of the Faculty Senate. The Academic Council is chaired by the Vice President for Academic Affairs/Provost, who may invite, at his or her discretion, additional members who will not have voting privileges. The Academic Council is responsible for advising the Vice President for Academic Affairs/Provost on carrying out the academic mission and goals of the University. The Council develops, implements, and evaluates policies and procedures relating to the academic and student services operations of the University; provides leadership for academic strategic planning, reviews and approves the annual calendars for all MCPHS University campuses; reviews and approves proposals for new courses, new academic programs, changes to the core curriculum, and other curriculum matters to ensure sufficient resources, consistency with regional and specialized accreditation requirements, and coordination across schools, divisions, campuses, and academic and student support services units.

Academic Units
The MPH Program falls under the auspices of MCPHS Online for programmatic and budgetary decisions and the School of Arts and Sciences for academic oversight. MCPHS Online aims to distinguish itself as a leader in healthcare education in the online marketplace. MCPHS Online was formally created in January 2011 and has grown from five programs to 33 with three additional programs in progress for approval. Most of the programs are fully online, but some have residency requirements to provide orientation, clinical assessment, and/or capstone research experiences. During the 2016-2017 year, online student enrollment was the following by semester: fall, 474 students; spring, 480 students; and summer, 393 students. A total of 225 unique online courses with some 365 sections across the three semesters were offered by MCPHS University faculty during the 2016-2017 year. Given the expansion of the University's

online initiatives, MCPHS Online was reorganized in 2016 as the Center for Online Learning and Academic Innovation (COLAI) but still tends to be called by its marketing name of MCPHS Online.

Departmental Structure for the School of Arts and Sciences

Within the School of Arts and Sciences, there are two departments: Humanities, Behavioral, and Social Sciences (HBSS) and Math and Natural Sciences (MNS). The MPH Program falls under the HBSS department and the MPH core faculty have an informal reporting relationship to the HBSS Chair. The formal line of authority from the MPH core faculty is to the Associate Provost for Academic Innovation and Online Education, who conducts the annual reviews and establishes work priorities. The reporting relationship with the Chair of HBSS is academic in nature; the Chair supports MPH Program faculty in their teaching and learning, service, and research activities. The HBSS Chair also serves as a liaison to the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences to provide feedback from faculty on support they may require.

Budgeting and Resource Allocation

The Program Director works closely with the Associate Provost for Academic Innovation and Online Education to develop an annual program budget. The main source of funds for the Program is tuition revenue. This is calculated at a rate of $930/semester hour for online students and $1,160/semester hour for campus-based students in AY 2017-2018, multiplied by the number of students, multiplied by an average of 18 semester hours/year per student. It should be noted, however, that the budget for the Program was initiated prior to the actual start of the Program (2011-2012) and was fully funded by the University. Pre-program start-up costs included an extensive market research study, hiring of a contractor for program and curriculum development (the contractor was subsequently hired to serve as the Program Director), and marketing. Part of the start-up work also included the development of a budget proforma for projected revenue and costs; this projection is reflected in the budget that appears in Table 1.6.1.

Personnel Recruitment, selection and advancement, including faculty and staff

The Program Director, in consultation with faculty, the MPH Advisory Committee, the Associate Provost for Academic Innovation and Online Education, and the Associate Provost/Dean of the School of Arts and Sciences makes programmatic and hiring decisions. The first step in hiring

faculty and staff involves a budget approval process that takes place annually. Requests are submitted to the Vice President for Academic Affairs/Provost, who shares them with the Chief Financial Officer and President for approval. Once the line item has been approved, the MPH Program is able to move forward with the recruitment of faculty and staff. The hiring manager (typically the MPH Program Director for staff and adjunct faculty and the Associate Provost for Academic Innovation and Online Education for core faculty) submits a position request with a job description and posts the vacancy publicly. The position is advertised on HigherEd Jobs, the Massachusetts Public Health Association, and the American Public Health Association in addition to other sites the office of Human Resources deems appropriate. For core faculty, the Hiring Manager establishes a search committee comprised of faculty with an interest or expertise in public health. The Chair of the search committee facilitates the process of screening candidates, selecting candidates for a phone interview, and deciding which candidates to bring to campus for an on-site interview. The search committee submits a recommendation to the Hiring Manager based on the interview process along with three reference checks. For staff and adjunct faculty, the Hiring Manager may conduct phone and in-person interviews, check references, and hire the candidate directly.

The faculty promotion process is outlined in the faculty manual. Promotions are made primarily upon evidence of a consistently effective level of performance in teaching, service, and scholarship. Promotion in rank recognizes both past achievement and future promise, and represents a sign of confidence that the individual is capable of greater accomplishments and of assuming broader responsibilities. The promotion process is based on the assessment of a faculty member's growth and development over time. The criteria utilized in the annual faculty evaluation procedure should form the basis for a cumulative assessment of the candidate's contributions to the University and his/her discipline. Length of service at the University may be considered as a criterion for promotion, provided the candidate has received consistently positive evaluations over an extended period of time. For the MPH Program, core faculty will apply for promotion based on recommendations from the HBSS Department Chair, the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences, and Associate Provost for Academic Innovation and Online Education. The promotion review committee, a University-wide faculty committee, is composed of seven continuing faculty at the associate or full professor rank who are elected by the core faculty. At least three faculty must be at the full professor rank. All members of the

Committee shall serve one-year terms. This committee makes all promotion decisions based on the submitted dossiers.

Academic standards and policies, including establishment and oversight of curricula

Academic standards and policies can be found in both the [University Catalog](#) and the [Student Handbook](#) (ERF 1.3). Proposed changes, additions, or deletions in the Program or courses are considered by the MPH Curriculum Review Committee and other interested public health faculty. A faculty member who wishes to propose a new program or course, or who desires to change existing course significantly should consult with the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences for approval and the faculty of Library and Learning Resources to ensure they are able to support the course. Then, the proposal must be submitted to the MPH Curriculum Committee and other public health interested faculty as determined by the Graduate Council. Once the public health interested faculty and MPH Curriculum Committee approve, the proposal is disseminated to the Graduate Council Curriculum Committee, followed by the Graduate Council, then the Graduate Faculty, the School of Arts and Sciences, and lastly the Academic Council.

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

The MPH Program in Community Health is not a collaborative program.

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

The MPH Program in Community Health is not a collaborative program.

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

This criterion is met.

Strengths

- The institution is extremely supportive of the MPH Program, both financially and academically.

- The curriculum review process has become a model for other new programs and is working well to continuously revise courses and the program's curriculum.

Challenges

- The dual reporting relationship from MPH faculty to the Associate Provost for Academic Innovation and Online Education and the HBSS Department Chair is somewhat unique, but the core faculty of the MPH Program are familiar with and supportive of the relationship between the MCPHS Online and the School of Arts and Sciences. Also the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences, the HBSS Department Chair, and the Associate Provost for Academic Innovation and Online Education work well together and make the relationship easy to navigate.

Plans

MCPHS University has been in a period of tremendous growth, to include developing new programs on a regular basis and restructuring lines of authority to compensate. With this growth, the academic units of the MPH Program have an opportunity to more clearly delineate and document the roles and responsibilities of each academic unit in regards to the MPH Program.

Page Intentionally Left Blank

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.

1.4.a. One or more organizational charts delineating the administrative organization of the program, indicating relationships among its internal components.
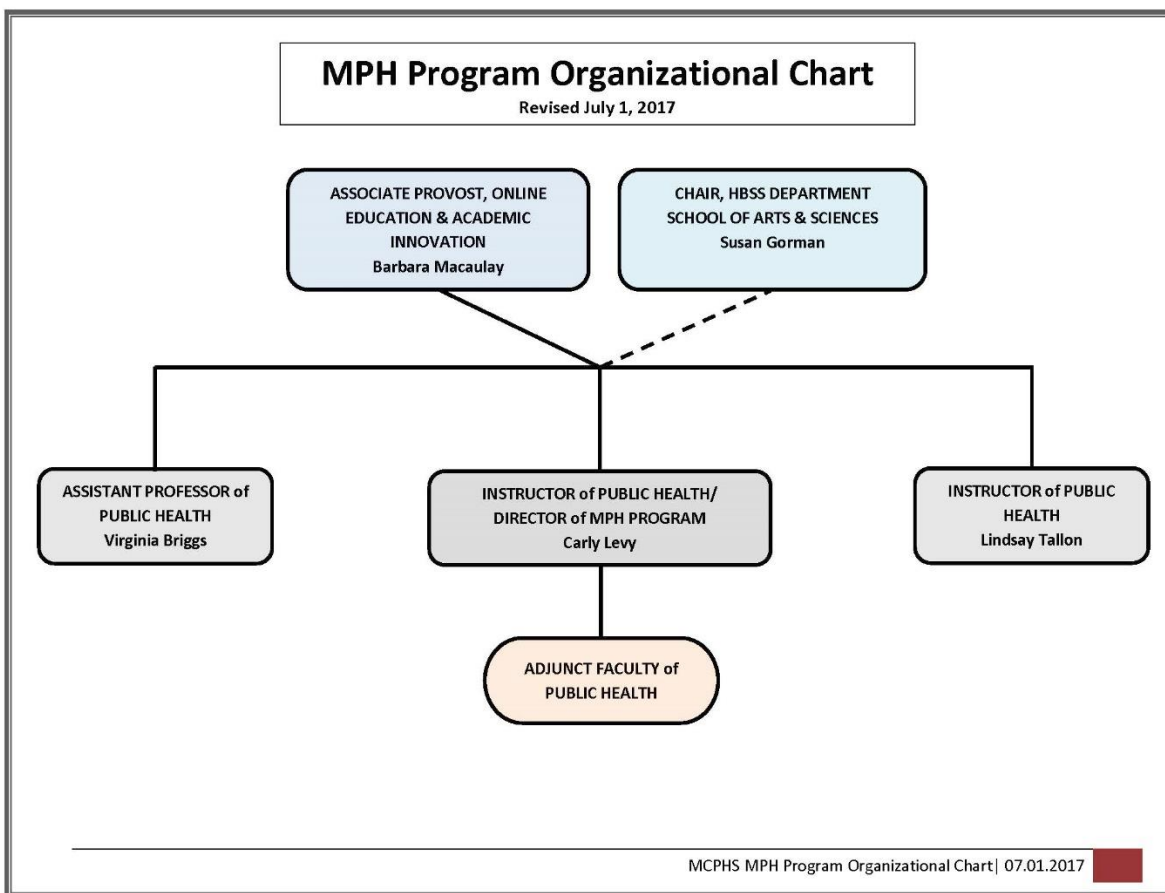
Figure 4. MPH Program organizational chart

1.4.b. Description of the manner in which interdisciplinary coordination, cooperation and collaboration occur and support public health learning, research and service.

MCPHS University is primarily a teaching institution, focused on student-centered learning, innovative teaching practices, and prevention throughout the curricula. When the feasibility assessment for the MPH Program was conducted in 2010, it was evident that population health

was being taught across all of the clinical programs in some capacity, whether it be through coursework or portions of courses. The current curriculum taught in public health has enabled a seamless transition to several dual degree programs further discussed in section 2.11.

MCPHS is extremely supportive of interdisciplinary collaboration and Interprofessional Education (IPE). Over the 2015-2016 academic year, the MPH Program Director and an MPH student were involved in a scholarly undertaking to assess the IPE activities that have taken place at the University since 2009. Administration of a survey to all faculty captured the IPE events that have taken place and follow-up interviews were conducted over the 2016-2017 academic year. More specifically, this project was part of a grant funded by the Association for Prevention Teaching and Research (APTR) and is limited to projects focusing on clinical prevention and population health education. The Clinical Prevention and Population Health Curriculum Framework (Framework) is a product of the Interprofessional Healthy People Curriculum Task Force established in 2002 by APTR. The Framework provides a common core of knowledge for clinical health professions about individual and population-oriented prevention and health promotion efforts. Health professions educators are encouraged to review their curricula and curricular requirements to ensure they include elements of the Framework. Of the four components of the Framework (Foundations of Population Health, Clinical Preventive Services and Health Promotion, Clinical Practice and Population Health, and Health Systems and Health Policy), participants in the IPE survey reported they included all four topics, with Clinical Practice and Population Health recorded most often.

Another interdisciplinary project the MPH Program is involved in is a collaborative effort with the School of Pharmacy (SOP) in Boston to address the opioid epidemic. Researchers from the SOP and MPH Program designed a training program for fifth-year Doctor of Pharmacy (PharmD) students to learn how to administer and counsel patients on naloxone. This pilot project is being used as a model for other clinical programs and eventually train all MCPHS students how to administer naloxone. The purpose of this training program is not only to educate students about naloxone as a harm reduction strategy, but also to influence their attitudes and beliefs towards opioid use disorders and to dismantle the stigma surrounding the disease. Preliminary results from a pre- and post-test demonstrate the training program's success in increasing knowledge regarding naloxone and confidence in dispensing and counseling patients on naloxone.

In collaboration with the Forsyth School of Dental Hygiene, the MPH Program faculty and graduate students have been involved in the Better Oral Health for Massachusetts Coalition (BOHMAC), a statewide organization dedicated to improving, promoting, and protecting the oral health of Massachusetts residents. The MPH Program Director sits on the Board of Directors and two students have completed their Practice Experience with this organization. Currently, a research project is in its initial stages to enhance medical and dental integration to improve health outcomes. BOHMAC initiated a pilot project in the Town of Wilmington, MA to educate healthcare providers about medical and dental integration and assess the level of existing integration. This program is being used as a model for other communities throughout the Commonwealth.

Interdisciplinary teaching has also been a part of the MPH program. Students are required to complete a four-day seminar to prepare them for their Culminating Experience. During this seminar, guest faculty are invited to present on topics specific to their discipline (i.e. Dental Hygiene, Nursing, Optometry and others) suitable for graduate level research. Many of our students have completed undergraduate degrees in these disciplines and have interest in researching topics relevant to their practices. Faculty from other programs at MCPHS are available and willing to present and discuss specific questions with our MPH students during this detailed, preparatory seminar. In addition, the Culminating Experience course itself supports a more in-depth and focused examination of material and data chosen by the student and specific to their discipline. Students are encouraged to meet regularly with professionals in their field to better understand the data they choose to work with and produce the most meaningful results from their analyses.

Another approach to interdisciplinary teaching is the acceptance of courses for the MPH degree that are offered in other graduate programs at MCPHS. Currently, two courses offered through the University's Regulatory Affairs and Health Policy Program are core requirements for the degree. Three courses under the Pharmaceutical Economics and Policy Program are acceptable electives for degree requirements. Lastly, MPH Program faculty teach courses within other programs at University, to bring a public health lens to these curricula; examples include the Doctor of Health Sciences program and the Bachelor of Science in Premedical Studies.

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

This criterion is met.

Strengths

- As an institution with multiple health professions programs, the MPH Program is well positioned to encourage interdisciplinary cooperation both for students who have dual enrollment in the MPH and a health professions program as well as for those who wish to add elements from other professions while enrolled in the MPH Program (i.e. Guidance or mentorship is available for the practice experience and culminating experiences as needed/desired).

- The MPH core faculty have developed interdisciplinary relationships with faculty from other schools to address complex health issues through teaching, research, and service.

Challenges

- The IPE survey highlighted areas for additional education needed using the Clinical Prevention and Population Health Curriculum Framework across disciplines at the University. A focus on upcoming materials will be on the components of Foundations of Population Health and Health Systems and Health Policy.

- The MPH Program will utilize IPE as an opportunity to collaborate with students of other disciplines at MCPHS University.

Plans

The MPH Program is in a unique position to educate other disciplines using the Clinical Prevention and Population Health Curriculum Framework and enhance IPE activities specifically focusing on population health. An additional IPE goal is to involve MPH students in IPE activities alongside clinical students. Dual degree programs will be a niche for the University due to the nature of the institution and the interest in public health across the University. Initial conversations have begun with the School of Optometry to collaborate with the Worcester Public Schools on vision screenings, comprehensive examinations, and health education. This project will be developed in the 2017-2018 academic year.

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.

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

Graduate Council

The School of Arts and Sciences Graduate Council is the policy-making body for all Arts and Sciences graduate programs at MCPHS University. It functions on behalf of the Arts and Sciences graduate faculty and graduate students. The Graduate Council, in collaboration with the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences, promotes excellence in all Arts and Sciences graduate programs. The Graduate Council performs oversight functions of the following graduate programs: Master of Public Health (MPH) and Master of Science (MS) in Pharmaceutical Chemistry. The MPH Program's academic home is in the School of Arts and Sciences, with budgetary support for the MPH Program residing in MCPHS Online. The Arts and Sciences Graduate Council works to:

- Define and ensure high standards of academic quality in all Arts and Sciences graduate programs;
- Provide leadership in the development of Arts and Sciences graduate programs to meet current and emerging needs of students;
- Implement University academic policies and procedures as they relate to graduate programs;
- Foster creativity and scholarship in Arts and Sciences graduate programs;
- Review and approve applications for appointment to the graduate faculty in accord with the Faculty Manual, as amended from time to time; and
- Advocate for the interests of the Arts and Sciences graduate faculty and graduate education at the University

The Arts and Sciences Graduate Council is composed of the following voting members: the full-time faculty members who serve as Directors of the two Arts and Sciences graduate programs; seven Arts and Sciences graduate faculty members elected at large from the graduate faculty;

one representative from the Division of Libraries and Learning Resources; and an elected student representative enrolled in one of the Arts and Sciences Graduate programs. Associate members of the Graduate Faculty cannot be elected to Graduate Council. The Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences, the Associate Dean of Arts and Sciences, the Associate Provost for Online Learning and Academic Innovation, and the Vice President for Academic Affairs/Provost are ex officio members of the Graduate Council.

> **Academic Standing Committee.** The Graduate Academic Standing Committee meets at least once each academic term (fall, spring, summer) or as convened by the Chair for a specific purpose. The Committee determines probation and dismissal of individual students based on the academic policies of the graduate programs, as described in the Graduate Student Manual. The Committee also conducts an annual review of all individual graduate students to monitor satisfactory progression and makes corresponding recommendations to the Graduate Council and Dean of Arts and Sciences.

> **Graduate Curriculum Committee.** The Committee reviews and approves or rejects new course proposals and new certificate and program proposals. The Committee makes recommendations to the Graduate Council. The Committee conducts periodic, qualitative reviews of graduate programs, and, when appropriate, recommends discontinuation of existing programs to the Graduate Council. At least once every five years the committee will review each course for consistency to stated objectives and original course proposals.

The MPH Advisory Committee

The Program's MPH Advisory Committee plays an integral role in the development, implementation and continued enhancement of the program. Importantly, the Committee serves as the primary source of information and feedback on the program, curriculum, and new course proposals. The Committee evaluates the competencies for the MPH Program. Throughout the accreditation process, the Committee assists in developing the self-study report, ensures the integrity of the process and attends the site visit by the Council on Education in Public Health. The Committee's meeting frequency is quarterly and is adjusted as needed. In addition, the Committee meets virtually on a frequent basis to share and review documents. Representation on the committee includes faculty, staff, students, alumni, and members of the public health workforce. Sub-committees include the Curriculum Review Committee and the Accreditation Committee.

Curriculum Review Committee

This committee is responsible for ongoing curricular development and revision. The committee evaluates and recommends curricular changes within the MPH Program. The committee meets once per semester and consists of primary faculty members within the Program as well as outside department faculty members. The MPH Curriculum Committee is charged with reviewing one course per semester to evaluate academic rigor, alignment with current evidence-based practice, and pedagogy/teaching strategies. After reviews of PBH701 Survey of Public Health and PBH750 Community Health Science and Practice, each course was significantly revised. PBH705 Introduction to Environmental Health and PBH710 Introduction to Health Policy and Management will be reviewed in the 2017-2018 academic year. The curriculum review committee makes recommendations to the faculty member teaching the course who then goes through the curriculum approval process if significant revisions are needed. Changes to the learning objectives, assessment of learning and/or primary course text constitute significant revisions. If minor revisions are needed, the faculty member has the freedom to make changes without the curriculum approval process.

Accreditation Committee

This committee is responsible for undertaking the accreditation self-study process, preparing all necessary materials, and obtaining feedback on documents. The committee meets bi-weekly and includes the primary faculty members of the Program, the Program Director, and the Associate Provost for Academic Innovation and Online Education.

Membership, MPH Advisory Committee

Membership	Name	Title
MPH Advisory Committee	Carly Levy	MPH Program Director
	Delia Anderson	Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences
	Ned Barden	Associate Professor of Microbiology, School of Arts and Sciences

Membership	Name	Title
	Virginia Briggs	Assistant Professor of Public Health, School of Arts and Sciences
	Edith Claros	PMHNP Track Coordinator and Associate Professor, School of Nursing
	Ellen Ginsburg	Professor of Anthropology and Sociology, School of Arts and Sciences
	John Grieb	Public Health Workforce/ Adjunct Faculty of Public Health
	Keri Griffin	BS in Public Health Program Director
	Rebecca Heick	Adjunct Faculty of Public Health
	Lisa Kaufman	Adjunct Faculty, Workforce Training
	Alia Khalaf	Assistant Professor, School of Optometry
	Anthony Lacina	Alumni & Coordinator of Data and Assessment/Clinical Coordinator, School of Nursing
	Barbara Macaulay	Associate Provost for Academic Innovation and Online Education
	Lori Rainchuso	Associate Professor/Graduate Program Director, Forsyth School of Dental Hygiene
	Sheila Seed	Professor of Pharmacy Practice, School of Pharmacy Worcester/Manchester

Membership	Name	Title
	John Shoemaker	Public Health Workforce/Adjunct Faculty, School of Arts and Sciences/MCPHS Online
	Lindsay Tallon	Instructor of Public Health, School of Arts and Sciences/MCPHS Online
	Jennifer Tebbe-Grossman	Professor of Political Science and American Studies, School of Arts and Sciences
	Steve Ward	Public Health Workforce/ Accreditation Consultant
	Stephanie Colucci	PharmD/MPH student, MPH Student Liaison (YOG: 2020)
	Kelly Morgese	OD/MPH student, MPH Student Liaison (YOG: 2019)
	Melissa Syverin	MPH Student Liaison (YOG: 2017)
Curriculum Review Committee	Virginia Briggs	Assistant Professor of Public Health, MPH Program
	Carly Levy	MPH Program Director
	Sheila Seed	Professor of Pharmacy Practice, School of Pharmacy Worcester/Manchester
	Lindsay Tallon	Instructor of Public Health, School of Arts and Sciences/MCPHS Online
Accreditation Committee	Virginia Briggs	Assistant Professor of Public Health, MPH Program
	Carly Levy	MPH Program Director
	Lindsay Tallon	Instructor of Public Health, School of Arts and Sciences/MCPHS Online

Membership	Name	Title
	Steve Ward	Public Health Workforce/ Accreditation Consultant
	Merissa Andersen	PharmD/MPH student (YOG: 2020)
	Stephanie Colucci	PharmD/MPH student, MPH Student Liaison (YOG: 2020)
	Noemi Fluetsch	MPH Student, PBHS Vice President (YOG: 2018)
	Kimberly Levitt	MPH Student, PBHS President (YOG: 2018)
	Kelly Morgese	OD/MPH student, MPH Student Liaison (YOG: 2019)
	Melissa Syverin	MPH Student Liaison (YOG: 2017)

1.5.b Identification of how various functions are addressed within the program's committees and organizational structure (general program policy development; planning and evaluation; budget and resource allocation; student recruitment, admission and award of degrees; faculty recruitment, retention, promotion and tenure; academic standards and policies, including curriculum development; research and service expectations and policies)

1.5.b.1 General program policy development

The MPH Program is administered and governed in accordance with the bylaws and policies of MCPHS University. Faculty and administration have shared responsibility for the development, review and approval of the Program's policies and development through any relevant committee(s). These committees include the Graduate Council, the MPH Advisory Committee, the Curriculum Review Committee, and the Accreditation Committee. Depending on the policy issue the topic is dealt with by the appropriate MPH Program Committee.

1.5.b.2 Planning and evaluation

Planning and evaluation are undertaken by the Program Director, primary faculty, Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences, and the Associate Provost for Academic Innovation and Online Education with review by the MPH Advisory

Committee. Program evaluation is also managed by the Curriculum Review Committee, who continues to support the assessment of courses and implementation of proposed changes.

1.5.b.3 Budget and resource allocation

A discretionary budget has been established for the MPH Program. Expenditures are agreed upon by the Program Director and Associate Provost for Academic Innovation and Online Education. The budget process will be discussed in more detail in 1.6.

1.5.b.4 Student recruitment, admissions, and award of degrees

Student recruitment and admissions are handled by the MCPHS Office of Admission with oversight from the Program Director. Student recruitment policies and procedures are managed the Chief Enrollment Officer who oversees the Office of Admission. The marketing strategy is at the institutional level, with minor changes for individual programs. Changes in admission policies are reviewed by the MPH Program Director and primary faculty in consultation with the MPH Advisory Committee. The awarding of degrees is handled by the Office of the Registrar. One year from the students' anticipated graduation date, students fill out a Petition to Graduate Form, which are reviewed on an individual basis. The Program Evaluation is reviewed again prior to graduation to ensure the student has met all requirements. The MPH Program primary faculty all serve as Faculty Advisors to assist in this process and ensure students are on track for graduation. The primary faculty utilize a graduation checklist to monitor progress.

1.5.b.5 Faculty recruitment, retention, promotion and tenure

Faculty recruitment, retention, and promotion are handled through MCPHS Online in collaboration with the School of Arts and Sciences. Tenure does not apply since MCPHS University is not a tenure-granting institution. The search committees for each MPH faculty position are populated with MPH faculty in addition to outside faculty members from other departments and schools, such as the School of Dental Hygiene. MPH Program faculty also participate on the search committees for non-MPH Program faculty searches which helps bring an added public health perspective to the candidate review process. The MPH Program Director serves on all MPH faculty search committees. All search committee members and other interested faculty support the hiring process by participating in campus visits for faculty candidates where they provide feedback on the candidates.

Retention and promotion are handled at the department level by the Chair and other department faculty. Many faculty in the department are also involved in the MPH Program in some capacity either through teaching or service on the MPH Advisory Committee.

1.5.b.6 Academic standards and policies, including curriculum development

The faculty have final authority over the curriculum and degree requirements, and determining when students have successfully achieved the competencies and requirements for course and degree completion. The faculty, through the Graduate Council, the MPH Advisory Committee, and the Curriculum Review Committee have set standards for coursework, assuring that coursework represents rigorous, graduate-level work, and meets the minimum GPA. Academic standards and policies are handled by the Graduate Council of the School of Arts and Sciences. Curriculum development is overseen by the Curriculum Review Committee. Proposed new curriculum and curriculum changes originate within the program and are reviewed and approved by the Curriculum Review Committee. Faculty members assign course grades, as well as determine whether students pass their culminating experiences.

Faculty and the Program Director monitor the progress of students, including maintenance of a 3.0 GPA, probationary procedures, and continuing enrollment. Responsibilities for these functions are delineated in the University Catalog and the Student Handbook (ERF1.3).

1.5.b.7 Research and service expectations and policies

Since MCPHS University is primarily a teaching institution, the core faculty of the MPH Program work with the Associate Provost for Academic Innovation and Online Education to determine the percentage or weighting of activities: teaching, research, and service. Faculty provide quality instruction to students; actively participate in meetings of the school or division and of the faculty as a whole; serve on committees; engage in professional development and scholarly activities; engage in student advisement and mentoring; provide community and professional service; and perform other duties as assigned by the Associate Provost for Academic Innovation and Online Education. The standard teaching load for full-time faculty engaged primarily in the instruction of students is 22-semester hours or the equivalent. In determining equivalencies, the Associate Provost for Academic Innovation and Online Education will consider factors such as the following: laboratory assignments, class size, number of preparations, service duties, and other pertinent factors. The standard teaching load may be increased up to six-semester hours during the

appointment period for faculty with the rank of Instructor in lieu of scholarship or service responsibilities as determined by agreement between the Instructor and the Associate Provost.

Faculty are required to serve on University and school committees as necessary, to attend school or department meetings, University faculty meetings, new student orientations, University commencements, and other University events as appropriate.

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

The MPH Program core faculty and administrators abide by the faculty manual set forth by the University, version 1.7, effective July 1, 2013. This document can be found in the resource file and is on the intranet for faculty. Students abide by two documents: the University Catalog and the Student Handbook (ERF 1.3). The MPH Program Manual is provided to all students as a supportive document, but does not outline any governing policies; these are set forth in the University Catalog and Student Handbook.

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

The following faculty hold membership on University and School committees:

Faculty	Committees
Virginia Briggs Virginia Briggs	• Center for Online Learning and Academic Innovation Curriculum Committee (MCPHS Online Standing Committee) • Graduate Council (Arts and Sciences Standing Committee) • Graduate Curriculum Committee (Arts and Sciences Standing Committee) • Graduate Faculty Members (Arts and Sciences Standing Committee) • MPH Advisory Committee (Arts and Sciences Standing Committee) • Colleges of the Fenway Performing Arts Minor Committee • Institutional Review Board
Carly Levy	• Program Management Committee for MCPHS Online, Graduate Programs (MCPHS University Standing Committee)

Faculty	Committees
	• School of Nursing Advisory Board (MCPHS University Standing Committee) • Assessment Goals Committee (School of Arts and Sciences Standing Committee) • Graduate Council (School of Arts and Sciences Standing Committee) • Graduate Faculty Members (School of Arts and Sciences Standing Committee) • MPH Advisory Committee, Chair (School of Arts and Sciences Standing Committee) • CHES Committee (School of Arts and Sciences Ad Hoc Committee)
Lindsay Tallon	• MPH Advisory Committee (School of Arts and Sciences Standing Committee)

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

Students are actively involved in the governance of the MPH Program through the MPH Advisory Committee (four students), the Accreditation Committee (six students), and the Public Health Society (PBHS) (25 students). Feedback of a more informal nature is collected during advising, course and program evaluations, and other student events.

Students participate in the MPH Advisory Committee to provide feedback on the Program and help generate new ideas for student involvement and activities. Attendance and membership is open, and all interested MPH students are invited to contribute. Four students are elected annually to sit on the MPH Advisory Committee as core members (one seat is currently vacant). These members are elected by the MPH Advisory Committee on an annual basis.

As part of the CEPH accreditation process, students were encouraged to assist in the preparation and review of the self-study document. As documents were developed student input was solicited. In August 2016 students volunteered to participate, as appropriate, in preparation of the self-study document and the site visit.

Student-run organizations at MCPHS University provide enrichment for students, and offer many opportunities for volunteering, public-service work, and camaraderie. Students enrolled in the Master of Public Health (MPH) degree program are encouraged to become active in the MCPHS University Public Health Society (PBHS). Membership is also open to all MCPHS University students from all campuses, including part-time, online students, and dual-degree students. The MPH Program Director serves as the PBHS Faculty Advisor. The PBHS was created in the 2016-2017 academic year to enhance the community among MPH students and promote public health at the University and throughout the community. The organization fosters professional and academic development of the students in the MPH Program; develops relationships between the MPH students and MCPHS University faculty with interests in public health and other allied-health professionals; and continues to propagate the mission statement of the organization.

The PBHS accomplishes these objectives by organizing a variety of health-related educational events and participating in service projects within the university and community at-large. The organization is designed to be a collective effort with its members contributing to various needs. Expectations of members include taking initiative when opportunities arise, being innovative and sharing ideas during meetings, and being proactive and engaged during events. Some future goals involve providing opportunities for members to collaborate with other public health programs and organizations in the Boston area. That way we can exceed the aims, create interpersonal relationships, and make an even greater impact within the community.

MCPHS Public Health Society Mission Statement: The purpose of the MCPHS Public Health Society is to provide MCPHS students with an interest in public health with an environment in which they can commit, develop and promote the health and well-being of others through public service, education, research, practice, leadership and public policy. Additionally, it is our goal to provide students with opportunities for association and interaction with faculty and other students.

MCPHS Public Health Society 2016-2017 Accomplishments:
- Registered and were approved as an official organization through the University
- Finalized Bylaws and Operating Policies
- Scheduled monthly meetings to discuss updates and upcoming events
- Approved a Mission Statement
- Determined essential officers (refer to 1.5.e in ERF)

- Created social media accounts on Facebook, Twitter, and Instagram
- Organized four events, including two for National Public Health Week (NPHW)
  - Alumni panel discussion
  - Film screening, 'Before the Flood'
  - Food drive to support The Greater Boston Bank
  - Round-table discussion on youth violence

The MCPHS Public Health Society has a public presence on Facebook:
https://www.facebook.com/mcphspublichealthsociety/

Instagram:
https://www.instagram.com/mcphsmph

Twitter:
https://www.twitter.com/mcphsmph

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

This criterion is met.

Strengths

- Student engagement in governance of the Program is already in place with active participation from the student body.
- Retention is handled at the Program level, allowing faculty to provide direct guidance and support to students to improve retention.

Challenges

- Plans are in place to strengthen resources (i.e. tutoring services) offered by the Center for Academic Support and Enrichment available for online students, particularly with regard to support of student writing, epidemiology, and biostatistics.
- There was a small group of people interested in the first year of the PBHS. We anticipate growth in participation in the PBHS.

Plans

Additional resources are under development for early identification of student writing challenges as well as for modules to support and strengthen student writing abilities. In addition, there has been discussion of some type of peer-support for the epidemiology and biostatistics courses. The MPH Program Director and PBHS Officers will work with current and incoming students to engage additional MPH students in the PBHS.

Page Intentionally Left Blank

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.

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

MCPHS University is fully committed to developing and enhancing the graduate program in Public Health. The MPH Program Director was hired in 2011 to develop, implement and advance the MPH Program. The Program Director also contributes to teaching, service and scholarship. An Assistant Professor of Public Health was hired in May 2013 to provide teaching, service and scholarship support to the MPH Program. An additional Instructor of Public Health was hired on July 6, 2015 for the MPH Program. At the conclusion of FY '17, the Assistant Professor of Public Health accepted a position at another institution; another Assistant Professor in the BS in Public Health program transitioned to the Master of Public Health program at the start of FY '18. As this person was already a member of the University, the transition process was fluid and immediate. Full financial support is provided by tuition revenue that is brought in for the Program. All sources of funding and expenditures are outlined in Table 1.6.1.

All new programs prepare a 5 year proforma that serves as the basis for budgeting. The proforma is reviewed and approved by the Program Evaluation Team, made up of the Chief Financial Officer, Vice President of Academic Affairs, Chief Enrollment Officer, Associate Provost for Online Learning and Academic Innovation, and the Chief Digital Marketing Officer. From that proforma and defined program growth goals, the basis for the subsequent program budget is determined. The proforma also includes revenue projections and planned expenditures vs. revenue projections. All program budgets are built with the expectation that they will be sustainable within a five-year period. Indirect cost recovery is the responsibility of the fiscal officers; programs are reviewed for fiscal viability on a periodic basis by the Program Evaluation Team. Programs are viewed collectively in the sense that program investment is both annual and cyclical (need for increased staffing resources or equipment purchase/replacement. Excess funds are re-invested into campus resources, faculty and student support, new faculty, new program development, and ongoing program support. The primary source of revenue for the University as a whole is tuition

and revenue. This aligns with the primary mission of the University which is that of teaching and learning. Research is encouraged but not seen as a primary driver of funding.

Annually, the Chief Financial Officer (CFO) initiates a budget approval process for the next fiscal year in December, approximately halfway through the current fiscal year. The CFO sends the Associate Provosts and School Deans an overview of their current program budgets, forms to request additional funds for the upcoming academic year, and an accompanying memorandum describing the process. The Associate Provosts/School Deans work with Department Chairs and Program Directors to develop budget requests on behalf of their Schools. All budget requests must demonstrate alignment with Department, School, and University goals, objectives, and values. All requests for resources to include faculty are submitted through this approval process. During the process, the Associate Provosts and/or Deans meet with the Vice President of Academic Affairs and the CFO to discuss program needs and resources to meet the needs. The budget requests are reviewed by the CFO, President, Board of Trustees, and other key stakeholders.

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

Table 1.6.1 Sources of Funds and Expenditures by Major Category, 2012 to 2017[3]					
	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Source of Funds					
Tuition & Fees	$215,900	$431,800	$665,970	$1,050,960	$1,333,800
University Funds	$0	$0	$0	$0	$0
Grants/Contracts	$0	$0	$0	$0	$0
Total	$215,900	$431,800	$665,970	$1,050,960	$1,333,800
Expenditures					
Student Support Services	$25,500	$54,000	$76,500	$105,000	$135,000
Faculty Salaries & Benefits	$108,333	$212,973	$227,951	$320,901	$338,971
Staff Salaries & Benefits	$26,000	$26,000	$26,000	$26,000	$26,000
Adjunct Faculty	$26,500	$49,500	$40,000	$81,600	$99,400
Curriculum Development & Instructional Support	$25,000	$15,000	$15,000	$15,000	$15,000
Operations	$10,000	$10,000	$10,000	$10,000	$10,000
Travel	$2,000	$3,000	$4,500	$6,000	$6,000
Accreditation	$0	$2,000	$5,700	$5,700	$3,047
Subtotal	223,330	$372,473	$405,651	$568,701	$633,418
Administrative Overhead	$33,500	$55,871	$60,848	$85,305	$95,013
Total	$256,830	$428,344	$466,499	$654,006	$728,431

---

[3] The Fiscal Year runs from July 1 to June 30

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

Not applicable.

1.6.d. Identification of measurable objectives by which the program assesses the adequacy of its fiscal resources, along with data regarding the program's performance against those measures for each of the last three years.

Table 1.2.c Outcome Measures, Targets and Performance for 2014-2017					
Outcome Measure	Target	2014-2015	2015-2016	2016-2017	Mechanism to Track Data
Sustainability					
Seek extramural funding for faculty development/research projects, with minimum of 1 $5000 grant per year.	1 $5,000 grant/year	0	0	0	Annual Activity Reviews (AAR)

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

This criterion is partially met.

Strengths

- Strong fiscal support exists within the University to ensure the Program's continued growth and development.

Challenges

- Funding for additional full-time program faculty is limited at this time.

Plans

Continued program growth, both in number of new students and in students retained, will allow for the attainment of a self-sustaining program and addition of more full-time faculty. The MPH Program faculty are building a scholarship program that will hopefully result in additional extramural funding.

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.

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

Table 1.7.1 Primary Faculty by Specialty/Concentration Area for the last three years

	2014-2015	2015-2016	2016-2017
Community Health	2	3	3

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

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

Table 1.7.2 Faculty, Students and Student/Faculty Ratios for Community Health Concentration

	HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
2014-2015	2	2	12	1.7[4]	14	3.7	77	32.4[5]	16.2	8.8:1
2015-2016	3	3	15	2.1[6]	18	5.1	103	43.6[7]	14.5:1	8.5:1

---

[4] FTE calculated at 0.14 FTE/class

[5] FTE calculated with 1 student full-time, 19 students .66 FTE, and 57 students .33 FTE

[6] FTE calculated at 0.14 FTE/class

[7] FTE calculated with 7 students full-time, 15 students .66 FTE, and 81 students .33 FTE

	HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
2016-2017	3	3	16	4.1[8]	19	7.1	119	69.9[9]	23.3:1	9.8:1

Key:
HC = Head Count
Primary = Full-time faculty who support the teaching programs
FTE = Full-time-equivalent
Other = Adjunct, part-time and secondary faculty and "other faculty"
Total = Primary + Other
SFR = Student/Faculty Ratio

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

Overall, there are five staff positions (1.0 FTE) that provide support to the MPH Program. Currently, there are two administrative assistants that provide support to the Program Director. One assistant reports to the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences and one assistant reports to the Associate Provost for Academic Innovation and Online Education. The Director of Online Student Services and Program Management assists with student supports including orientation and retention. The Senior Director of Operations and Instructional Support assists with registration and supporting faculty with instructional design for online courses. There is also a librarian dedicated to assisting public health students and faculty. Class sizes are consistently small, ranging from 5-25 students in both online and campus-based formats.

Job Title	FTE
Senior Director of Operations and Instructional Support	0.2
Director of Online Student Services and Program Management	0.2
Administrative Coordinator	0.2
Administrative Assistant	0.2
Online and Educational Technology Librarian	0.2

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

---

[8] FTE calculated at 0.14 FTE/class
[9] FTE calculated with 25 students full-time, 42 students .66 FTE, and 52 students .33 FTE

The space provided is currently adequate for online and face-to-face programs. MCPHS University is dedicated to committing resources to the Program so that faculty, staff, and students have adequate access to office space, study space, and classrooms. On the Worcester campus there are offices available for the Associate Provost for Academic Innovation and Online Education and Academic Innovation and the Director of Online Student Services, and on the Boston campus there is office space and classrooms available for faculty and staff and study space for students. Each faculty member has their own office or cubicle and adequate space to meet with students. Since courses for the MPH on-campus program are taught in the evenings in Boston, classroom space is always plentiful for class meetings and activities. There is a student atrium, student dining facilities, and study areas for students to meet and gather.

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

Laboratory resources are not applicable to the MPH students.

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

An extensive array of state-of-the-art facilities and equipment are available through MCPHS University. With four different campuses, students and faculty from around the world and 74 different programs, computers, technology and connectivity are a necessity. The Office of Information Services (IS) supports the technological needs of all MCPHS University students, faculty and staff, keeping the University community connected 24/7. Whether providing assistance on campus or remotely, the dedicated and highly-trained IS staff are available via phone, email and in an office at each physical campus to provide computer, software and account assistance. Students have access to statistical software programs such as SAS, Stata and SPSS in order to conduct data analyses. All three software programs are available through the University's Virtual Desktop, which can be accessed from any location with internet access using the student's user name and password. Off-campus students, on-campus students, faculty and staff can also use these programs from any computer at the University (available in the libraries, some classrooms, and several hallways throughout the Boston campus).

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

The MCPHS Libraries use a combination of purchases, subscriptions, and freely available content to support the program. The Libraries maintain a collection of more than 13,100 print books and 2,900 media items and provide access to 161 databases, approximately 36,000 electronic journals, and over 390,000 electronic books. Most items in the Libraries' collection are ordered based on faculty request or careful selection by librarians. The Libraries have also recently begun programs where students and faculty guide purchases; the Libraries provide access to curated content the library does not own and make purchases based on what students and faculty actually use. All students have full access to electronic resources whether on or off-campus. Holdings are further extended through membership in the Fenway Library Consortium, a group of fifteen libraries that share resources. The Fenway Libraries Online, Inc. supports an online public catalog of over 1,100,000 items held by member institutions. Interlibrary loans and document delivery services are available through the network of libraries to all students, faculty, and staff. The MCPHS Librarians have also created research guides to assist students in searching databases, appraising peer-reviewed literature, utilizing citation management systems, and many more topics.

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

As the oldest institution in the City of Boston and with campuses in Boston, MA; Newton, MA; Worcester, MA; and Manchester, NH, MCPHS University offers many additional resources that are available to students, faculty, and staff. Briefly, among the resources available are:

- Center for Academic Success and Enrichment. The mission of the Center for Academic Success and Enrichment (CASE) is to assist students in maximizing their potential by introducing them to the strategies that will make them more efficient, effective and independent learners. Services that are available to undergraduate students include coaching, mentoring, and advising. All MCPHS University students have access to the Writing Center and the Math Center for support. The Writing Center tutors are equipped to book online and campus-based appointments with students to meet the needs of all MPH graduate students. Students also have 24/7 access to TutorMe, an online tutoring platform that provides support in all levels of Mathematics, Physics, Writing, Anatomy and Physiology, General Chemistry, and Introduction to Psychology.
- Disability Support Services. In accordance with the Americans with Disabilities Act 2008 and Section 504 of the Rehabilitation Act of 1973, the Disabilities Support Services Office within the Division of Student Affairs and CASE assists students with physical,

psychological and learning or other disabilities in fulfilling the fundamental requirements of the curriculum by accessing and providing reasonable accommodations.

1.7.i Identification of measurable objectives through which the program assesses the adequacy of its resources, along with data regarding the program's performance against those measures for each of the last three years.

The adequacy of faculty resources is documented in Criterion 4.1 (Table 4.1.D). Other important measures about adequacy of space, library resources, computer access, etc. can be found in the MPH Program Assessment Plan (ERF 2.7).

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

This criterion is met.

Strengths

- The faculty in the Program have strong practice experience and they assist in stimulating fresh approaches and new ideas as the Program grows.
- MCPHS University offers a breadth of additional resources for all students, faculty, and staff including the Writing Center, Math Center, Disability Support Services, Counseling and Wellness, the Faculty Resource Center, and adequate study and office space on its three campuses.
- The Library and Learning Resources and support for innovative online learning by the Instructional Design team are particular strengths, as are the access to computers and technology.

Challenges

- The Program would like to hire a dedicated staff member to support the students and faculty in addition to the 1.0 FTE staff that currently support the Program.

Plans

As the Program grows, there are plans to hire more faculty and staff to support the Program.

Page Intentionally Left Blank

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.

1.8.a. A written plan and/or policies demonstrating systematic incorporation of diversity within the program. Required elements include the following:

  i. **Description of the program's under-represented populations, including a rationale for the designation.**
  ii. **A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.**
  iii. **Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining/using these policies.**
  iv. **Policies that support a climate for working and learning in a diverse setting.**
  v. **Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.**
  vi. **Policies and plans to recruit, develop, promote and retain a diverse faculty.**
  vii. **Policies and plans to recruit, develop, promote and retain a diverse staff.**
  viii. **Policies and plans to recruit, admit, retain and graduate a diverse student body.**
  ix. **Regular evaluation of the effectiveness of the above-listed measures.**

The Program's Under-Represented Populations

One of the core values of MCPHS University is respecting diversity and appreciating cross-cultural perspectives. As such the University is committed to maintaining a safe and positive learning, working and living environment for its entire community. The University does not discriminate on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identify, gender expression, ancestry, genetic information, military service, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities.

The MPH Program shares this commitment, implementing and enforcing these policies that foster a safe and positive learning, working, and living environment. The MPH Program is committed to building a diverse and activist public health workforce, well-trained in the complex issues associated with disparate health status and healthcare access.

Diversity to the Program means:

  ● Racial/ethnic diversity reflective of Massachusetts – with a campus-based program in the City of Boston, the MPH Program is committed to improving racial and ethnic diversity of students. In order to educate students about systemic racism and systems of oppression,

a diverse group of students is necessary to carry out this work. Racial/ethnic diversity that reflects Massachusetts is a benchmark, or a starting point to enhance diversity.

- Students who live in and/or are from a Medically Underserved Area (MUA) as defined by the Health Resources and Service Administration (HRSA) – this population is important to the MPH Program as many of the courses discuss income inequality and the impact of Socioeconomic Status (SES) on health outcomes.
- Dual Degree Students – Over the past several years, having an interdisciplinary group of students has added a great deal of value to the courses. Students benefit from learning with and about each other's professions. Maintaining this diversity is important to the program.
- Foreign-born Students – The Center for International Studies (CIS) focuses on student success and global engagement, from enrollment through all aspects of the academic experience, and encourages collaboration among students, faculty, alumni and institutions to pursue excellence in the global field of healthcare. MCPHS is committed to international and comparative perspectives in teaching and learning. The MPH Program has incorporated this population into the Diversity Plan to align with the University's Strategic Plan.
- Inclusion of public health workforce – The MPH Program is a professional degree program utilizing skill-based learning. Students who are already engaged in the public health workforce add a great deal of depth and insights in the classroom. This is a priority population for us not only from a teaching and learning perspective, but also to contribute to the suggested shortage of public health professionals.

Diversity Goals

The MPH Program aims to:

- Recruit and retain a diverse student body.
- Recruit and retain a diverse faculty complement.
- Provide educational opportunities for students on topics related to diversity, inclusion, and health equity.
- Provide students with the tools to challenge systems of oppression.

University Policies Related to Diversity and Inclusion

The University will not tolerate acts of sex discrimination and retaliation. The University has developed several policies to achieve this mission. They are available publicly [online](#) and can be downloaded at the following links (ERF 1.8):

- [Protection from Harassment Policy (Title IX)](#)
- [Nondiscrimination and Sexual Harassment Policy](#)
- [Student Code of Conduct and Student Discipline System](#)

In addition to its policies, the University's Title IX Committee conducts a climate survey each year, which began in the 2014-2015 academic year. This survey assists the University administration in ensuring that faculty, staff, and students on campus perceive safety, security, and an environment free of discrimination. Findings from this survey demonstrated the need for increased awareness and education related to culture and diversity. As a result, in June 2015, the MCPHS University Executive Leadership decided to establish and implement a University-wide Culture and Diversity Task Force to enhance cultural awareness and inclusion. The Task Force designed educational programs for students, faculty, and staff on all campuses. Several faculty, staff and students contributed to programming on each campus. The Task Force intends to build upon its goals and to offer additional programming in the 2017-2018 Academic Year. In March 2017, the University appointed an Assistant Dean for Diversity and Inclusion in the Division of Affairs for the institution to lead the expansion of the University's work in the area of Diversity and Inclusion. The following programs have been conducted on behalf of the Diversity Task Force:

- Cultural diversity panel (October 1, 2015 - Boston; October 6, 2015 - Worcester; October 8, 2015 - Manchester).
- Bridging cultural differences to achieve health equity (November 12, 2015 - all campuses).
- Exploring global health (November 17, 2015 - Boston; November 19, 2015 - Worcester; November 20, 2015 - Manchester).
- Sessions at the faculty retreat on January 6, 2016:
    - The changing landscape of higher education.
    - Meeting the needs of diverse student populations.
    - Engaging students in cross-cultural experiences.

- Providing Patient-Centered LGBTQ+ Healthcare panel (October 17, 2017 – all campuses).

In addition, there have been a series of professional rounds, called the Schwartz Rounds, offered on a variety of diversity topics. Schwartz Rounds programs bring together caregivers from diverse disciplines to discuss emotionally and psychologically challenging cases. MCPHS University is one of only five academic institutions to host rounds specifically for health professional students. Examples of Schwartz Rounds that have focused on diversity include: LGBTQ+ health, end-of-life care, veterans' centered care, and social determinants of health.

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

The policies for protection from harassment, nondiscrimination, sexual-harassment, and the student code of conduct have all been incorporated into legal documents for the University. Also, trainings are provided in affirmative action, diversity, prevention of sexual harassment and discrimination, race relations and intergroup relations, and recruitment and retention to all members of the MCPHS Community. Implementation of the policies has also meant formalizing the process for students, faculty, and staff to submit grievances.

Within the Program, the following ongoing activities are taking place:

- Health inequalities, diversity, and social justice, and equity are addressed in the four of the MPH core courses and four of the concentration courses that cover the community and behavioral health area (PBH701, PBH705, PBH710, PBH715, PBH750, PBH755, PBH710, and PBH765).
- The core competencies for the MPH Program address health inequalities, diversity, health equity, and social justice.
- Promotion of mutual respect, and enhancement of understanding of diversity and social justice are ingrained into the Program.
- Diversity grant program housed within Academic Affairs that solicits proposals for innovative educational projects or activities that encourage collaboration between campus communities and constituencies.

● University-wide LGBTQ+ Safe Zone Trainings

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

The Title IX team developed the Protection from Harassment Policy (Title IX), the Nondiscrimination and Sexual Harassment Policy, and the Student Code of Conduct and Student Discipline System in collaboration with faculty, staff and students as well as alumni.

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

The University policies related to diversity are enforced to provide a safe and secure educational environment free from discrimination, harassment and violence. In addition, events sponsored by the Culture and Diversity Task Force are utilized as faculty development, and core faculty of the Program have attended these events. Lastly, the University sponsors mandatory training for all faculty and staff related to Title IX, diversity and inclusion through Human Resources. Each employee is given an individual link to take these online training sessions. The diversity policies are reviewed on an annual basis and the Assistant Dean of Diversity and Inclusion intends to develop a more formal plan for the University. Currently, the mission of Diversity and Inclusion at MCPHS University is to refine skills and competencies to create greater inclusion for all members of the campus community. Diversity and inclusion work is both a process and a goal full of self-reflection in how MCPHS students can impact their communities and their respective fields.

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

Template 1.8.1. Summary Data for Faculty, Students and/or Staff

Category/Definition	Method of Collection	Data Source	Target	2014-2015	2015-2016	2016-2017
Percentage of students in racial and ethnic minority groups will reflect diversity in MA[10]	Self-report	OnCall/MPH Program Database	26.5%	22%	29%	35%

---

[10] From 2015 U.S. Census Data

Category/Definition	Method of Collection	Data Source	Target	2014-2015	2015-2016	2016-2017
Percentage of faculty and staff in racial and ethnic minority groups will reflect diversity in MA	Self-report	HR	26.5%	10%	14%	21%
Percentage of students residing in HRSA medically underserved areas	Self-report	MPH Program Database/ HRSA Website	20%	21%	19%	19%
Percentage of students who are foreign born	Self-report	OnCall/MPH Program Database	15%	7%	9%	16%
Percentage of students enrolled in dual degree programs	Self-report	MPH Program Database	25%	57%	44%	60%
Percentage of students from public health workforce	Self-report	MPH Program Database	40%	57%	63%	49%

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

This criterion is partially met.

Strengths

- There is a strong university commitment to recruiting and maintaining a diverse student body.
- The University is committed to offering training and education for faculty, staff, and students through the Culture and Diversity Task Force.

Challenges

- The MPH Program is collaborating with admission and human resources to develop a better plan to recruit minority students and faculty.
- The MPH Program would like to implement a scholarship for low socioeconomic status (SES) and/or minority candidates. This is an area of opportunity for the Program.

Plans

The Program has plans to incorporate a question regarding coverage of health equity, diversity and inclusion principles into student evaluations for each class. A program specific detailed recruitment plan to enhance the diversity of faculty, staff, and students is needed. In the future,

the Program would like to create and award student scholarships for minority and/or underserved populations. The MPH Program intends to work collaboratively with the Assistant Dean for Diversity and Inclusion to enhance diversity efforts over the 2017-2018 academic year and develop a formal Diversity Plan.

Page intentionally left blank.

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 masters 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.

2.1.a An instructional matrix presenting all of the program's degree programs and areas of specialization, including bachelors, masters and doctoral degrees, as appropriate. If multiple areas of specialization are available, these should be included. The matrix should distinguish between professional and academic degrees for all graduate degrees offered and should identify any programs that are offered in distance learning or other formats. Non-degree programs, such as certificates or continuing education, should not be included in the matrix. See CEPH Data Template 2.1.1.

MCPHS University offers a MPH degree in the concentration of community health upon successful completion of the curriculum. The MPH degree is offered both online and in-person and is designed to teach students about preventing disease transmission, promoting health and wellness in communities, and improving health outcomes.

Dual degrees are currently offered in four areas: pharmacy, optometry, dental hygiene, and the bachelor's in public health. Table 2.1.A presents the degree programs and area of concentration:

Table 2.1.a Instructional Matrix – Degrees & Specializations		
	Academic	**Professional**
Master's Degrees		
Community Health*		MPH
Joint Degrees		
Doctor of Pharmacy - Boston and Worcester/Manchester		PharmD/MPH
Doctor of Optometry		OD/MPH
Master of Science in Dental Hygiene		MSDH/MPH
Bachelor of Science in Public Health		BS/MPH

*MPH in Community Health is offered in both distance and traditional formats.

2.1.b The bulletin or other official publication, which describes all degree programs listed in the instructional matrix, including a list of required courses and their course descriptions. The bulletin or other official publication may be online, with appropriate links noted.

The MPH curriculum is described in detail on the MPH Program [website](). Information on the website includes the Program overview, admission information, the curriculum overview, sample

course plans, and a list of faculty. Identical curricular information is also available through the MCPHS [University Catalog](#) (ERF 1.3).

The following list includes required courses for the Community Health concentration. Students are required to take 18 semester hours in the MPH Core, 18 semester hours in the Community Health concentration including six semester hours in the Culminating Experience and Practice Experience, and six semester hours of electives. Electives offered by MPH faculty and departmental adjunct faculty members are listed below. Students may take other electives with approval from the Program director. A list of non-departmental electives taken by MPH students is available in the resource file.

A. Required Courses
1.   PBH701 Survey of Public Health, 3 s.h.
2.   PBH705 Introduction to Environmental Health Sciences, 3 s.h.
3.   PBH710 Introduction to Health, Policy and Management, 3 s.h.
4.   PBH715 Introduction to Social and Behavioral Sciences, 3 s.h.
5.   DRA807 Statistics of Clinical Research, 3 s.h.
6.   DRA809 Health Epidemiology, 3 s.h.
Total Semester Hours: 18

B. Concentration Courses
1.   PBH750 Community Health Science and Practice, 3 s.h.
2.   PBH755 Health Promotion and Education, 3 s.h.
3.   PBH760 Program Design, Research and Evaluation, 3 s.h.
4.   PBH765 Community Health Assessments, 3 s.h.
5.   PBH890 Public Health Practice Experience, 2 s.h.
6.   PBH895 Preparatory Seminar, Culminating Experience, 1 s.h.
7.   PBH898 Culminating Experience, 3 s.h.
Total Semester Hours: 18

C. Electives (Students Select 2)
1.   PBH801 Community Organizing, 3 s.h.
2.   PBH805 Maternal and Child Health, 3 s.h.

3. PBH810 Principles of Public Health Emergency Preparedness, 3 s.h.

4. PBH815 Mass Communication and Health, 3 s.h.

5. PBH820 Genetics and Public Health, 3 s.h.

6. PBH825 Public Health Law, 3 s.h.

7. PBH830 Health Informatics, 3 s.h.

8. DRA811 Health Policy and Development Analysis, 3 s.h.

9. DRA.818 The Law of Healthcare Compliance, 3 s.h.

10. PEP856 Introduction to SAS, 3 s.h. (campus-based only)

Total Credits: 6

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

This criterion is met.

Strengths
- MCPHS University offers the MPH degree consistent with program mission, goals and objectives.
- The community health concentration was designed based on market needs, the interests of students, and faculty expertise.
- Publications describe the Program clearly, and information is updated and made available in both print and electronic formats. Interested individuals, enrolled students, faculty and staff can easily access these formats.

Challenges
- Students have expressed an interest in adding more electives to increase the number of options available to them. Courses in Geographic Information Systems (GIS) and Advanced Statistical Methods and Data Analysis are in development.

Plans
The combination of an MPH with another professional degree results in public health professionals who can work effectively across disciplines and potentially improve population health in unexpected ways. Plans are underway to expand our dual degree options to include a

dual degree program with the School of Pharmacy and Healthcare Business program. This program would be an additional 3+2 BS/MPH degree program.

2.2 PROGRAM LENGTH

An MPH degree program or equivalent professional masters degree must be at least 42 semester-credit units in length.

2.2.a Definition of a credit with regard to classroom/contact hours

One credit hour, or semester hour, is the equivalent of one in-class period of 50 minutes per week for a 15-week semester, with an estimated time outside of the classroom of two to three hours per week for 15 weeks, or 30-45 hours total per semester outside of class.

2.2.b Information about the minimum degree requirements for all professional public health masters degree curricula shown in the instructional matrix. If the program or university uses a unit of academic credit or an academic term different from the standard semester or quarter, this difference should be explained and an equivalency presented in a table or narrative.

All professional degree candidates must fulfill the minimum requirement of 42 semester hours. The 42 semester hours required for the MPH Program are typically completed by full-time students in two years (five semesters). A total of 42 semester hours is comprised of 18 semester hours of required core courses for all MPH students regardless of concentration (three semester hours each of statistics, epidemiology, social and behavioral sciences, environmental health, and health policy and management). Additionally, a three-semester hour course, PBH701 Survey of Public Health, is required as part of the core course requirement. The community health concentration requires a minimum of 18 semester hours specific to the concentration. All MPH students are required to complete a two-semester hour practice experience, a one-semester hour culminating experience seminar, and a three-semester hour culminating experience. The balance of semester hours is made up of electives, to equal at least 42 semester hours. The minimum degree requirements are listed in the [MPH Program Manual](#) (ERF 1.1).

In some cases, PBH701 Survey of Public Health, has been waived for students who are prepared in public health at undergraduate level. If waived, the three-semester hours are replaced with an additional elective. No waivers of practice or culminating experience courses are accepted.

All dual degree students complete 42 semester hours to be applied to the MPH degree. Efficiency is achieved in the dual degree programs through applying some semester hours (usually nine

semester hours, but as low as five and up to 23 credits) from the other degree to the MPH. In most cases, semester hours from the other degree are only applied to MPH electives. Some dual degree programs allow for the sharing of the survey of public health course and practice experience semester hours. The sharing of semester hours for the dual degrees is discussed in detail in section 2.11.

2.2.c Information about the number of professional public health master's degrees awarded for fewer than 42 semester credit units, or equivalent, over each of the last three years. A summary of the reasons should be included.

No MPH degrees were awarded for less than 42 semester hours since the inception of the Program.

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

This criterion is met.

Strengths

- All graduates of the MPH Program must complete at least 42 semester hours.

Challenges

- The MPH Program recognizes the need to increase elective offerings for students. This will be accomplished with the growth of the Program and the addition of new faculty.

Plans

MCPHS University continually evaluates degree offerings to ensure that programs meet the needs of students and employers. The MPH Program anticipates re-evaluating the list of MPH course offerings once the 2016 CEPH accreditation criteria are implemented during the 2017-2018 academic year.

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. The areas of knowledge basic to public health include the following:

- **Biostatistics – collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;**
- **Epidemiology – distributions and determinants of disease, disabilities and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;**
- **Environmental health sciences – environmental factors including biological, physical and chemical factors that affect the health of a community;**
- **Health services administration – planning, organization, administration, management, evaluation and policy analysis of health and public health programs; and**
- **Social and behavioral sciences – concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.**

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

All MPH students are required to successfully complete courses in the five core disciplines of public health with a grade of B- or better and a 3.0 overall GPA. Table 2.3.a. lists the core public health course requirements for all MPH students. Syllabi are available in the appendices.

Table 2.3.1 Required Courses Addressing Public Health Core Knowledge Areas for MPH Degree		
Core Knowledge Area	**Course Number & Title**	**Credits**
Biostatistics	DRA807, Statistics of Clinical Research	3 semester hours
Environmental Health	PBH705, Introduction to Environmental Health Sciences	3 semester hours
Epidemiology	DRA809, Health Epidemiology	3 semester hours
Health Policy and Management	PBH710, Introduction to Health Policy and Management	3 semester hours
Social and Behavioral Sciences	PBH715, Introduction to Social and Behavioral Sciences	3 semester hours

Students benefit from having full-time MPH faculty teach three of the five core courses. The two remaining courses, DRA807 Statistics of Clinical Research and DRA809 Health Epidemiology,

are taught by experienced faculty from the Drug Regulatory Affairs program at the MCPHS University.

These courses, in addition to other program requirements for electives and the concentration in community health education, ensure that students achieve the MPH Program competencies identified in Criterion 2.6a. MPH students apply the knowledge and skills gained from these core courses and electives to demonstrate proficiency in the practice experience and culminating experiences. In addition to a course in the five core areas of public health, students take PBH701, Survey of Public Health in their first semester, which provides a brief overview of each of the five core areas. This overview course helps to reinforce the information when they take the core courses later in the Program.

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

This Criterion is met.

Strengths
- Concepts and competencies from each of the five core areas of public health knowledge, as defined by CEPH, are covered in the MPH curriculum.

Challenges
- Currently, the epidemiology and biostatistics courses are housed outside the MPH Program. While taught by fully qualified faculty with well-developed and applicable content, the MPH Program is in the process of developing a research methods course to encompass the biostatistics and epidemiology core areas. The intent is for this research methods course to be 4 semester hours and include a laboratory component.

Plans

A combined course in public health research methods that would bring the epidemiology and biostatistics courses back under the MPH Program is currently under development. The intent is for this research methods course to be 4 semester hours and include a laboratory component. The timeline is for the course to be introduced in fall, 2018.

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.

2.4.a Description of the program's policies and procedures regarding practice placements, including the following:

– selection of sites

– methods for approving preceptors

– opportunities for orientation and support for preceptors

– approaches for faculty supervision of students

– means of evaluating student performance

– means of evaluating practice placement sites and preceptor qualifications

– criteria for waiving, altering or reducing the experience, if applicable

The Program requires students to successfully complete a practice experience in which the student demonstrates competencies and integrates public health science knowledge from both their core and concentration classes. The goals of the practice experience are to:

- Reinforce MPH core and concentration competencies.
- Apply classroom theory, knowledge, skills and techniques to a professional work setting.
- Enhance and develop new skills needed to function as a professional in a public health setting.
- Work on a specifically defined public health problem or issue project that is salient to the host site.
- Participate in a setting that allows the student to explore future career options.
- Engage in professional self-assessment ad personal reflection.
- Build a personal network of professional leaders in public health.
- Connect with local and state public health agencies and other community‑based organizations to create support for the public health community.

The selection of sites is done by the student in close collaboration with their faculty advisor and the Program director. Students may select a site at their workplace, but their practice experience project must include different responsibilities and a more specific public health scope as

compared to their usual workplace responsibilities. All practice experiences are a minimum of 120 hours.

The practice experience host sites are chosen carefully with the goal of being able to integrate students' academic coursework into real world situations to grow personal and professional skills and to prepare students for a public health career. The experience at a host site is intended to provide students with an opportunity to develop professional skills in a public health setting while contributing to the needs of an organization. Students must submit a proposal for the Practice Experience that include the agency name, description of site, proposed project outcomes, and an abstract summarizing the intended project. Project proposals are evaluated based on adherence to the core and concentration competencies, academic rigor, and ability of the mentor and agency to provide a supportive learning environment. The Program also considers the students' interests and career goals when reviewing project proposals. All sites go through the same approval process to ensure they meet the Program's standards for practice experience host sites. The MPH Program Director maintains a list of student practice experience sites to include their learning objectives. The list of sites is included in the resource file (ERF 2.4).

Preceptors are approved during the site selection process by the student's faculty advisor and instructor in PBH890 Public Health Practice Experience. For orientation, all preceptors are provided with a copy of the preceptor guide, which covers their roles and responsibilities during the practice experience. The primary responsibilities of a preceptor are to:
- Work with students to develop a realistic graduate level project within the practice experience time commitment and student schedule.
- Provide the student with a background about the organization and project.
- Be available to meet with student, provide supervision, and feedback.
- Provide resources for students to complete the project (i.e., office space, computer, access to data).
- Provide written feedback for the student and the School by completing evaluation forms midway through practice experience (after 60 hours completed) and a final evaluation upon completion of the practice experience.
- Support students in professional development activities (i.e., include in staff meetings, introduce to organizational leaders, invite to professional events).

Faculty supervision of students during the practice experience is done through the instructor in the PBH890 Public Health Practice Experience and the close collaboration that students have with their faculty advisors throughout the practice experience.

Students are evaluated through the following assignments that they must complete as part of the PBH890 course:
- ○ Learning Contract signed by student, preceptor, faculty advisor, and provost (ERF 2.4)
- ○ Project proposal to include abstract, learning objectives, site description
- ○ Literature Review
- ○ Mid-point evaluation by student (ERF 2.4)
- ○ Discussion board entries/journal entries
- ○ Poster presentation
- ○ Final evaluations by student and preceptor (ERF 2.4)

The student, in consultation with the faculty member who is teaching the practice experience course, works out the details of the placement. The student should contact the faculty member teaching the practice experience at least one semester in advance of the practice experience to confirm their proposed site would meet the criteria of the practice experience. Typically, the sites are adequate and the students can proceed with their plans. Sites are evaluated on the following criteria by the practice experience faculty member:

- The site is health-related and convenient for the student;
- The site will provide the student a good opportunity to apply the skills acquired in their MPH coursework, particularly the Community Health courses. Typically, projects include one or more elements of health promotion and education; program planning; program evaluation; community health assessments; grant writing; and/or other topic areas that fall under the core or concentration competencies;
- Preceptors are evaluated based on their experience in public health, not necessarily their credentials. The faculty member contacts the students if there are questions about their preceptor's credentials in the project proposal and learning contract.
- Most importantly, the faculty member works closely with the student to ensure they are not taking on an internship or opportunity that has been designed for undergraduate

students. This is one of the first items examined when the student forwards any job descriptions or the project proposal.

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

● Montachusett Opportunity Council – Community Health Assessments
● Boston Medical Center Violence Intervention Advocacy Program
● Prostate Health Education Network, Inc.
● Eradicate Childhood Obesity (EChO)
● Brigham and Women's Hospital (3), Neonatal Intensive Care Unit (1), Hospital Pharmacy (1), Endocrinology (1)
● New York University College of Dentistry Dental Hygiene Program
● Dana Farber Cancer Institute (2), Sun Safety Program (1) & Breast Health Education Program (1)
● City of Somerville Health and Human Services – Public Health Emergency Preparedness
● Massachusetts Department of Public Health – Public Health Emergency Preparedness
● Southern New Jersey Perinatal Cooperative - Mom's Quit Connection (MQC), a smoking cessation program
● Partners for a Healthier Community, Inc., Pioneer Valley Asthma Coalition - Environmental Health
● Quanterix Corporation - Epidemiology
● University of Massachusetts Medical School - Health Informatics
● Sunshine Farm Sanctuary - Health Education/applying for funding opportunities and grants
● Worcester Active Living Klub (WALK) - Health Promotion/Health Education
● The Well-Being Promotion Program at the International Rescue Committee - Program Evaluation
● Quinsigamond Community College, Department of Dental Hygiene - Health Promotion/Health Education
● Newburyport, MA, Health Department - Health Promotion/Health Education
● York High School - Social Media and Public Health
● Cambridge Health Alliance-Union Square Family Health Center - Health Policy and Management

- Spaulding Hospital, Outpatient - Health Promotion/Health Education
- Cambridge Health Alliance, Government Affairs - Health Promotion/Health Education
- Clark University - Health Promotion/Health Education
- Everett Health Department/Joint Committee for Children's Healthcare in Everett - Health Promotion/Health Education
- MCPHS University, School of Nursing (1) and MCPHS University, School of Arts and Sciences (1) - Health Promotion/Health Education and IPE respectively
- City of Nashua - Health Promotion/Health Education
- Havenwood Heritage Heights - Health Promotion/Health Education
- CVS Pharmacy and Weymouth Health Department - Health Promotion/Health Education
- New York University College of Dentistry, Dental Hygiene Program - Health Promotion/Health Education
- Onyx Pharmaceuticals - Health Promotion/Health Education
- Worcester Medical Center/Reliant Medical Group/Saint Vincent Hospital - Public Health Genetics

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

Practice experience waivers are not permitted.

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

Not applicable.

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

This criterion is met.

Strengths

- The students self-select a practice experience, allowing them to select a site and focus area that fit well into their interests and professional trajectory.

Challenges

- The preceptor guide is provided to the preceptor and a formal training program is being developed.

Plans

An online training program for preceptors is in development. The Program Director is also planning on initiating conversations with the sites to seek out additional service learning opportunities for students by December 2017. This will be an ongoing process as students complete their practice experience course. The MPH Program intends to formalize relationships with sites that have hosted MPH students to ensure sustainability and options for future MPH students. Lastly, the MPH Program plans to initiate a process to evaluate student achievement of competencies during the practice experience, other than self-reported data and assessment of student work in PBH890 Public Health Practice Experience.

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.

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

Students who have completed 30 semester hours of MPH coursework and attended the mandatory course PBH895 Preparatory Seminar, Culminating Experience are eligible to register for the PBH898 Culminating Experience. The mandatory preparatory seminar is not counted toward the 30 semester hours course completion requirement. The six required core courses must be completed to register for PBH898 Culminating Experience. For concentration courses, PBH750 Community Health Science and Practice and PBH755 Health Promotion and Education must be completed to satisfy the 30 completed semester hours. In order to complete the remaining six semester hours, students may select either PBH760 Program Design, Research and Evaluation for three semester hours or an elective and PBH765 Community Health Assessments for three semester hours or an elective to satisfy the remaining required six semester hours of course credits.

Required Courses:

Courses	Semester Hours
PBH701 Survey of Public Health	3
PBH705 Introduction to Environmental Health Sciences	3
PBH710 Introduction to Health, Policy and Management	3
PBH715 Introduction to Social and Behavioral Sciences	3
DRA807 Statistics of Clinical Research	3
DRA809 Health Epidemiology	3
PBH750 Community Health Science and Practice	3
PBH755 Health Promotion and Education	3
PBH760 Program Design, Research and Evaluation or Elective	3
PBH765 Community Health Assessments or Elective	3
TOTAL	**30**

Prior to the start of the term in which the culminating experience will be completed, the student is required to complete and submit a project proposal/approval form. This allows the course faculty to review and approve the student's planned work prior to the start of the academic term. Project guidance and project proposal and approval forms along with the course syllabus are in ERF 2.5a.

Effective Summer 2015, all students are required to complete a data analysis and interpretation project. Prior to Summer 2015, students could choose from multiple project types including program planning and survey design in addition to the data analysis and interpretation project option. Based upon feedback from employer surveys, it was determined that data analysis and interpretation skills were critical for all MPH students and could be reinforced through the culminating experience.

Each student works with course faculty to develop a project utilizing either primary data collected through the practice experience or other professional experience or secondary data available from a broad range of sources. Students are required to develop the entire study, from first question to methods to interpretation and conclusions. Course faculty carefully monitor every step of the process, reviewing drafts and providing continual guidance and feedback over the course of the term. At the conclusion of the term, students are required to create and share a narrated presentation.

Assignments for PBH898 Culminating Experience include:

- Project Proposal (completed and approved before course begins)
- Full Project Outline
- Literature Review
- Study Methods
- Results of Analysis
- Discussion and Conclusions
- Draft(s) of Publishable Paper
- Narrated PowerPoint Presentation of Research

Each element above is evaluated based upon the criteria set forth in the project guidance document provided prior to enrolling in the course, including required content, completeness, accuracy, depth and breadth, and writing style.

The MPH culminating experience provides students with the opportunity to demonstrate mastery of core competency skills and to integrate these skills with other public health disciplines. At the conclusion of the culminating experience, MPH students should be able to:

- Integrate knowledge and skills from core and concentration courses and the practice experience.
- Utilize knowledge and skills gained from coursework to define and analyze a public health problem, identify causal factors, and explain interrelationships between these identified factors and other factors like social determinants of health.
- Demonstrate mastery of the competencies for MPH students.
- Present scientific information in a clear, concise, accurate, and logical manner.

MPH Core Competencies addressed during the Culminating Experience include:
- Develop appropriate study design to collect, record, store, and analyze data ensuring its alignment with the research questions.
- Interpret and communicate the results and limitations of statistical analyses of public health data in both technical and nontechnical terms.

MPH Concentration Competencies addressed during the Culminating Experience include:
- Develop a structured approach to identify data sources, access data, evaluate data quality and utility, and highlight any gaps in data to address a public health issue.

2.5b. Assessment of the extent to which this criterion is met and an analysis of the program's strengths, weaknesses and plans relating to this criterion.

This criterion is met.

Strengths
- The course is taught by fully qualified faculty with a strong research background and experience in guiding student-designed research.

- The course requires pre-work in the form of project approvals prior to the start of the course, allowing time to refine the research idea and increase chances of success.
- Projects are reviewed in multiple steps over the term, leading up to the final submission of a publishable paper and conference-style oral presentation.

Challenges

- Some students are more prepared for the culminating experience than others. The MPH Program is working to ensure all students are well prepared for the culminating experience. The MPH Program is also working to develop a "continuation of culminating experience course" to address this. Ideally, this course would be ready for implementation in spring, 2018.

Plans

The course readings and discussions are under revision to bring a greater focus to the process of preparing for translation and sharing of research outcomes. In order to provide additional support to students, the MPH core faculty have decided to develop a 'continuation' course to allow students to spread out the requirements over two semesters if need be.

2.6 REQUIRED COMPETENCIES

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

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

Core MPH Program Competencies

Ethics

1. Apply principles of public health ethics to the practice of planning, developing, implementing and evaluating interventions to ensure equity and accountability across all populations served.

Biostatistics & Epidemiology

2. Develop appropriate study design to collect, record, store, and analyze data ensuring its alignment with the research question(s).

3. Interpret and communicate the results and limitations of statistical analyses of public health data in both technical and nontechnical terms.

Environmental Health

4. Apply principles of risk assessment, risk management, and risk communication to address environmental exposures that impact health.

5. Address human, ecological and safety effects of major environmental and occupational agents considering differences in susceptibility to exposures.

Social & Behavioral Sciences

6. Address public health problems by applying principles of the social and behavioral sciences in all phases of public health practice from initial assessment to outcome evaluation.

Health Policy & Management

7. Utilize knowledge of the organization and finance of healthcare systems to reduce costs, improve the patient healthcare experience, and improve the health of populations in the communities served.

8. Develop, implement, and evaluate policies to improve the health status of populations considering the stakeholders, identified needs, and priorities within a community.

Social Justice & Health Equity

9. Reduce health inequalities by addressing social determinants of health as identified by Healthy People 2020: Economic Stability, Education, Social and Community Context, Health and Healthcare, and Neighborhood and Built Environment.

10. Advance social justice by recognizing and confronting the impact of power and privilege on health outcomes while acknowledging personal and societal norms and biases.

Leadership

11. Integrate leadership theories into practice to influence attitudes and behaviors, promote collaboration, and build integrity in the public health profession.

Communication

12. Apply principles of communication to deliver effective public health messages to diverse audiences through appropriate channels.

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

Community Health Concentration Competencies

Identifying Data

1. Develop a structured approach to identify data sources, access data, evaluate data quality and utility, and highlight any gaps in data to address a public health issue.

Community Health Assessments

2. Conduct a needs assessment across all community sectors using both quantitative and qualitative approaches.

3. Develop a community action plan and establish health improvement priorities based on results of the health assessment.

Community Engagement

4. Facilitate collaborative partnerships to engage community members, create shared ownership, accountability, and responsibility, and disseminate information to improve health outcomes.

Program Planning

5. Plan programs and community interventions through a structured process that uses current data and appropriate tools such as evidence-based frameworks and logic models.

Community Based Participatory Research

6. Apply the principles of community-based participatory research to improve health outcomes in diverse populations.

Evaluation of Interventions

7. Integrate process and outcome evaluations in all phases of intervention development and implementation.

8. Analyze, review, and disseminate evaluation data, including the identification and incorporation of necessary changes to promote high quality interventions.

Health Promotion & Education

9. Apply principles of health education, health promotion, and health literacy to bring about positive change through self-efficacy and empowerment in the target population.

Cultural Competency

10. Leverage frameworks of cultural competency to develop public health practices that are respectful, inclusive, and responsive to the needs of diverse populations.

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

Table 2.6.1.a Courses and other learning experiences by which the core program competencies are met

Core Competencies P=Primary R=Reinforcing	PBH 701	PBH 705	PBH 710	PBH 715	DRA 807	DRA 809	PBH 750	PBH 755	PBH 760	PBH 765	PBH 890, 895, 898
Apply principles of public health ethics to	R	P	R	R		R	R	P	R	R	P

Core Competencies P=Primary R=Reinforcing	PBH 701	PBH 705	PBH 710	PBH 715	DRA 807	DRA 809	PBH 750	PBH 755	PBH 760	PBH 765	PBH 890, 895, 898
the practice of planning, developing, implementing, and evaluating interventions to ensure equity and accountability across all populations served.											
Develop appropriate study design to collect, record, store, and analyze data ensuring its alignment with the research questions.				R	R	P		R	R	R	P
Interpret and communicate the results and limitations of statistical analyses of public health data in both technical and nontechnical terms.		R	R	R	P	P		R	P	R	P
Apply principles of risk assessment, risk management, and risk communication to address environmental exposures that impact health.		P		R			R	R		R	
Address human, ecological, and safety effects of major environmental and occupational agents considering differences in susceptibility to exposures.	R	P		R		P		R		R	R
Address public health problems by applying principles of the social and behavioral sciences in all phases of public health practice from initial	R			P			R	R	R	R	R

Core Competencies P=Primary R=Reinforcing	PBH 701	PBH 705	PBH 710	PBH 715	DRA 807	DRA 809	PBH 750	PBH 755	PBH 760	PBH 765	PBH 890, 895, 898
assessment to outcome evaluation.											
Utilize knowledge of the organization and finance of healthcare systems to reduce costs, improve the patient healthcare experience, and improve the health of populations in the communities served.			P	R					R	R	
Develop, implement, and evaluate policies to improve the health status of populations considering the stakeholders, identified needs, and priorities within a community.			P	R				R	R	R	
Reduce health inequalities by addressing social determinants of health as identified by Healthy People 2020: Economic stability, education, social and community context, health and healthcare, and neighborhood and build environment.	R	P	P	P		R	R	P	R	P	R
Advance social justice by recognizing and confronting the impact of power and privilege on health outcomes while acknowledging personal and societal norms and biases.	P	R	P	P			R	P	R	R	R
Integrate leadership theories into practice to influence attitudes and behaviors, promote collaboration, and build integrity in the public health profession.			R						R		P

Core Competencies P=Primary R=Reinforcing	PBH 701	PBH 705	PBH 710	PBH 715	DRA 807	DRA 809	PBH 750	PBH 755	PBH 760	PBH 765	PBH 890, 895, 898
Apply principles of communication to deliver effective public health messages to diverse audiences through appropriate channels.	R	R		R			R	P	R		R

Table 2.6.1.b Courses and other learning experiences by which the community health concentration competencies are met

Core Competencies P=Primary R=Reinforcing	PBH 701	PBH 705	PBH 710	PBH 715	DRA 807	DRA 809	PBH 750	PBH 755	PBH 760	PBH 765	PBH 890, 895, 898
Develop a structured approach to identify data sources, access data, evaluate data quality and utility, and highlight any gaps in data to address a public health issue.	R			P			R	R	R	P	P
Conduct a needs assessment across all community sectors using both quantitative and qualitative approaches.							R	R	P	P	
Develop a community action plan and establish health improvement priorities based on results of the health assessment.				R			R	R	P	P	
Facilitate collaborative partnerships to engage community members, create shared ownership, accountability, and responsibility, and disseminate	R		R	R				R	P	P	

Core Competencies P=Primary R=Reinforcing	PBH 701	PBH 705	PBH 710	PBH 715	DRA 807	DRA 809	PBH 750	PBH 755	PBH 760	PBH 765	PBH 890, 895, 898
information to improve health outcomes.											
Plan programs and community interventions through a structured process that uses current data and appropriate tools such as evidence-based frameworks and logic models.				R			P	R	P	R	
Apply the principles of community-based participatory research to improve health outcomes in diverse populations.						R	R	P	P	R	
Integrate the process and outcome evaluations in all phases of intervention development and implementation.								R	P	R	
Analyze, review, and disseminate evaluation data, including the identification and incorporation of necessary changes to promote high quality interventions.			R					R	P	R	
Apply principles of health education, health promotion, and health literacy to bring about positive change through self-efficacy and empowerment in the target population.	R			R			P	P	P		R

Core Competencies P=Primary R=Reinforcing	PBH 701	PBH 705	PBH 710	PBH 715	DRA 807	DRA 809	PBH 750	PBH 755	PBH 760	PBH 765	PBH 890, 895, 898
Leverage frameworks of cultural competency to develop public health practices that are respectful, inclusive, and responsive to the needs of diverse populations.								P	R		R

2.6.d. Analysis of the completed matrix included in Criterion 2.6.c. If changes have been made in the curricula as a result of the observations and analysis, such changes should be described.

The matrix shows that all competencies are being addressed in courses that are required of students in the MPH Program. All competencies are addressed in multiple courses, as well as in the PBH890 Public Health Practice Experience and PBH898 Culminating Experience courses. MPH core competencies in the five core areas are being fully addressed in the core courses required of all MPH students. Reinforcement of competencies occurs in the Survey of Public Health course as well as in the PBH890 Public Health Practice Experience and PBH898 Culminating Experience courses. The competencies for the MPH concentration in community health are all addressed through both core courses and concentration courses.

2.6.e. Description of the manner in which competencies are developed, used and made available to students.

In the first iteration of the MPH Program, the ASPPH Core Competency Model was utilized. After several presentations by CEPH at various academic conferences, collaborating with other academicians, and researching best practices, the decision was made to identify 10-12 core competencies for the Program and 10-12 competencies for the concentration.

Core and concentration competencies were revised in the summer and fall of 2015. Initial draft competencies were developed by core MPH Program faculty during face-to-face meetings. Once initial draft competencies were complete, a survey was developed to allow the competencies to be evaluated by a diverse cross-section of both academic faculty and public health practitioners. The survey was sent to 148 people, with 101 returned surveys (68% response rate). The survey

asked the respondents to evaluate each competency individually, examining the content and clarity as well as the applicability and value of each. All responses were reviewed and discussed by the core MPH faculty. Changes were made based upon consensus and the competencies were sent out a second time for review. Ultimately, 12 core competencies and 10 concentration competencies were accepted and incorporated into the Program.

The competencies are discussed in the MPH student orientation and are incorporated into the course syllabi as appropriate. Competencies are then used to develop course content as well as sub-competencies and learning objectives for each course. Students self-assess whether they met the competencies as part of the graduate exit survey.

2.6.f. Description of the manner in which the program periodically assesses changing practice or research needs and uses this information to establish the competencies for its educational programs.

The MPH Curriculum Review Committee and Advisory Committee are charged with continuously reviewing the program to ensure it is reflective of current literature and evidence-based public health. In addition, the MPH Core Faculty attend one or more professional conferences in public health annually to stay current. Each course is reviewed at least once every five years by the Curriculum Review Committee to ensure the most up-to-date information is included in the course. Lastly, numerous adjunct faculty work in public health practice and are consulted on various course and curriculum revisions; if not already involved through the MPH Advisory Committee.

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

This criterion is met

Strengths

- Competencies were recently reviewed by faculty and staff within MCPHS University as well as by members of the profession outside the university. This review resulted in a set of competencies which are focused on ensuring students leave the Program with the skill and knowledge to be successful.
- Competencies currently map well to the courses offered.

Challenges

- The MPH Program is in the process of developing a course, within the MPH Program, to ensure that students are receiving training in biostatistics and epidemiology with a public health focus.
- This course will enable the students to better meet objectives related to data analysis and evaluation of interventions.

Plans

A new course is under development that will incorporate epidemiology and biostatistics under the umbrella of public health research methods. The new course will allow students to develop knowledge and skills in these areas with a specific focus on public health applications. The course will also provide the opportunity for students to engage in data analysis practice prior to their entry into the culminating experience course. This course will be offered for the first time in fall 2018. Additional work is also underway to ensure that competencies are mapped to individual course assignments; this is in line with the new 2016 criteria. The MPH Program is also taking initial steps to develop the five concentration competencies to accompany the foundational competencies in the 2016 criteria. Lastly, the MPH Program intends to build a portfolio requirement into the MPH Program. Information Services made faculty aware that an e-portfolio tool was now available in Blackboard; this tool will be used for students to assess their achievements of competencies throughout the program and have a record of their progress.

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.

2.7.a. Description of the procedures used for monitoring and evaluating student progress in achieving the expected competencies, including procedures for identifying competency attainment in practice and culminating experiences.

The Program relies on student grades in courses and evaluation of performance in their practice and culminating experience courses to monitor and evaluate progress in achieving the expected competencies. A grade of B- or higher in a course is part of the evidence that the student has achieved the competencies associated with a course.

Grades are assessed by faculty members on the following scale:

A	100-92.5
A-	92.4-89.5
B+	89.4-86.5
B	86.4-82.5
B-	82.4-79.5
C	79.4-69.5
F	69.4 and below

Faculty members establish learning objectives and course assessment methods as a part of the course approval process. The course approval form is reviewed by public health faculty, the graduate council, graduate faculty, the School of Arts and Sciences, and the Academic Council. Faculty reviewing the approval documents look for appropriate rigor, whether the assessment methods reflect the learning outcomes, and the strategy the faculty members use to assess the student's work.

In PBH898 Culminating Experience, students are evaluated on a range of competencies which are demonstrated through an independent data analysis project. The project requires students to successfully develop the data analysis project from concept to conclusion, including the identification and integration of current peer-reviewed literature to build a foundation for the planned research, the identification and development of research questions, creation of a data collection and analysis plan, implementation of the plan, and accurate interpretation of results.

The project is evaluated at multiple points beginning with the project proposal which must be approved prior to the start of the term to ensure feasibility and utility. The student's work is then evaluated at each stage (literature review, methodology, results, and conclusions), culminating in a journal article suitable for publication as well as a presentation appropriate for a professional conference.

Learning objectives are written based on competencies and assignments are matched to learning objectives. Faculty determine whether the students have met the competencies. Students also self-assess whether they met the competencies in their exit survey. The MPH Program Assessment Plan was developed in fall 2017 and will be updated on an annual basis with the MPH Program Director, core faculty, Associate Provost for Academic Innovation and Online Education, and the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences (ERF 2.7).

2.7.b. Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees included in the unit of accreditation (including bachelors, masters and doctoral degrees) for each of the last three years. See CEPH Data Templates 2.7.1 and 2.7.2. If degree completion rates in the maximum time period allowed for degree completion are less than the thresholds defined in this criterion's interpretive language, an explanation must be provided. If job placement (including pursuit of additional education), within 12 months following award of the degree, includes fewer than 80% of graduates at any level who can be located, an explanation must be provided.

Table 2.7.1 Degree completion[11]

	Cohort of Students	2012-13	2013-14	2014-15	2015-16	2016-17
2012-13	# Students entered	24				
	# Students withdrew, dropped, etc.	1				
	# Students graduated	0				

---

[11] There may be slight updates to this table in future revisions. The Office of Institutional Research and Assessment is working to centralize data and are working with the MPH Program to reconcile numbers.

	Cohort of Students	2012-13	2013-14	2014-15	2015-16	2016-17
	Cumulative graduation rate	0%				
2013-14	# Students continuing at beginning of this school year	23	31			
	# Students withdrew, dropped, etc.	3	2			
	# Students graduated	9	0			
	Cumulative graduation rate	38%	0%			
2014-15	# Students continuing at beginning of this school year	11	29	37		
	# Students withdrew, dropped, etc.	0	4	2		
	# Students graduated	3	2	0		
	Cumulative graduation rate	50%	6%	0%		
2015-16	# Students continuing at beginning of this school year	8	23	35	37	
	# Students withdrew, dropped, etc.	0	1	1	4	
	# Students graduated	6	10	6	1	
	Cumulative graduation rate	75%	39%	16%	3%	
2016-17	# Students continuing at beginning of this school year	2	12	28	32	45
	# Students withdrew, dropped, etc.	0	0	2	5	0
	# Students graduated	0	8	7	12	0
	Cumulative graduation rate	75%	65%	35%	35%	0%

Graduation rates are calculated by all students entering each academic year. MPH students enter in fall and spring. Dual degree students enter the MPH Program during the summer. Students have five years to complete the MPH. Final graduation rates are calculated five years from the initial start of the cohort. When a student takes a leave of absence, the time to completion does not change. The MPH Program Director maintains a list of all students who have withdrawn from the program and their reasons for leaving. Attrition rates can be attributed to several common themes: managing the graduate workload (both for MPH students and dual degree students), financial reasons, and personal reasons (i.e. death of a family member, mental illness, etc.). The core faculty work closely with students to support their academic success and try to avoid having the student withdraw from the MPH Program.

Job placement rates can be found in the following table:

Template 2.7.2 Destination of Graduates by Employment Type in 2017

	2014-2015	2015-2016	2016-2017
Employed	9	12	26
Continuing education/training (not employed)	3	7	0
Actively seeking employment	1	2	2
Not seeking employment (not employed and not continuing education/training, by choice)	1	1	0
Unknown			
Total	93%	91%	93%

The number of students in 2016-2017 actively seeking employment include those who just graduated in May, 2017. It is anticipated this number will improve with the one year out survey.

2.7.c. An explanation of the methods used to collect job placement data and of graduates' response rates to these data collection efforts. The program must list the number of graduates from each degree program and the number of respondents to the graduate survey or other means of collecting employment data.

There are several ways the MPH Program collects job placement data. First, self-reported data are collected during an exit survey both at graduation and one year out. These surveys are sent out by the school. In addition, faculty connect with students on social media such as LinkedIn, Facebook, and Twitter and can evaluate whether the students are employed. Having such a small program allows faculty to maintain good relationships with students after graduation. Lastly, due to the nature of the small program, alumni reach out to faculty on a regular basis for letters of

recommendation, updates on hiring, and advice on job offers. These relationships have been well-established and assist faculty in supplementing the data collected in the surveys.

Students can be broken down into three main groups: dual degree students, working professionals (typically living within the New England region), and MCPHS affiliated students such as alumni, faculty/staff, etc. Of the 64 graduates so far, only one student has had difficulty in finding a job. There are two students who graduated in May 2017 and are actively seeking employment and perceive it to be challenging to find a job. They are working closely with us to obtain employment.

Template 2.7.3 Survey Response Rates by Graduating Class

	Graduates in AY 2014-15	Graduates in AY 2015-16	Graduates in AY 2016-2017
# of graduates	14	22	28
# to whom survey was sent or data collection methods utilized	8	17	0^{12}
# of respondents to survey or other collection methods (e.g. email/LinkedIn/etc.)	14	22	24
Response rate to survey (used other means to fill in gaps)	67% (n=6)	53% (n=9)	N/A

2.7.d. In fields for which there is certification of professional competence and data are available from the certifying agency, data on the performance of the program's graduates on these national examinations for each of the last three years.

MCPHS has not had any students sit for the Certified in Public Health (CPH) credential. Faculty often promote this exam, as two of the three core faculty maintain the CPH credential. Two alumni achieved the Certified Health Education Specialist (CHES) credential in October 2016. MPH Program Faculty are working closely with other alumni on this endeavor.

---

[12] Job placement is obtained using one-year out surveys, personal contact, LinkedIn, etc. Survey has not been sent yet for 2016-2017 graduates.

2.7.e. Data and analysis regarding the ability of the program's graduates to perform competencies in an employment setting, including information from periodic assessments of alumni, employers and other relevant stakeholders. Methods for such assessment may include key informant interviews, surveys, focus groups and documented discussions.

While there has not been any formal analysis conducted, MPH faculty maintain good relationships with key employers, particularly in Massachusetts. These employers have provided anecdotal information about how prepared the students are. For example, one of our alumni is at Children's Hospital; her supervisor has been pleased with her analytic skills and ability to work independently on complex tasks. Another alumnus at the Cambridge Health Alliance has been promoted since her graduation in 2014 and has actually mentored one of our students in their Practice Experience. In addition, there is an assessment of the student as part of a preceptor evaluation in the Practice Experience. These evaluations have been helpful in determining how prepared the students are in the competencies addressed by the Practice Experience. Although they have not graduated yet, students are typically further along in the Program when they take the Practice Experience. The 64 MPH graduates have been successful in obtaining new jobs, being promoted in existing agencies, and mentoring current MPH students. One graduate was recently hired as a Clinical Research Specialist at Children's Hospital, while another was promoted at the Cambridge Health Alliance. This same graduate oversaw a practice experience for a current student during the Spring 2016 semester at the Cambridge Health Alliance. In addition, many graduates contact faculty on a regular basis to provide updates and seek career advice. The MPH Program plans to conduct a formal analysis of employers through brief phone interviews in summer 2017.

The MPH core faculty work hard to maintain relationships with alumni and assess their perceptions of the competencies offered in the Program in relation to the skills they need in the workplace. Alumni speak positively about the MPH Program and how it prepared them for their current positions. Information regarding competencies is incorporated into the exit survey and students self-report whether they met each of the MPH .and concentration competencies.

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

This criterion is met with commentary.

Strengths

- Currently, MPH Program Faculty utilize multiple methods of assessing job placement to include two surveys – exit and one year out; social media such as LinkedIn; and frequent contact with alumni.
- MPH Program Faculty have built excellent relationships with students and alumni, which facilitates frequent communication and updates

Challenges

- The MPH Program will conduct a formal analysis of competencies after students graduate from both the student perspective and employer perspective.
- The MPH Program will work with community partners and external stakeholders to develop a more robust assessment plan of student performance in the workplace.

Plans

There are many ways in which the MPH Program intends to enhance this section. First, the core faculty and the MPH Advisory Committee will strategize ways to assess competencies other than grades and self-assessment during the exit survey (e.g. recall bias, students not taking their time to complete it). In addition, the MPH Program needs to update the policy and change the time to completion of the degree for dual degree students to seven years, just in case they get delayed at any point. Lastly, the MPH Program will develop a formal analysis of how are students are doing in the workplace to include quantitative and qualitative data. Ideally, this survey would be available to employers in the 2017-2018 academic year.

Page intentionally left blank.

2.8 BACHELOR'S DEGREES IN PUBLIC HEALTH

Bachelors 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 bachelors degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (e.g., 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.**

2.8.a Identification of all bachelors-level majors offered by the program. The instructional matrix in Criterion 2.1.a. may be referenced for this purpose.

The School of Arts and Sciences at MCPHS University offers a Bachelor of Science in Public Health, but that program is not part of this unit of accreditation.

2.8.b Description of specific support and resources available in the program for the bachelors degree programs.

Not applicable.

2.8.c Identification of required and elective public health courses for the bachelors degree(s).
Note: The program must demonstrate in Criterion 2.6.c that courses are connected to identified competencies (i.e., required and elective public health courses must be listed in the competency matrix in Criterion 2.6.d).

Not applicable.

2.8.d A description of program policies and procedures regarding the capstone experience.

Not applicable.

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

Not applicable.

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.

2.9.a Identification of all academic degree programs, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

Not applicable.

2.9.b Identification of the means by which the program assures that students in academic curricula acquire a public health orientation. If this means is common across the program, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess compliance by each.

Not applicable.

2.9.c Identification of the culminating experience required for each academic degree program. If this is common across the program's academic degree programs, it need be described only once. If it varies by degree or specialty area, sufficient information must be provided to assess.

Not applicable.

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

Not applicable.

2.10 DOCTORAL DEGREES

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

2.10.a Identification of all doctoral programs offered by the program, by degree and area of specialization. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

Not applicable.

2.10.b Description of specific support and resources available to doctoral students including traineeships, mentorship opportunities, etc.

Not applicable.

2.10.c Data on student progression through each of the program's doctoral programs, to include the total number of students enrolled, number of students completing coursework and number of students in candidacy for each doctoral program. See CEPH Template 2.10.1.

Not applicable.

2.10.d Identification of specific coursework, for each degree, that is aimed at doctoral-level education.

Not applicable.

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

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.

2.11.a Identification of joint degree programs offered by the program. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

Table 2.1.a Instructional Matrix – Degrees & Specializations		
	Academic	**Professional**
Master's Degrees		
Community Health		MPH
Joint Degrees		
Doctor of Pharmacy - Boston and Worcester/Manchester		PharmD/MPH[13]
Doctor of Optometry		OD/MPH[14]
Master of Science in Dental Hygiene		MSDH/MPH[15]
Bachelor of Science in Public Health		BS/MPH[16]

2.11.b A list and description of how each joint degree program differs from the standard degree program. The program must explain the rationale for any credit-sharing or substitution as well as the process for validating that the joint degree curriculum is equivalent.

The Doctor of Optometry (OD)/MPH is a four-year program with MPH course work throughout the OD degree. Course sharing includes five semester hours of coursework. PBH701 Survey of Public Health is met with OPT691 Optometry and Public Health. This course is currently taught by one of the MPH Program Adjunct Faculty. The core and concentration competencies from PBH701 have been mapped to the course. PBH890, Public Health Practice Experience is completed on-site at clinical externship (not during clinical hours) by conducting a Community Health Assessment of the site.

The Doctor of Pharmacy (PharmD)/MPH in Boston is a seven-year program (6+1). Students take MPH coursework during the summer and finish the MPH Program two semesters after the conferral of the PharmD. Course sharing includes nine semester hours of coursework. PSB424 Research Methods in Pharmacoepidemiology satisfies DRA809 Health Epidemiology and the

---

[13] Completion of MPH in online format

[14] Completion of MPH in online format

[15] Completion of both MSDH and MPH in online format

[16] Completion of MPH in either campus-based or online format

core and concentration competencies from DRA809 have been mapped to the course. In addition, two public health pharmacy electives satisfy MPH electives. If the student chooses, they may also take MPH courses as their pharmacy electives from a pre-approved list maintained by the School of Pharmacy in Boston.

The Doctor of Pharmacy (PharmD)/MPH in Worcester is a four-year program (3+1). Students take MPH coursework during semesters in which they have electives and finish the MPH Program two semesters after the conferral of the PharmD. PPW340 U.S. Heath Care and Public Health course satisfies PBH701 Survey of Public Health. The core and concentration competencies from PBH701 have been mapped to the course. There also exists an option for students to receive a Certificate of Public Health who wish to take only five MPH courses (including PPW340, U.S. Healthcare and Public Health) during the PharmD.

The Master of Science (MS in Dental Hygiene)/MPH is a three-year program (2+1). Students take several MPH courses in their MS Program and finish the MPH Program three semesters after conferral of the MS degree. Course sharing includes 23 semesters hour of coursework. The MS in Dental Hygiene offers a public health track in which students take courses in the core areas of public health. These courses are cross-listed for MPH students. DHY701, Essentials of Public Health satisfies the PBH701, Survey of Public Health requirement. DHY714, Research Methodology and Statistics satisfies the DRA807, Statistics of Clinical Research requirement. The same instructor teaches both courses in the online format. Students in both programs take DRA809, Health Epidemiology, so that course is shared. DHY722, Health Policy and Finance satisfies the PBH710, Health Policy and Management Requirement. DHY703, Program Planning and Evaluation satisfies the PBH760, Program Design, Research and Evaluation requirement. DHY706, Health Education and Health Behavior satisfies the PBH755, Health Promotion and Education requirement. DHY827, Administration and Management satisfies one of the PBH electives. DHY835, Public Health Practicum satisfies the PBH890, Public Health Practice Experience requirement. The core and concentration competencies have been mapped to all courses in the MS Program that are being offered as substitutions in the MPH Program. The Master of Science in Dental Hygiene program outcomes closely align with The Core Competencies for Public Health Professionals. Additionally, the public health concentration core competencies support the 10 Essential Public Health Services. The dental hygiene graduates complete over 144 hours in public health service, where the student develops a collaborative

relationship with a participating community and/or rural health program to plan, implement, and evaluate an oral health initiative. Lastly, the degree culminates in a thesis. Many of the dental hygiene graduates have published research in the public health field regarding immigrants and oral health, early childhood caries, oral cancer, intimate partner violence, Haitian school-based program, Head Start, interprofessional care, Federally Qualified Health Centers, eating disorders, and older adults and oral health. Faculty teaching in the DHY Master of Science program have a wide range of public health professional and teaching experience - Doctor of Public Health, Doctorate in Epidemiology, Doctor of Health Sciences, Doctor of Philosophy in Public Affairs, Master of Public Administration, Master of Public Health, Master of Science, Human Nutrition, and Master of Science in Nutrition, Science, and Policy. Students must complete both a thesis in the MSDH and PBH898 Culminating Experience for the MPH.

The Bachelor of Science (BS)/MPH is a five-year program (4+1). Students take 15 semester hours of MPH coursework for bachelor's credit during their fourth year. Students finish the MPH Program two semesters after the conferral of the BS degree.

Students in a dual degree program have the benefit of having both a home program representative and the MPH Program Director as faculty advisors to guide them through their course registration, career planning, and academic advising. In addition, current students are more than willing to coach incoming dual degree students and share their experiences. Each semester, the MPH Program offers an informational session on the dual degree program, the application process, and to introduce current students.

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

This criterion is met.

Strengths
- Multiple joint degrees are currently offered with policies and procedures in place to ensure completion of public health competencies along with the health profession competencies.

Challenges

- The MPH Program is collaborating with other schools to develop a comprehensive retention plan for dual degree students. It is thought students may have difficulty related to fitting in all required elements for both programs or due to limitations in skills like writing or statistics when students enter the MPH portion of the program.

Plans

The MPH Program, in consultation with MCPHS Online is in the process of developing additional writing modules as well as investigating tutoring opportunities to strengthen areas of weakness for both dual degree and traditional MPH students.

Page intentionally left blank.

2.12 DISTANCE EDUCATION OR EXECUTIVE DEGREE PROGRAMS

If the program offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these degree programs must a) be consistent with the mission of the program and within the program's established areas of expertise; b) be guided by clearly articulated student learning outcomes that are rigorously evaluated; c) be subject to the same quality control processes that other degree programs in the university are; and d) provide planned and evaluated learning experiences that take into consideration and are responsive to the characteristics and needs of adult learners. If the program offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The program must have an ongoing program to evaluate the academic effectiveness of the format, to assess learning methods and to systematically use this information to stimulate program improvements. The program must have processes in place through which it establishes that the student who registers in a distance education or correspondence education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

2.12.a Identification of all degree programs that are offered in a format other than regular, on-site course sessions spread over a standard term, including those offered in full or in part through distance education in which the instructor and student are separated in time or place or both. The instructional matrix in Criterion 2.1.a may be referenced for this purpose.

MCPHS University offers the MPH in community health, identified in Table 2.1.a in an online format.

2.12.b Description of the distance education or executive degree programs, including an explanation of the model or methods used, the program's rationale for offering these programs, the manner in which it provides necessary administrative and student support services, the manner in which it monitors the academic rigor of the programs and their equivalence (or comparability) to other degree programs offered by the program, and the manner in which it evaluates the educational outcomes, as well as the format and methods.

The online MPH in Community Health was designed to maximize access to education in public health for working professionals, especially for clinical and public health practitioners. The rationale for the Program is to meet the needs of the working professional to have a flexible schedule. Students are not required to relocate to Boston to attend the program. In addition, clinicians who may work unpredictable hours may benefit from an online program. Lastly, health professional students currently enrolled at MCPHS University may benefit from the dual degree when the MPH is in a distance-based format while they are on clinical rotations. For the most part, the courses are asynchronous, but there are exceptions. In DRA809 Health Epidemiology and DRA807 Statistics of Clinical Research, faculty hold synchronous weekly sessions that are

recorded for students who are unable to attend. Other faculty may use synchronous sessions to discuss student questions, hold student presentations, etc.

Online students receive the same services that face-to-face students benefit from. In addition, there are additional resources for online students such as the Writing Center, which is part of the Center for Academic Support and Enrichment, and TutorMe, a tutoring service available through Blackboard, through which students can receive online tutoring. The Senior Director of Operations and Instructional Support and the Director of Online Student Services and Program Management are the main points of contact other than faculty to ensure online students receive access to support services they need. The Instructional Design Support team, overseen by the Director of Operations, provides support to both the students and faculty. Students receive assistance in accessing and managing Blackboard items such as uploaded documents, links, videos and other course materials by direct phone call, email or video conferencing tools to resolve issues that may prevent them from accessing information needed to complete course requirements. The Instructional Design Support team also assists faculty by the same manners of communication, offering advice on Blackboard course design including the clarification of course instructions, location of materials and grading tools. Students have reported high levels of satisfaction with the technology used for online classes and the support that the University provides them as online students. The detailed results for student surveys regarding technology can be found in the course evaluations (ERF 1.2).

Students in the online program can take 41 of their 42 required credits in an online format. The mandatory new student orientation and PBH895 Preparatory Seminar for the Culminating Experience requires in-person attendance. Orientation is held over one day at the beginning of the Program and is required for all students. PBH895 Preparatory Seminar for the Culminating Experience is taught for both online and face-to-face to students over the summer in a format that requires a four-day concentrated in-person experience. One objective of the course is to develop a cohort experience via in-person sessions. The format is specifically designed for working professionals.

The online courses are available to students in the face-to-face MPH curriculum. All MPH core courses and electives in the Program are offered at least once each year in an online format. The courses are designed to be equivalent to the in-person versions of the courses, with the same

learning competencies, similar lectures, assignments, group activities and exams. Applications and admissions to the online MPH degree use the same structure and procedures as admissions to the face-to-face MPH degree.

Faculty maintain academic rigor in the following ways:
- Ensuring assignments, readings, and activities meet the learning objectives.
- Assessing the level of assignments is consistent with master's level education.
- Monitoring the academic rigor of the online Program and assuring its equivalence to the face-to-face MPH degree programs offered by MCPHS University.
- Selecting current readings from academic journals and other primary sources with a goal of 90% being from the last five years.

2.12.c Description of the processes that the program uses to verify that the student who registers in a distance education course or degree is the same student who participates in and completes the course or degree and receives the academic credit.

Upon acceptance to the Program, students are provided student accounts with assigned passwords. They are then required to submit a new password which must be changed every 90 days. Their access to their online courses is subsequently protected by password as well as by a two-step authentication process when working remotely.

Currently, the MPH Program is small and the faculty are able to establish strong relationships with students and know them well. Faculty are familiar with students' work and interests and would know if someone else was submitting assignments on behalf of a student. Additionally, all students matriculating into the MPH Program receive a unique login and password to access the online educational system (Blackboard), as well as a university email account through which all communications occur. This protects against another student logging into a student's course without permission. Synchronous Blackboard Collaborate sessions, discussions, and group projects are also used to verify student's identities. Finally, requiring in-person attendance of students for the culminating experience preparatory seminar assures that they have completed the courses and are ready to undertake the culminating experience.

Academic honesty is emphasized by requiring students to complete training at orientation in academic honesty/plagiarism, and by requiring students to electronically acknowledge a

statement that their work is their own whenever taking an online exam or turning in an assignment. Academic honesty statements are also included on all syllabi.

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

This criterion is met.

Strengths

- The concentration in Community Health provides students with a diverse background in public health, allowing for greater flexibility in skills and knowledge when job seeking after graduation.
- Policies and password-protected sites are already in place to ensure students complete their own work and that all work is original.

Challenges

The MPH Program would like to offer an additional concentration and/or courses with a greater emphasis on the science and/or statistical applications of public health. The introduction of such a concentration would likely expand student opportunities post-graduation.

Plans

The development of a public health research methods course and an advanced biostatistics course housed within the MPH Program will be initial steps toward development of additional concentrations in future years and will strengthen student skills in the interim.

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.

3.1.a. Description of the program's research activities, including policies, procedures and practices that support research and scholarly activities.

Since freedom in research and scholarship is fundamental to the advancement of knowledge, faculty members at MCPHS University are entitled to full intellectual creative freedom in choosing the subjects, methods, and publication or presentation of their scholarly activities. Support for research comes in the form of administrative support, IRB application review and assistance, encouragement of collaborative efforts surrounding funding opportunities, and opportunities for grants from both internal sources, like the faculty development grants, and external sources. Due to the nature of the institution, faculty are not required to bring in extramural funding, though scholarship is used as part of the evaluation for promotion. However, only a maximum of 25% of time is recommended to be devoted to research. The criteria for faculty rank promotion are further discussed in sections 1.7 and 4.2 of this document, and in the faculty manual available in the electronic resource file.

All MPH faculty are expected to engage themselves and their students in research relevant to public health to the extent possible. For MCPHS University MPH faculty, this is most often in the form of collaborations with public health partners on local, state, and federal levels as identified in Table 3.1.c. The core and other faculty within the MCPHS University MPH Program are engaged in research across a broad spectrum of areas. Funding varies by project, with a portion of the projects being unfunded. The majority of the work is community-based and most does not currently involve students. However, an example of a project that does involve student work is one being conducted with the MA Department of Public Health on the opioid epidemic.

Because of the format of the Program, students are often working professionals and/or not located near campus or faculty members who are engaged in research, so, it can be challenging for some students to participate in faculty-sponsored research activities. However, faculty engage students

in aspects of their research whenever possible. One example is when faculty bring their research into the classroom or into online classes by reviewing datasets, discussing research questions, and examining results. Faculty may also collaborate with researchers at nearby institutions to provide opportunities for students to see research in action. Students learn research methods from this work and can contribute ideas to the research. Students also can develop directed study courses with faculty where they are focusing on research. Recently, a student in her final semester of the Program requested and designed, with the help of her advisor, a directed study course around air pollution research where the research project involved using personal monitors and GIS mapping around the Boston area.

The University provides funding to support travel for conference presentations regarding faculty research. In addition, going forward, there may be additional opportunities to obtain funding based upon internal funding programs as well as external funding resulting from success and growth of current projects. Additional funding would allow for greater student involvement even at a distance, allowing students to assist in data collection, data entry, data analysis, and manuscript preparation. It is also expected that as the Program size increases, the pool of students interested in and available for research will grow.

3.1.b. Description of current research activities undertaken in collaboration with local, state, national or international health agencies and community-based organizations. Formal research agreements with such agencies should be identified.

The MPH Program Director and Master of Science in Dental Hygiene Program Director are collaborating on a project with the Better Oral Health for Massachusetts Coalition to improve medical-dental collaboration in the Town of Wilmington. Phase I of this project was completed summer 2017. Phase II is ongoing, including hosting continuing education programs around the Commonwealth, and dissemination of the medical/dental referral form.

3.1.c. A list of current research activity of all primary and secondary faculty identified in Criteria 4.1.a and 4.1.b., including amount and source of funds, for each of the last three years. These data must be presented in table format and include at least the following: a) principal investigator and faculty member's role (if not PI), b) project name, c) period of funding, d) source of funding, e) amount of total award, f) amount of current year's award, g) whether research is community based and h) whether research provides for student involvement. Distinguish projects attributed to primary faculty from those attributed to other faculty by using bold text, color or shading. Only research funding should be reported here; extramural funding for service or training grants should be reported in

Template 3.2.2 (funded service) and Template 3.3.1 (funded training/workforce development). See CEPH Data Template 3.1.1.

Current research projects:

Full-time Faculty:

1. Virginia Briggs

    a. Collaboration with colleagues at Brown University in research related to health care services received by children with special health care needs and foster children (using Medicaid data). The project is funded by Brown University.

    b. Currently using the Nationwide Inpatient Sample to study trends in hospitalization rates in spina bifida patients. The project is an independent study with no funding.

    c. Currently calculating the number of people living with spina bifida in the United States, by age and region, using birth defect rates, mortality rates and total birth estimates from the U.S. Census. The project is an independent study with no funding.

2. Carly Levy

    a. In a collaboration with the Massachusetts Department of Public Health as part of the Chapter 55 legislation, MCSPHS along with hundreds of other researchers are conducting projects related to opioid deaths. Chapter 55 of the Acts of 2015 (Chapter 55) was passed by the Massachusetts Legislature and signed into law by Governor Charles D. Baker in August 2015. This new law permits the linkage and analysis of different government data sets to better understand the opioid epidemic; guide policy development; and help make programmatic decisions. We are conducting a multivariate analysis of risk factors for death using data from the Prescription Drug Monitoring Program (PDMP) and fatal overdoses related to opioids.

    b. Survey of community pharmacies and whether they have standing orders for naloxone. Through a questionnaire, Pharmacists were asked about their knowledge of naloxone and their perceptions of preparedness to counsel patients on naloxone and safe practices for opioids. This will also inform workforce training modules for pharmacists. This project is funded by a Faculty Development Grant for the 2017-2018 academic year.

c. Assessment of IPE activities at MCPHS from 2009-present with an emphasis on the components of the Clinical Prevention and Population Health Curriculum Framework. The results will inform a task force on IPE at the University. This research won a scholarship award at the annual Faculty Showcase.

d. Doctoral research is focused on perceived work-life balance of Black faculty of color in public health. This is a phenomenological study to describe the lived experiences of women faculty of color using Critical Race Feminism as a theoretical framework.

3. Lindsay Tallon

a. Research in collaboration with Northeastern University and NORC in Chicago that looks at the health effects of air pollution on older adults who are part of the National Social Health and Aging Project. One project explored the link between exposure to air pollution and erectile dysfunction, the second examined the link between air pollution, mental health, and cognitive function, and the third investigated the connection between neighborhood characteristics and cognitive function in older adults.

b. Work with the Center for Research on Early Childhood Exposure and Development in Puerto Rico (CRECE) at Northeastern University. Research at CRECE is funded by the Environmental Protection Agency (EPA) and the National Institute for Environmental Health Sciences (NIEHS). The Center examines the relationship between air pollution and development in a cohort of children living in Puerto Rico, who are followed from gestation through age four.

Template 3.1.1. Research Activity of Faculty for the Last 3 Years

Table 3.1.c. Research Activity from 2013 to 2016									
Project Name	**Principal Investigator & Department (for schools) or Concentration (for programs)**	**Funding Source**	**Funding Period Start/End**	**Amount Total Award**	**Amount 2014-15**	**Amount 2015-16**	**Amount 2016-17**	**Community-Based Y/N**	**Student Participation Y/N**
Epidemiologic Surveillance During Disasters	Rebecca J. Heick, MPH	None	N/A	$0	$0	$0	$0	N	N
US Residential Fire Mortality: A Red Cross Perspective	Rebecca J. Heick, MPH	None	N/A	$0	$0	$0	$0	N	N
Law Enforcement Motor Vehicle Safety	Rebecca J. Heick, MPH[17]	CDC/ NIOSH	2010-2013	$81,500	$6,500	$0	$0	N	N
Assessment of IPE activities at MCPHS from 2009-present with an emphasis on the components of the Clinical Prevention and Population Health Curriculum Framework.	Marie Dacey, HBSS Department, School of Arts and Sciences Co-Investigator, Carly Levy, MPH	APTR	2015-2016	$4,000	$0	$4,000	$0	N	Y
Multivariate analysis of risk factors for death using data from the Prescription Drug Monitoring Program (PDMP) and fatal overdoses related to opioids.	Carly Levy, MPH	None	2016-2017	$0	$0	$0	$0	N	N
Perceived work-life balance of Black faculty of color in public health.	Carly Levy, MPH	None	2016-2017	$0	$0	$0	$0	N	N
Health effects of air pollution on older adults	Lindsay Tallon, MPH	None	2014-2017	$0	$0	$0	$0	N	N

[17] Dr. Rebecca Heick was employed as an Assistant Professor of Public Health from July 1, 2013 to June 30, 2017.

who are part of the National Social Health and Aging Project.									
The relationship between air pollution and development in a cohort of children living in Puerto Rico, who are followed from gestation through age four.	Lindsay Tallon, MPH	None	2015-2017	$0	$0	$0	$0	N	N
Totals				$85,500	$6,500	$4,000	$0	N, 2	N, 1; Y, 1

3.1.d. Identification of measures by which the program may evaluate the success of its research activities, along with data regarding the program's performance against those measures for each of the last three years. For example, programs may track dollar amounts of research funding, significance of findings (eg, citation references), extent of research translation (eg, adoption by policy or statute), dissemination (eg, publications in peer-reviewed publications, presentations at professional meetings) and other indicators.

Outcome Measures Template

Table 3.1.d Measures of Program Performance: Research for 2013-2016					
Outcome Measure	**Target**	**2014-2015**	**2015-2016**	**2016-2017**	**Mechanism to Track Data**
Research					
Number of abstracts/presentations accepted annually at national conferences by core faculty	3 (1 per faculty member/ year)	2 (only 2 faculty at time)	5	3	AARs
Number of public health-related scholarly activities of core faculty in the form of peer-reviewed publications submitted or accepted	≥ 1 every 2 years per faculty member (p=pending review a=accepted s=submitted but rejected)	LT: 0 CL: 0 RH: 0	LT: 2s CL: 1s RH: 2a	LT: 2a CL: 1s RH: 1a	AARs
Number of collaborative faculty projects with other faculty at MCPHS	≥ 2	2	3	3	AARs
Number of partnership research projects with state/local health agencies to enhance interdisciplinary research	≥ 2 by 2017-2018	0	0	1	AARs
Number of students involved in research	≥1 student/ year	0	1	1	AARs

3.1.e. Description of student involvement in research.

MPH Program Faculty have had five students involved in faculty research so far. Three of them are serving in the 2017-2018 academic year. One student served as a paid research assistant to the MPH Program Director for the IPE project discussed earlier and assisted in the literature review, development of the survey, and quantitative and qualitative data analysis of survey results. This student also co-presented the findings at the Association for Prevention Teaching and Research (APTR) annual meeting in 2016. One student served on the Chapter 55 research project with MDPH as mentioned earlier. Two students will be serving in the 2017-2018 academic year as research assistants on a project to assess pharmacists' knowledge of naloxone in Massachusetts at pharmacies with a standing order. They have collected data and started their analysis through descriptive statistics. Additional analyses will be conducted over the 2017-2018 academic year for a potential publication in 2018. One student is doing a Directed Study with Dr. Tallon on an air pollution project. Another recent example of expanding opportunities for research is when students in a campus based class partnered with a developmental biology research group from Boston University to collect data on noise levels around campus and in nearby residential areas. Projects like this hands on community based research project with will continue to be developed through connections that faculty have with other universities and public health agencies.

Other students utilize their Culminating Experience and Directed Study courses as an opportunity to conduct original empirical research. Students are encouraged to submit their work to professional organizations and for publication. Faculty assist students in this process. One student presented her research through a poster at the 2015 APHA annual meeting. This project was an analysis of data from Electronic Health Records at the University of Massachusetts Hospital for patients receiving breast cancer treatments and medication adherence. Another student conducted focus groups with high school students about their social media utilization was presented at the 2016 APHA annual meeting. A student who worked with the Better Oral Health Massachusetts Coalition (BOHMAC) for her Practice Experience presented her work at the MPHA annual meeting in 2016. Another student presented her poster, "A systematic review of program evaluation procedures for a maternal smoking cessation program" at the 2017 APHA annual meeting.

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

This criterion is partially met.

Strengths
- Faculty are engaged in a wide range of research projects. Two of these projects have allowed for engagement of students.

Challenges
- Students need to be more engaged in research. The MPH Program would like to expand opportunities for students to engage in collaborative research with faculty.
- A faculty member needs to be identified to evaluate new grant funding opportunities.

Plans

The Program will continue to work to identify research where student engagement is feasible, funded, and ongoing. The MPH Program faculty just received a Faculty Development grant for the 2017-2018 academic year. This will fund two students to participate in research with faculty. In addition, with the change in faculty for the 2017-2018 academic year, there was a delay in identifying a faculty/staff member within the MPH Program to be assigned to identify and evaluate new and upcoming grant opportunities. The Program will work to identify a faculty or staff member to find new grant opportunities during Spring of 2018. Also, there are plans to finalize the MPH Advisory Committee's development of a strategy to increase public health focused research projects by fall of 2018.

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.

3.2.a. Description of the program's service activities, including policies, procedures and practices that support service. If the program has formal contracts or agreements with external agencies, these should be noted.

Service is an important aspect of being a faculty member at MCPHS University. Faculty are expected to actively participate in school or department meetings and MPH Program faculty meetings. Faculty appointments include an expectation to serve on committees; engage in professional development; engage in student advisement and mentoring; provide community and professional service; and perform other service duties as assigned by their respective dean or department chair. The faculty member may elect what percentage of their time is dedicated to service activities. Instructors and Faculty Associates may elect for up to an additional six semester hours of teaching in lieu of service activities, but this is not common.

3.2.b. Description of the emphasis given to community and professional service activities in the promotion and tenure process.

Faculty members should contribute a portion of their time and expertise to University, professional and community service. Faculty service expectations can be found in Section V (Evaluation, Promotion and Salary Determination), Part A (Criteria for Evaluation and Promotion), of the Faculty Manual. This service may involve helping student groups, serving on committees, aiding in administrative work within the University or providing similar services to professional or public groups outside the University. Service contributes to decisions of reappointment to be continuing faculty, promotion, and salary increases. Appraisal of service may include (but is not limited to) the following parameters or activities:

- Serves as a consultant to students, professional colleagues, the media, government bodies, standard/regulation setting bodies, accrediting organizations, or community organizations.
- Participates in University activities that contribute to the enhancement of student life and professional career development.
- Advises students on academic and curricular issues and career development.

- Provides significant contribution to student life and serves as a role model.
- Mentors faculty members and professional colleagues locally and nationally in teaching, scholarship and/or professional development.
- Initiates, develops, organizes and/or participates in service-learning programs.
- Chairs or serves on a committee or task force within the University.
- Participates in planning and presenting continuing education programs, workshops or conferences.
- Provides leadership and makes significant contributions on University committees and/or within external organizations.
- Leads and/or contributes to policy formation of community/professional organizations.
- Receives awards for service to University, school, professional, or community organizations.
- Participates in open-house events, special University functions, self-study and strategic planning activities.
- Assists colleagues with practice site development and provides preceptor training for external institutions.
- Develops and applies standards in clinical practice, licensing/certification, teaching and research.
- Develops and maintains innovative practices or new clinical guidelines or services.
- Monitors outcomes of clinical interventions or programs.
- Serves on institutional committees at clinical sites.
- Chairs residency or fellowship programs.
- Develops educational design and delivery for outside schools and/or organizations.
- Educates patients, providers and healthcare system staff in practice settings.
- Holds elected offices or appointed positions in professional organizations.
- Serves the community on behalf of the University.

Service may be evaluated through self-assessment, committee minutes, internal references, external references, and other sources. Examples of agreements for service by faculty and the Program that have been made with external agencies include informal agreements with the Massachusetts Department of Public Health, Massachusetts Region Five (Southeastern

Massachusetts), and Plymouth Public Health Department. The agreements that exist are currently informal and have not been finalized into contracts or Memoranda of Understanding.

3.2.c. A list of the program's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years. See CEPH Data Template 3.2.1. Projects presented in Criterion 3.1 should not be replicated here without distinction. Funded service activities may be reported in a separate table; see CEPH Template 3.2.2. Extramural funding for research or training/continuing education grants should be reported in Template 3.1.1 (research) or Template 3.3.1 (funded workforce development), respectively.

Table 3.2.1. Faculty Service from 2013 to 2016				
Faculty member	**Role**	**Organization**	**Activity or Project**	**Year(s)**
Carly Levy	Board Member	APTR	Tasked with member engagement	2017-2020
Carly Levy	Chair	APTR	Chair, Annual Meeting Planning Committee	2015 - 2016
Carly Levy	Member	APTR	Member, Annual Meeting Planning Committee	2014 - 2015
Carly Levy	Member	APTR	Member, Annual meeting Planning Committee	2013 - 2014
Carly Levy	Board Member	Better Oral Health of Massachusetts Coalition (BOHMAC)	Preventive Oral Health	2014 - Present
Carly Levy	Project Coordinator	Action for Boston Community Development	Healthy aging workshops	2013-2014
Carly Levy	Co-collaborator	Opioid Task Force	Development of a naloxone training program for health professions students, faculty, staff. To date, almost 1,000 have been trained.	2015-Present
Lindsay Tallon	Site Visitor	CEPH	Accreditation Site Visits and Report Review	2013 – Present
Lindsay Tallon	Member	APTR	Member	2015 – Present
Lindsay Tallon	Member	APHA	Member, reviewer for abstracts, member of	2005 – Present

Table 3.2.1. Faculty Service from 2013 to 2016				
Faculty member	**Role**	**Organization**	**Activity or Project**	**Year(s)**
			Environmental Section	
Lindsay Tallon	Member	International Society for Environmental Epidemiology (ISEE)	Member, reviewer for abstracts for annual meeting, section member of Students and Young Researchers Network	2014 – Present
Lindsay Tallon	Advisor	The Residential Initiative	Public health advisor for homelessness project in Boston	2015 – Present
Lindsay Tallon	Advisor	Ocean Comeback, Inc.	Public health advisor for non-profit organization aimed at improving coastal environments	2015 – Present
Rebecca Heick	Chair	American Red Cross/CDC Joint Committee on Epidemiological Surveillance During Disasters	Chair, Emergency Preparedness and Response	2011 – Present

Professional Service:

- Institutional member of Association of Prevention, Teaching, and Research (APTR) Council on Graduate Programs in Public Health. The Program Director was Chair of the 2016 Annual Meeting Planning Committee and was elected to the Board of Directors for a three-year term in April 2017.
- Faculty are members of a number of professional associations, including APTR, APHA, ISEE, and others.
- Academic Partnerships Team with Massachusetts Department of Public Health and other local institutions offering public health programs: http://www.mass.gov/eohhs/gov/departments/dph/programs/admin/dmoa/academic-partnerships.html

Community Service:

- The MPH Program worked with a Community-Based Organization in Boston, Action for Boston Community Development (ABCD). The MPH Program Director convened a multidisciplinary group of faculty from MCPHS University to plan a service-learning opportunity for students. Over the course of the 2013-2014 academic year, students from the Schools of MCPHS Online, Pharmacy, Nursing, Physician Assistant Studies and Dental Hygiene conducted 21 health promotion workshops with ABCD to promote healthy and active aging.

3.2.d. Identification of the measures by which the program may evaluate the success of its service efforts, along with data regarding the program's performance against those measures for each of the last three years.

Table 3.2.d Outcome Measures, Targets and Performance for 2013-2016					
Outcome Measure	**Target**	**2014-2015**	**2015-2016**	**2016-2017**	**Mechanism to Track Data**
The MPH Program Faculty and Staff will collaborate on at least one project annually with state and local agencies to address public health issues.	≥ 1 project/year	1	1	1	Annual Activity Reports (AARs)
Number of collaborative service project(s) with external stakeholders	≥ 1 by June 30, 2018	0	0	0	AARs
Number of partnerships with NGOs and governmental public health agencies at the state and local level to enhance service-learning opportunities for students	≥ 1	0	0	0	AARs
Number of collaborative relationship(s) with agencies	≥ 1 by December 2017	0	0	0	AARs

Table 3.2.d Outcome Measures, Targets and Performance for 2013-2016					
Outcome Measure	**Target**	**2014-2015**	**2015-2016**	**2016-2017**	**Mechanism to Track Data**
that have successfully mentored and engaged students during their practice experience.					
Existence of a training program for preceptors of the Practice Experience course to build collaborative relationships with agencies that mentor and engage students	Yes by May 1, 2018	No	No	No	MPH Program Director

3.2.e. Description of student involvement in service, outside of those activities associated with the required practice experience and previously described in Criterion 2.4.

Students participate in service through on-campus and off-campus opportunities. During the 2016-2017 academic year, a new service organization, the MCPHS Public Health Society, was created by the on-campus students in the Program. The Public Health Society focuses on graduate student interests in public health and has hosted a variety of events for both online and on-campus students, such as alumni panels, community service events, and film screenings. Both online and on-campus students participate in service activities focused on academic affairs by being involved in the MPH Advisory Committee, which has four MPH student representatives. Students on the Advisory Committee are involved in helping to guide the MPH Program, prepare for CEPH accreditation, and discuss other academic affairs. Students are notified of service activities through emails and notifications from groups like the Public Health Society. Activities are offered to online students and other students who are unable to attend through live streaming, conference calls, webinars, and other distance technologies. In addition, the MPH Program built a site in Blackboard, called a Blackboard Community site to share resources, post jobs, etc.

Students also remain active through off-campus service activities. Since the inception of the Program, three students have served as New England Regional Liaison/MCPHS University Campus Liaison as part of the APHA-Student Assembly Campus Liaisons Committee, which has a charge of disseminating relevant information to students, faculty, and staff at their region/school. Finally, MPH students participate in other activities, including health fairs in the Mission Hill Community (at least biannually) and the poverty simulation that is held each year. This poverty simulation was sponsored by the School of Arts and Sciences and aimed to educate students about the impact of poverty on overall health and wellness. Students were expected to navigate social services, subsist on minimal resources, and respond to various problems that arise throughout the simulation. MPH students have served as research assistants and participants in the simulation.

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

This criterion is met.

Strengths

- Current faculty demonstrate engagement in national public health organizations and within surrounding communities.
- Students are engaged in the APHA student assembly and the MCPHS Public Health Society as well as actively participating in health fairs in the Mission Hill community and in a poverty simulation.
- Opportunities for service are offered to both on-campus and online students

Challenges

- There can always be more opportunities made available for students to participate in service activities. We are working to improve student engagement opportunities and provide additional hands-on service work in the community (outside the practice experience or other course-related activities) as the Program grows.

Plans

Faculty are working to build new relationships to ensure continued opportunities for student service both within the University and in the broader community. These new relationships will help

to address improvements in the outcome measures by allowing for collaborative projects and developing additional relationships with practice experience sites.

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.

3.3.a. Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve. The assessment may include primary or secondary data collection or data sources.

Before the MPH Program could assess the needs of the communities it intended to serve, it was important to build relationships with local boards of health and agencies working with local boards of health, including but not limited to the Massachusetts Association of Public Health Nurses, colleges, state-wide emergencies preparedness regions, healthcare institutions and representatives from the Massachusetts Department of Public Health (MDPH). In the fall of 2016 the program conducted a survey to determine workforce development interests of local boards of health and community public health stakeholders in a variety of public health topics. Topics that received high interest regarding workforce development training included budget development, advancing health equity, addressing opioid crisis, and climate change and its impacts on public health (ERF 3.3.a.). The results suggested Boston and the surrounding communities and communities in central and western Massachusetts were saturated with workforce training opportunities from some schools and programs in public health in Boston. Thus, there is an identified need to work with communities in multiple regions throughout Massachusetts. As a result of discussions with state and local public health officials it was determined that emergency preparedness region five, which includes southeastern Massachusetts communities, encompassing Bristol, Plymouth, and Barnstable Counties, and the Islands (Nantucket and Martha's Vineyard), was an appropriate areas of the state in which to plan delivery of local board of health workforce development training initiatives. Local health agents in this region often perceive there to be a lack of training, seminars and internships in the region and they have expressed their frustrations with commuting into Boston for trainings, both financially and due to various time constraints. There are also two federally recognized tribes in this region. There may be additional opportunities to build collaborative working relationships in another underserved area in Massachusetts, the western part of the state, but for now Region five will be the focus.

The MPH Program recently hired a consultant with experience working with local public health in Region Five to lead our workforce training efforts. This individual has conducted numerous emergency preparedness and behavioral health trainings throughout the Commonwealth.

southeastern Massachusetts. We are in the process of conducting trainings in southeastern, MA to increase visibility and let people know that MCPHS University is a resource.

As Region Five was the focus of our workforce training efforts initially, the MPH program has had several conversations with the Plymouth Public Health Department. While Plymouth has already surpassed several Massachusetts cities in population (58,890 in 2015), the town is still officially regarded as a town, as it has not been re-chartered as a city. As a center of economic development and tourism, Plymouth is in a unique position to collaborate with the University. We are in the initial stages of developing an agreement for Plymouth to become an Academic Health Department. Key priority areas for the two organizations would be: supporting student practice experiences, collaborative research projects, Adjunct Faculty appointment for the Health Director, and reviewing the MPH curriculum to ensure it meets the needs of local health agents.

3.3.b. A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years. Those programs offered in a distance-learning format should be identified. Funded training/ continuing education activities may be reported in a separate table. See CEPH Data Template 3.3.1 (ie, optional template for funded workforce development activities). Only funded training/continuing education should be reported in Template 3.3.1. Extramural funding for research or service education grants should be reported in Template 3.1.1 (research) or Template 3.2.2 (funded service), respectively.

- Public forum on healthcare costs. *Addressing rising healthcare costs through innovation.* Friday, October 18th, 2013. 180 participants (students, faculty, staff, alumni from MCPHS University and interested people from the public).

- Public forums on opioid prevention, mitigation, and management. *The opioid epidemic: Learn what you can do to make a difference.* October 22nd, 2015. 139 participants. (students, faculty, staff, alumni from MCPHS University and interested people from the public).

- Continuing Medical Education (CME) focused on preventative medicine for medical-dental providers in the Town of Wilmington in spring, 2016 in collaboration with the MS in Dental Hygiene. April 26th, 2016. 60 participants (Medical and Dental Providers).

- Workforce training for pharmacy students that addressed naloxone, opioid use disorders, drug take-back, etc. April 7th and 14th, 2016. 270 participants (PharmD students).

- Medical Reserve Corps (MRC) training in Duxbury, MA. Recognizing and responding to an opioid overdose. March 23, 2017. 14 participants (community members from the Medical Reserve Corps).

- *The opioid epidemic: Ideas & strategies to combat this public health emergency,* April 12, 2017. 270 participants. (students, faculty, staff, alumni from MCPHS University and interested people from the public).

- Region 4B training in Canton, MA. Assessing the needs of your community: Community Assessment for Public Health Emergency Response (CASPER) and Community Health Assessments. July 19, 2017. 25 participants (local board of health agents/health directors/public health nurses).

- Region 4A training in Natick, MA. Recognizing and responding to an opioid overdose. September 28, 2017. 30 participants (local board of health agents/health directors/public health nurses).

- Training in Concord, MA. Recognizing and responding to an opioid overdose. November 2, 2017. 16 participants (community members from the Medical Reserve Corps and town at-large).

3.3.c. Description of certificate programs or other non-degree offerings of the program, including enrollment data for each of the last three years.

The MPH Program initiated an online Graduate Certificate in Public Health for the 2017-2018 academic year.

Students select any four of the following six courses (12 semester hours total):

Course	Title	Semester Hours
PBH701	Survey of Public Health	3
PBH705	Introduction to Environmental Health Sciences	3
PBH710	Introduction to Health Policy and Management	3
PBH715	Introduction to Social and Behavioral Sciences	3
DRA807	Statistics of Clinical Research	3
DRA809	Health Epidemiology	3

Total: 12

Enrollment data[18]

Academic Year	Number of Students
2013-2014	0
2014-2015	0
2015-2016	0

3.3.d. Description of the program's practices, policies, procedures and evaluation that support continuing education and workforce development strategies.

The MPH Program is in the process of developing a strategic plan for workforce training. A consultant who has worked with local health for her entire career has been retained to assist the MPH Program in building collaborative relationships and identifying priority trainings areas. A survey was developed and administered as a needs assessment for local health to guide potential training activities.

3.3.e. A list of other educational institutions or public health practice organizations, if any, with which the program collaborates to offer continuing education.

Not applicable.

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

This criterion is met with commentary.

Strengths

- Multiple sessions have been conducted with pharmacists as well as medical-dental providers with regard to preventive medicine as well as opioid use disorders and the use of naloxone.
- A forum was held on prevention and harm reduction related to opioid use disorders.
- The MPH Program has surveyed local health and public health professional organizations in MA to assess their workforce training needs and solicit suggestions for additional training programs.
- The MPH Program offers an online certificate program, a Graduate Certificate in Public Health.

---

[18] The Graduate Certificate of Public Health is new for the 2017-2018 academic year. There are 4 students enrolled currently.

Challenges

- Several large schools and programs of public health in and around Boston have established themselves as experts in workforce training and MPH Program faculty are slowly building relationships with local health departments.
- More engagement with the workforce needs to be done. The MPH Program has hired a consultant to develop a training program and strategic plan for additional engagement with the workforce.
- Relationships with community members and opportunities for student engagement need to be improved. The activities done with the new consultant will strengthen community relationships and provide greater opportunity for student engagement.

Plans

The MPH Program is committed to further engaging in workforce training for local health in Region Five of Massachusetts. Future plans include developing a formal partnership with the Plymouth Public Health Department in Region Five by January, 2018. The MPH Program will continue to leverage its partnership with MDPH for workforce training opportunities. In addition, the MPH Program is in the process of developing a formal relationship with the Massachusetts Environmental Health Association over the 2017-2018 academic year. MPH Program faculty will conduct educational sessions at the Massachusetts Association of Health Boards annual meeting in 2018 and at the Massachusetts Health Officers' Association annual meeting in November, 2017. In addition, the MPH Program just received a small amount of funding from AstraZeneca and intends to conduct additional training sessions in Region Five. This will hopefully be used to secure additional funding in 2018. The MPH Program will an assessment and evaluation plan with a portion of this funding to ensure the content and delivery methods are meeting the needs of the community.

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.

4.1.a. A table showing primary faculty who support the degree programs offered by the program. It should present data effective at the beginning of the academic year in which the self-study is submitted to CEPH and should be updated at the beginning of the site visit. This information must be presented in table format and include at least the following: a) name, b) title/academic rank, c) FTE or % time, d) tenure status or classification*, g) graduate degrees earned, h) discipline in which degrees were earned, i) institutions from which degrees were earned, j) current instructional areas and k) current research interests. See CEPH Data Template 4.1.1.
*Note: classification refers to alternative appointment categories that may be used at the institution

Table 4.1.1. Current Primary Faculty Supporting Degree Offerings of School or Program

Department (schools)/ Specialty Area (programs)	Name	Title/ Academic Rank	Tenure Status	FTE or % Time to the school or program	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
MPH	Virginia Briggs	Assistant Professor	N/A	100%	PhD, MS, MA	PhD, Univ. of Massachusetts Medical School; MS, Univ. of Massachusetts, Amherst; MA, Boston University	PhD, Epidemiology MS, Epidemiology MA, Environmental Science	Epidemiology, biostatistics data collection and analysis, writing and publishing research	Birth defects, spina bifida, children with special healthcare needs, orthopedics, pain management
	Rebecca Heick[19]	Assistant Professor	N/A	100%	PhD, MS	PhD, University of Iowa; MS, Western Illinois University	PhD, Occupational Environmental Health; MS, Community Health Education	Community Health, Environmental Health, Culminating Experience	Injury epidemiology, prevention, and control; occupational safety and health; emergency preparedness; environmental health; health education
	Carly Levy	Program Director, Instructor of Public Health	N/A	100%	Doctor of Health Sciences (DHS) candidate; MPH	DHS, MCPHS University; MPH, Boston University School of Public Health	DHS, Leadership in Health Professions Education; MPH, Health	Emergency Preparedness, Health Policy, Program Design, Research & Evaluation,	Opioid Prevention, Critical Race Feminism, Online Education, Universal Design

[19] Dr. Rebecca Heick left the University on June 30, 2017. Dr. Virginia Briggs, Assistant Professor of Public Health started on July 1, 2017.

Department (schools)/ Specialty Area (programs)	Name	Title/ Academic Rank	Tenure Status	FTE or % Time to the school or program	Graduate Degrees Earned	Institution where degrees were earned	Discipline in which degrees were earned	Teaching Area	Research Interest
							Policy and Management	Practice Experience	for Learning (UDL), Interprofessional Education (IPE)
	Lindsay Tallon	Instructor of Public Health	N/A	100%	PhD, MSPH	PhD, Northeastern University; MSPH, UNC Chapel Hill	PhD, Population Health; MSPH, Environmental Sciences and Engineering	Survey of Public Health, Environmental Health, Community Health, Health Education	Environmental Epidemiology (air pollution, infectious diseases); Social and Behavioral Health (aging populations); Public Health Practice

Faculty have different areas of expertise:

- Epidemiology
- Environmental Health
- Population Health
- Health Policy and Management
- Academic Health Sciences

All faculty have varying levels of education in public health and community health education. All core faculty have practice experience in a variety of settings: governmental public health, NGOs, academia, and community-based organizations. All core faculty have training in public health (two PhD, one MPH, one MSPH) from accredited schools and programs of public health.

4.1.b. Summary data on the qualifications of other program faculty (adjunct, part-time, secondary appointments, etc.). Data should be provided in table format and include at least the following: a) name, b) title/academic rank, c) title and current employment, d) FTE or % time allocated to the program, e) gender, f) race, g) highest degree earned (optional: programs may also list all graduate degrees earned to more accurately reflect faculty expertise), h) disciplines in which listed degrees were earned and i) contributions to the program. See CEPH Data Template 4.1.2.

Template 4.1.2. Other Faculty Used to Support Teaching Programs (adjunct, part-time, secondary appointments, etc.)

Department (school)/ Specialty Area (program)	Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Community Health	Felipe Agudelo-Acevedo	Adjunct Faculty, Public Health	Program Manager, Boston University School of Public Health	0.42	EdD, MPH	EdD, Public Health Education; MPH, Environmental Risk	Survey of Public Health, Community Health Assessments
Community Health	Gina Crosley-Corcoran	Adjunct Faculty, Public Health	Project Manager, Revolution Enterprises	0.42	MPH, DONA, CAPPA	MPH, Maternal and Child Health; Doula and Childbirth Educator	Maternal and Child Health; Community Health Assessments Social and Behavioral Sciences
Epidemiology	James Daniel	Adjunct Faculty, Regulatory Affairs	Public Health Coordinator, Office of the National Coordinator for Health Information Technology	0.28	MPH	MPH, Epidemiology	Epidemiology
Epidemiology	Tewodros Eguale	Professor in School of Pharmacy	Professor of Pharmaceutical Economics and Policy	0.14	MD, MSc, PhD	PhD, Epidemiology	Epidemiology
Epidemiology	Rosa Ergas	Adjunct Faculty, Regulatory Affairs	Syndromic Surveillance Coordinator, Massachusetts Department of Public Health	0.28	MPH	MPH, Epidemiology	Epidemiology
Community Health	John Grieb	Adjunct Faculty, Public Health	Adjunct Faculty, MCPHS	0.28	MPH	MPH, Health Services	Health Policy and Management; Community Organizing
Community Health	Janet Hart	Associate Professor of Biology	Associate Professor, MCPHS	0.14	PhD	PhD, Genetics & Physiology of Micro-organisms	Public Health Genetics

Department (school)/ Specialty Area (program)	Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Biostatistics	Monik Jimenez	Adjunct Faculty, Regulatory Affairs	Instructor of Medicine, Brigham and Women's Hospital/ Harvard Medical School	0.42	ScD, SM	ScD and SM in Epidemiology	Biostatistics
Community Health	Lisa Johnson	Adjunct Faculty, Public Health	Clinical Research Coordinator and Oral Examiner, Brigham and Women's Hospital	0.42	MS, MPH	MS in Dental Hygiene, MPH in Community Health	Program Design, Research and Evaluation; Health Promotion and Education
Community Health	Kim Kronenburg	Adjunct Faculty, Public Health	Public Health Consultant	0.14	MPH	MPH, International Health	Mass Communication and Health
Biostatistics	David Morgan	Adjunct Faculty, School of Arts and Sciences	Adjunct Instructor of Physics and Mathematics	0.14	MS	MS, Biostatistics	Biostatistics
Community Health	Sarah Peterson	Adjunct Faculty, Public Health	Senior Community Outreach Specialist/ Breast Health Educator, Dana-Farber Cancer Institute	0.28	MPH	MPH, Global Public Health	Health Promotion and Education; Community Health Assessments
Community Health and Oral Health	Lori Rainchuso	Faculty in Dental Hygiene	Graduate Program Director, MS in Dental Hygiene	0.14	DHSc, MS	DHSc and MS	Courses in MS in Dental Hygiene
Pharmacy and Public Health	Sheila Seed	Pharmacy Faculty	Associate Professor, School of Pharmacy Worcester/Manchester	0.14	PharmD, MPH	PharmD and MPH in Health Services	U.S. Healthcare and Public Health
Community Health	John Shoemaker	Adjunct Faculty, Public Health	Management Research Analyst, Principal	0.42	MPH	MPH, Community Health Administration	Community Health Science and Practice; Community Organizing; Optometry and Public Health

Department (school)/ Specialty Area (program)	Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
Health Policy and Management/ Community Health	Michael Spooner	Director of Healthcare Administration Programs & Faculty Associate	Faculty Associate, MCPHS	0.28	EdD(c), MHA	EdD(c), Organizational Learning and Leadership, Higher Education Administration; MHA, Health Administration	Health Policy & Management/Health Promotion and Education
Health Policy	Lynn Squillace	Adjunct Faculty, Public Health	Deputy General Counsel, Massachusetts Department of Public Health	0.28	JD, MPH	JD, MPH in Public Health Law & Ethics	Public Health Law
Community Health	Jennifer Tebbe-Grossman	Professor of Political Science and American Studies	Professor, MCPHS	0.14	PhD, MA	PhD, American Studies; MA, Political Science	Health Policy & Management

NOTES: Provide data for the year during which the site visit takes place. If the site visit takes place in fall 2016, the template must present data for fall 2016. If the site visit takes place in spring 2017, the template must present data for spring 2017.

All adjunct faculty have a significant amount of practice experience and they hold advanced degrees such as an MPH or PhD in public health. The faculty also offer a wide range of specialty areas.

4.1.c. Description of the manner in which the faculty complement integrates perspectives from the field of practice, including information on appointment tracks for practitioners, if used by the program. Faculty with significant practice experience outside of that which is typically associated with an academic career should also be identified.

Faculty maintain relevancy by:
- Integrating perspectives from their public health practice experience working in public health in a variety of positions
- Staying current with literature in public health education such as Framing the Future Final Report on a Master of Public Health Degree for the 21st Century, Council on Linkages Between Academia and Public Health Practice Core Competencies for Public Health Professionals, ASPPH Core Competency Model
- Participating in professional organizations such as APHA, APTR Council on Graduate Programs in Public Health, the International Society for Environmental Epidemiology (ISEE) and the Massachusetts Public Health Association (MPHA)

4.1.d. Identification of measurable objectives by which the program assesses the qualifications of its faculty complement, along with data regarding the performance of the program against those measures for each of the last three years.

Table 1.2.c Outcome Measures, Targets and Performance for 2014-2017

Outcome Measure	Target	2014-2015	2015-2016	2016-2017
Instruction				
Faculty will attend 1 or more conferences, faculty development sessions, and/or continuing education classes related to innovative teaching practices, pedagogy, technology, or other related topic	100%	100% (2 faculty; 1 conference each)	66% (2 of 3 faculty; 1 conference each)	100%
Percentage of faculty and staff in racial and ethnic minority groups will reflect diversity in MA[20]	17%	10%	12%	12%
Research				

---

[20] All faculty

146

Table 1.2.c Outcome Measures, Targets and Performance for 2014-2017

Outcome Measure	Target	2014-2015	2015-2016	2016-2017
Instruction				
Number of abstracts/presentations accepted annually at national conferences by faculty	3 (1 per faculty member/year)	2 (only 2 faculty at time)	3 (1 per faculty member/year)	5 (≥1 per faculty member/year)
Number of collaborative faculty projects	3	2	3	3
Number of partnership projects with local health Agencies	3	0	0	1
Number of students involved in research	At least 1 student/year	0	1	3

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

This criterion is met with commentary.

Strengths

● Faculty bring diverse skill and knowledge sets to the Program as well as a great depth of experience in a variety of public health and academic settings.

● Faculty/student ratio goal has been met or exceeded each year. Faculty are engaged with national-level organizations that encourage further development of teaching and student engagement skills.

Challenges

● Opportunities for faculty engagement in conferences related to pedagogy, teaching, and technology would assist with continuing to improve teaching. The MPH Program would like to find additional opportunities for faculty engagement in conferences in these areas.

● More opportunities need to be provided for research and student participation. The MPH Program would like to enhance collaborative projects, partnerships, and student engagement in research.

Plans

The Associate Provost for Academic Innovation and Online Education and the Associate Provost for Undergraduate Education/Dean, School of Arts and Sciences will continue to encourage faculty to engage in pedagogical research as a part of their professional scholarship/development. The MPH Program will ensure funding is consistently available for faculty travel to conferences/meetings where they can present such work. The MPH Program faculty would like to explore funding streams for student research assistantships.

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.

4.2.a. A faculty handbook or other written document that outlines faculty rules and regulations.

The MCPHS University Faculty Handbook can be found in the electronic resource file as document 4.2.a(1). Topics covered in the handbook include:

- Introduction to the University

- Organization and Administration of the University

- Faculty Governance

- Faculty Titles

- Policies Related to Appointment, Promotion and Tenure

- Non-reappointment, Termination, Suspension, Dismissal, and Resignation

- Academic Principles, Professional Rights and Responsibilities, and Related Policies

- Compensation and Leave

- Retirement, Insurance, and Other Benefits

4.2.b. Description of provisions for faculty development, including identification of support for faculty categories other than regular full-time appointments.

Faculty Development at MCPHS University

Faculty development initiatives at MCPHS University have expanded to continuously support the specific needs of the University and its growing number of programs. In the past year, faculty development efforts expanded beyond programming to include electronic resources and services, increased promotion and dissemination of information on internal and external scholarship, faculty highlights, Interprofessional Education, learning resources, and professional development events. Academic Affairs staff continued to work in partnership with faculty and administrators across all the University's programs to promote, foster, and provide support toward a culture of excellence in learner-centered teaching. Recent examples include faculty development workshops on online teaching methodology and the Annual Faculty Scholarship

Showcase, which is a poster exposition for all MCPHS University faculty and staff to celebrate their scholarly achievement and share their ideas. Faculty and staff can submit work that has been presented or published during the school year in one of the Boyer Scholarship categories of discovery, teaching, application, and integration. Submissions are reviewed and winners within each category are recognized for their excellence.

New Faculty Orientation (NFO) and Adjunct Faculty Orientation (AFO)

Two types of orientation programs have been designed and tailored to address the needs of MCPHS University: a New Faculty Orientation (NFO) and an Adjunct Faculty Orientation (AFO). The purpose of the NFO and AFO programs are to provide resources and support for new faculty (whether part- or full-time) in teaching, scholarship and service, and to assist faculty in becoming a part of the academic culture at MCPHS University.

New Faculty Orientation (NFO) Program

The NFO Program, launched initially as a pilot program in 2008, was based on both a review of similar programs at a variety of institutions as well as survey feedback by MCPHS University faculty. Over the past seven years, the program has been expanded and refined to best meet the needs of new faculty. The program is delivered in a seminar-based format, and consists of six two-hour sessions. The NFO meetings are held monthly and cover the following topics: resources and support systems, course design, students, teaching strategies, and scholarship.

Adjunct Faculty Orientation (AFO) Program

The objective of the AFO program is to familiarize adjunct faculty with the various University resources that support student success, and to provide background information on the University's history and mission. Presenters are from the Dean of Students Offices, Human Resources, Payroll, Academic Student Support, Information Services, MCPHS Online, the Library, and the Registrar. The AFO is made a requirement for all new adjunct faculty members. The half-day program is offered face-to-face on all University campuses during the fall and spring semesters.

Faculty Mentoring Institute (FMI)

The Faculty Mentoring Institute (FMI) was established in Fall 2010 to support faculty development across the University. Faculty members are appointed to the Institute in

recognition of their support and expertise in faculty mentoring, scholarship and service. Faculty appointed to the FMI host the Annual Faculty Scholarship Showcase, and present both for the NFO program as well as at the Academic Affairs Faculty Retreat.

Interprofessional Education (IPE)

To meet the evolving needs of the healthcare system, educators in the health professions are focused on designing IPE and training models within their programs. The incorporation of IPE within health professions curricula has become an accreditation requirement for several of the health profession programs.

The MCPHS University IPE Plexus Program was established in 2013/14 to meet the needs of University in this important area. The mission/purpose statement for the program is to promote the advancement of competency-based IPE focused on collaborative models of healthcare and the provision of high quality care toward improved health outcomes for individuals and communities.

The goals developed to guide the IPE Plexus focused on initial efforts to begin development of an IPE University curriculum. These goals are:

- Engage all faculty in understanding IPE through faculty development programs.
- Prepare students to be competent healthcare providers through active participation in IPE and practice learning and assessment.
- Create and strengthen existing relationships between schools and community partners to create an IPE environment for learning.

Education and Technology

The support of faculty in areas of teaching, learning, and technology is supported by three different units: the Center for Teaching and Learning (CTL); MCPHS Online; and Media Support. The CTL supports the Educational Technology Resource Group (ETRG), Faculty Commons and workshops, the new faculty and adjunct orientations (NFO and AFO), and other resources for faculty. The ETRG meets regularly to review software requests and to make recommendations to the administration for necessary software packages and/or updates for improving teaching/learning resources. MCPHS Online provides training and support for all faculty (online and campus-based) in the use of Blackboard and related technologies. Media

Support provides direct training and technical support for the use of classroom technologies, including lecture capture technology and Distance Education (DE). They also provide support for poster design and production. In the upcoming year, technology and media services will be reorganized within the University to best address future needs.

Faculty Development Grant Program

The purpose of the Faculty Development Grant Program at MCPHS University is to encourage individual growth and professional development of faculty by supporting scholarly activity. The mission of this competitive grant program is to support projects not generally covered under school, departmental, or divisional budgets earmarked for professional development. Specifically, these grants are intended for *pilot projects* that will enable the investigator to obtain a presentation/publication at a professional conference or refereed publication and support the faculty in his/her pursuit of obtaining extramural funding for further research and scholarship in their discipline. Individuals may request up to $4,000 for a project. The MPH Program Director and a faculty member from the School of Pharmacy Boston were awarded a grant for the 2017-2018 academic year.

Faculty Commons

The Office of Faculty Development hosts a page on the intranet to support faculty in their teaching, service, and scholarship. Working in partnership with faculty and administrators, the Office of Faculty Development promotes, fosters and provides support toward a culture of excellence in learner-centered teaching by:
- Directing teacher-related activities of the New Adjunct Orientation Program, New Faculty Orientation Program, the Faculty Development Committees, the Faculty Mentoring Institute and Faculty Mentoring Program.
- Designing and facilitating workshops and demonstrations for faculty that foster practice and understanding of effective teaching, classroom management strategies, and student assessment activities.
- Identifying and providing resources to support continuous faculty development.

Center for Teaching and Learning (CTL)

Developed collaboratively by the Center for Online Learning and Academic Innovation, Academic Affairs/Faculty Development, and Library and Learning Resources, along with input from faculty

focus groups throughout the process, the CTL provides University faculty an online repository of information ranging from teaching resources, to information on teaching with technology, to scholarship and service opportunities. The mission of the CTL is to support the University faculty and staff in their commitment to excellence and innovation in teaching. We understand teaching as a critical practice, driven by inquiry, experimentation, reflection, and collaboration. The CTL promotes sound pedagogy and the purposeful use of new media and emerging technologies in the classroom – both on-ground and online – in collaboration with our faculty to foster the success of MCPHS University's students as future health professionals. This site is also managed on the intranet.

4.2.c. Description of formal procedures for evaluating faculty competence and performance.

As outlined in the Faculty Handbook, all faculty members within the MPH Program must submit to the Associate Provost for Academic Innovation and Online Education an Annual Activities Report (AAR) of their activities completed from May 1 through April 30 (the period since their last evaluation.) The AAR must include an annual academic plan for the next evaluation period, proposing the goals and objectives to be achieved in the areas of teaching, scholarship, and service. The Associate Provost generates an Annual Review Statement (ARS) addressing the performance of the faculty member for the period of the submitted AAR. Then, a Faculty Review Conference is held between the faculty member and the Associate Provost to discuss the AAR submitted by the faculty member and the preliminary ARS. No more than one week following the discussion, the Associate Provost issues the faculty member a final ARS which incorporates final goals and objectives for the next evaluation period. A copy of the final ARS is placed in the faculty member's file in the Office of the Vice President for Academic Affairs/Provost by June 30 of each year.

Regardless of who teaches the graduate public health courses (full-time or adjunct faculty), all courses are part of the student evaluation process. The course evaluation process is administered electronically. The Associate Provost for Academic Innovation and Online Education reviews the results for the courses in the MPH Program; if there are evaluation results that merit follow-up among the adjunct faculty, the Associate Provost for Online Learning and Academic Innovation confers with the Program Director and with the Associate Provost for

Undergraduate Education/Dean, School of Arts and Sciences. Online courses are also subject to periodic quality assurance reviews by the MPH Curriculum Committee.

MCPHS University is not a tenure-granting institution. There are two types of renewable appointments granted to full and part- time faculty, based on rank and years of service: provisional and continuing appointments. Generally, school and division faculty have provisional status upon their initial appointment. Provisional faculty members receive annual appointments that are renewable subject to the results of performance reviews during the provisional period. After completion of the provisional period, appointees will be considered for continuing faculty status by the Vice President for Academic Affairs/Provost, upon recommendation of the Dean. Continuing faculty receive appointments between one and five years (depending upon rank), which are renewable and subject to the performance reviews that are conducted at least annually. Continuing faculty who do not maintain satisfactory performance ratings receive no more than one- year appointments, regardless of rank, with renewal contingent upon successful completion of an improvement plan.

Promotions are made primarily upon evidence of a consistently effective level of performance in teaching, service, and scholarship. Promotion in rank recognizes both past achievement and future promise, and represents a sign of confidence that the individual is capable of greater accomplishments and of assuming broader responsibilities. The promotion process is based on the assessment of a faculty member's growth and development over time. The criteria utilized in the annual faculty evaluation procedure should form the basis for a cumulative assessment of the candidate's contributions to the University and his/her discipline. Length of service at the University may be considered as a criterion for promotion, provided the candidate has received consistently positive evaluations over an extended period. It is difficult to provide strict operational definitions for the levels of performance required for promotion from one academic rank to another, as there are no objective standards that recognize both quality and quantity of contribution that apply universally to all academic fields and endeavors. Promotion is based on the same criteria used in the annual evaluation process. The Promotion Review Committee utilizes the ARS, in conjunction with evidence provided in the candidate's dossier, to reach an independent judgment on the candidate's cumulative achievements in teaching, scholarship and service.

For the MPH Program, the Program Director assumes primary responsibility for the recruitment and hiring of adjunct faculty affiliated with the Program. When the Program was first submitted to the Academic Council for approval, a budget proforma was included to identify the number of full-time and adjunct faculty members required for the Program. Annually, the Program Director submits a program budget to the Associate Provost for Academic Innovation and Online Education. Once the budget is approved, the Program Director can proceed with recruitment of adjunct faculty. Current, full-time faculty members at MCPHS University who possess the necessary expertise and qualifications are first recruited to teach within the MPH Program in addition to their current course load. If there is a need for additional full-time faculty members, the Program Director initiates the budget request and hiring request. A request is submitted to the Director of Human Resources with an attached job description. The candidates are evaluated on three items in order of priority: professional experience related to the course content, educational background related to the course content (master's degree, doctorate preferred), and teaching experience either, online or campus-based. If being considered for the position, the MPH Program Director conducts phone interviews with the candidates and potentially in-person interviews if a decision can't be made after the phone interviews.

For full-time faculty, the MPH Program Director needs to submit a budget request in January to the Associate Provost for Academic Innovation and Online Education. The position must be approved by the Associate Provost for Academic Innovation and Online Education, Vice President for Academic Affairs/Provost, CFO, Human Resources Director. Once the position has been posted, a faculty search committee is formed. The faculty search committee is comprised of several individuals, including the Program Director. Faculty members and/or staff with experience in public health are selected to serve on the committee. The faculty search committee may conduct initial phone interviews with a number of candidates and in-person interviews with a smaller group of candidates. The in-person interviews involve a number of meetings with faculty, potential supervisors/Deans and an opportunity to present current research or material they have developed to the MCPHS University community. The Search Committee submits a written report to the Program Director highlighting the strengths and weakness of each candidate. The candidate is evaluated on teaching experience, particularly online; commitment to student success, including academic advising; the record of scholarly activities; and practical experience in a public health setting. The Program Director reviews the findings and selects the strongest

candidate. The Program Director recommends the chosen candidate to the Associate Provost for Academic Innovation and Online Education and the Provost for their approval. The Office of Human Resources is contacted and the Program Director moves forward with an offer. If the candidate accepts the offer, a faculty appointment letter is sent from the Provost.

4.2.d. Description of the processes used for student course evaluation and evaluation of instructional effectiveness.

Student evaluations of courses provide important feedback to assess the Program's performance. All MPH courses are evaluated using an online course evaluation system managed by the Academic Affairs Office. CoursEval is the online course evaluation system used to deploy course satisfaction surveys to both online and in person students at MCPHS. The Program imports the data from Datatel which is managed by the Registrar's Office and the CoursEval administrator distributes an approved survey to all students enrolled in each course. MCPHS faculty approved a set of core questions to be included on each evaluation. Online courses have an additional set of 11 questions that are added to each online course survey. A standardized evaluation form is used for all courses, which includes both quantitative ratings (typically using Likert-type scales) and the opportunity to provide qualitative feedback about the instructor and course. The form is provided in the Electronic Resource File in 1.2.b(1). The system automatically generates reports from the anonymous results for each course. Instructors use the course evaluations to improve the courses they are teaching by reviewing the evaluations and making changes as needed. In addition, the Program Director reviews all course evaluations to see how courses and instructors are doing.

In addition to teaching, faculty are expected to post and to inform students of office hours and appointment times, to advise students on academic and professional matters, and to assist students who have academic difficulty and/or serious personal problems by referring them to appropriate University personnel.

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

This criterion is met.

Strengths

- Consistent use of annual reviews allows for ongoing assessment of faculty performance as well as planning for faculty growth and development.
- Course evaluations are regularly reviewed as part of the faculty evaluation/performance review and are useful in identifying areas where courses can be strengthened and to determine if new pedagogical approaches are effective in increasing engagement.
- Adjunct faculty have access to the same resources and support as full-time faculty.

Challenges
- More faculty will likely be needed as the Program grows. If needed, more faculty will be recruited to support any additional increases in enrollment.

Plans

Faculty review processes continue to be revised and improved along with continued improvements to course evaluations from students. The MPH Program will be careful to track faculty/student ratio and add full-time faculty as necessary.

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.

4.3.a. Description of the program's recruitment policies and procedures. If these differ by degree (eg, bachelors vs. graduate degrees), a description should be provided for each.

At the graduate level, MCPHS University utilizes a variety of strategies to recruit to the MPH Program. These efforts include: promoting the Program to current students as well as new and existing alumni, offering on-campus events, webinars and moderated chat sessions, attending professional conferences/continuing education events, launching media efforts online and out-of-home, and building affiliations with select hospitals and health clinics.

4.3.b. Statement of admissions policies and procedures. If these differ by degree (eg, bachelors vs. graduate degrees), a description should be provided for each.

All candidates for the Boston campus must submit the following credentials:
- A completed application for admission (3.0 required)
- Official transcripts from all colleges/universities attended
- Current resume
- One letter of recommendation (for on-campus program) from any of the following: math/science professor, work supervisor or academic advisor
- Official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores (if the applicant's native language is not English and their degree was not completed in the United States)

All graduate candidates for MCPHS Online, regardless of non-clinical degree program, submit the following credentials:
- A completed application for admission (3.0 preferred; candidates with below a 3.0 are considered based on experience, interest, and a program director interview)
- Statement of Goals
- Official transcript from qualifying bachelor's degree program
- Current resume

- Official Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) scores (if the applicant's native language is not English and their degree was not completed in the United States)

All candidates for the Dual Degree or Add-On Certificate must submit the following credentials:

- A completed application for admission with signed support from Home Program Director (3.0 GPA is required for Dual Degree or Add-On Certificate students)

- Statement of Goals

- One letter of recommendation

- Resume

MPH Program Admission Requirements

- An earned bachelor's degree from an accredited college or university

- Experience, interest or current employment in public health

- A minimum TOEFL score of 79 (internet-based) for all candidates for whom English is not the first language

- An interview, if deemed necessary by the MPH Program Director

4.3.c. Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading and the academic offerings of the program. If a program does not have a printed bulletin/catalog, it must provide a printed web page that indicates the degree requirements as the official representation of the program. In addition, references to website addresses may be included.

Recruitment materials for the MPH Program can be found both the in the electronic resource file within folder 4.2 and online at the following link:

https://www.mcphs.edu/academics/school-of-arts-and-sciences/public-health/public-health-mph

4.3.d. Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree, for each of the last three years. Data must be presented in table format. See CEPH Data Template 4.3.1.

Table 4.3.1 Quantitative Information on Applicants, Acceptances, and Enrollments, 2014 - 2017

		2014-2015	2015-2016	2016-2017
MPH	Applied	40	45	50
	Accepted	38	42	48

	2014-2015	2015-2016	2016-2017
Enrolled	37	37	45

4.3.e. Quantitative information on the number of students enrolled in each specialty area of each degree identified in the instructional matrix, including headcounts of full- and part-time students and an FTE conversion, for each of the last three years. Non-degree students, such as those enrolled in continuing education or certificate programs, should not be included. Explain any important trends or patterns, including a persistent absence of students in any degree or specialization. Data must be presented in table format. See CEPH Data Template 4.3.2.

Table 4.3.2 Student Enrollment Data from 2014 to 2017

	2014-2015		2015-2016		2016-2017	
	HC	FTE[21]	HC	FTE	HC	FTE
MPH Community Health	77	32.4	103	43.6	119	69.9

4.3.f. Identification of measurable objectives by which the program may evaluate its success in enrolling a qualified student body, along with data regarding the performance of the program against those measures for each of the last three years.

Table 1.2.c Outcome Measures, Targets and Performance for 2014-2017

Outcome Measure	Target	2014-2015	2015-2016	2016-2017	Mechanism to Track Data
Instruction					
Percentage of students passing courses with a grade of B minus or better	80%	90%	93%	92%	Registrar/OnCall database
Average GPA for admitted students will be ≥3.0	≥3.0	3.1	3.2	3.1 (Boston) 3.0 (Online) [22]	Admission

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

This criterion is met with commentary.

Strengths

---

[21] FTE calculated with part-time students at .33 or .66 FTE

[22] The campus-based program began in fall 2015 and we did not separate the average GPA for the first year. In 2016-2017, we separated the average GPA by Boston and Online.

- Student admission requirements are consistently applied both for admission to the university and admission to MPH Program.
- Admissions activities such as information sessions, tables at conferences, and online marketing strategies for enhanced recruitment are ongoing, with program growth reflecting the successes of these activities.

Challenges

- The MPH Program would like to attract a more diverse pool of applicants as stated earlier in 1.8.
- Some students need additional writing supports and services that were not identified during the admission process.

Plans

Improved assessment of writing ability and early identification of students for whom academic writing may be more challenging. Once identified, these students will receive additional support to ensure writing development continues throughout the Program.

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.

4.4.a. Description of the program's advising services for students in all degrees and concentrations, including sample materials such as student handbooks. Include an explanation of how faculty are selected for and oriented to their advising responsibilities.

All students, both online and on campus students, are required to attend the New Student Orientation in the fall and spring prior to the beginning of the academic semester. Ongoing feedback from previous incoming classes of students continues to shape the content and depth of this event. Currently orientation includes a welcome and program overview from the Program Director and core faculty, presentations by librarians, an overview of student support services, and other faculty and staff as time allows.

Students then attend "break-out" sessions with their individual departments/divisions. The "break-out" sessions include discussion of academic policies and procedures, distribution of the MPH Program manual, and a question and answer session. These sessions are followed by meetings with individual advisors.

The Program provides students with the MPH Program Manual, which includes common information relative to program structure and governance, links to policies in the Student Handbook and University Catalog, contact information, frequently asked questions, curriculum, discussion of libraries, computer labs, campus administrative offices and procedures, and other institutional resources and policies.

Formal advising for students enrolled in the Program takes place in the context of the relationship between the student and their faculty advisor. All students are assigned an advisor from the MPH core faculty following admission to the Program. Right now, the students are broken down in the following manner and each faculty member serves as an advisor for approximately 40 students:

- Virginia Briggs – all online students with last names A-M
- Carly Levy – all online students with last names N-Z + all dual degree students (OD/MPH; PharmD/MPH (BOS); PharmD/MPH & Certificate (W/M); MS/MPH; BS/MPH)

- Lindsay Tallon – all campus-based students

To the extent feasible, student and faculty interests are matched in this assignment process. For example, one student was assigned a faculty advisor during the enrollment process, but asked to work with Carly Levy since they had a shared background in the military. Supportive documents for faculty advising (e.g. graduation checklist and MPH Program Manual) have been developed in conjunction with, and to support, the student handbooks to facilitate the process.

Students are expected to meet with their advisors on a regular basis throughout their programs of study. Faculty advisors are available for help and guidance in planning coursework. In addition to academic advising, faculty support students' selection of field experience sites and are responsible for monitoring student performance and completion of competencies. Faculty advisors are responsible for tracking the academic progress of their advisees, and to identify any gaps or concerns relative to progress toward the degree. Individual faculty members are aware of students having problems in their courses and often discuss academic situations with the student's faculty advisor as well. The general academic status of each student is reviewed at the end of each semester by the Academic Standing Committee. For students that need it, academic advisors work with students to develop an Academic Improvement Plan and/or refer students to additional offices such as counseling and disability support as needed.

4.4.b. Description of the program's career counseling services for students in all degree programs. Include an explanation of efforts to tailor services to meet specific needs in the program's student population.

Career advising is primarily provided by faculty advisors and program faculty. Faculty advisors discuss career options with students throughout their education. During field training, students often obtain career advice as well as references from public health practitioners in the field. Students consult with faculty about possible job opportunities near graduation time. Job announcements received by faculty are forwarded to the students and posted for all students to view.

The MCPHS University Center for Professional Career Development (CPCD) is another source that is available to students. The Center aims to provide all students with individualized advising, industry-specific information and resources, development of job search skills and the opportunity

for hands-on professional experiences to support personal goals and career success. The CPCD is a good resource for mock interviews, providing job search tips, and CV/resume and cover letter assistance; they also offer free services to alumni for life.

Examples of other professional development opportunities include:

- Joint travel with faculty and students to attend and present at the American Public Health Association (APHA) Conference in Boston, MA.
- Joint travel with faculty and students to attend the Massachusetts Public Health Association (MPHA) annual meetings in Worcester, MA.
- Joint travel with faculty and students to attend and present at the Association for Prevention, Teaching, and Research (APTR) Conference in Santa Fe, NM.

4.4.c. Information about student satisfaction with advising and career counseling services.

The Program surveys students at the midpoint of each semester with mid-semester course evaluations that ask questions regarding student satisfaction with teaching, and at the end of the year regarding student perspectives on the academic year, including advising and career counseling services. Formal exit interviews conducted with students after completion of the Program as well as alumni interviews six months after graduation also ask students about their experience and thoughts regarding the advising and career counseling they received while enrolled. Examples of student exit interviews and alumni interviews are available (ERF 2.7).

Examples from the exit survey include:
- "I thought this program gave us the best foundation for working in the field of public health. The Program's professors were amazing to work with and cared about the success of the students."
- "I think the MPH is a great Program that teach a lot about all the core functions for public health. It prepares us for many aspects, and I feel like that I gain a lot skills from this program that can help me in my future endeavor."

4.4.d. Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and

about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

The Master of Public Health Program, along with the other Schools and Programs within MCPHS University, follow University-wide grievance policies related to both academic and non-academic issues. In terms of academic issues, the University has an Academic Policies and Procedures section within both the University Catalog and University Student Handbook, which includes grievance procedures. Included within the Academic Policies and Procedures section are Grading Policies, such as the Grade Appeal process, as well as the Academic Dismissal and Appeal Process.

With respect to non-academic issues, including discrimination, students' grievance procedures are included in each of the University's policies and procedures: Affirmative Action Policy & Non-Discrimination Policy, Protection from Harassment Policy (Title IX), and the MCPHS University Compliance Hotline. The Deans of Students oversee the Student Code of Conduct and Discipline System and students may bring forward concerns and grievances (non-academic) through this system. The Academic Honesty Policy also includes grievance procedures. There have been no grievances or complaints filed with the MPH Program.

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

This criterion is met.

Strengths

- The New Student Orientation is held each fall and spring and each student is provided with access to the MPH Program Manual and University resources (Student Handbook and University Catalog) to ensure that he/she begins a course of study prepared with the necessary information to be successful.
- Each student is assigned a faculty advisor at the beginning of the school year and students are encouraged to meet with their advisors regularly throughout their programs. Recent student survey results indicate that most students are satisfied with program advising, but would like career counseling services to be enhanced. The Program is actively exploring

ways to better meet students' career guidance needs, such as enhancing alumni partnerships with current students to provide mentorship and career advice.

● A list of search engines and agencies for jobs was developed in a Google document and a job board of announcements was developed in Blackboard Community in spring, 2017. Job postings and internships are also sent out via email.

Challenges

● It is difficult to ensure students are aware of extent of the resources offered to them at the Center for Professional and Career Development. The MPH Program plans to work to make sure all students are aware of the resources available.

Plans

The MPH Program is in the process of creating a database with alumni willing to mentor current graduate students. One of our current students works in alumni development and would like to partner with us on enhancing alumni services. The MPH Program would like to develop a survey to assess student satisfaction with current advising policies and procedures and incorporate any feedback or suggestions.