

REVIEW FOR ACCREDITATION
OF THE
MPH PROGRAM
AT
MONTCLAIR STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the MPH Program at Montclair State University. The report assesses the program's compliance with the *Accreditation Criteria for Public Health Programs, amended June 2011*. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation, and a visit in November 2014 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the program and verify the self-study document.

Montclair State University (MSU) has evolved since its initial establishment in 1908 as a two-year Normal School. In 1927, the New Jersey State Normal School at Montclair became Montclair State Teachers College. The institution then transitioned to Montclair State College in 1958, and in 1994, MSU became the first of the New Jersey state colleges to become a university.

MSU offers nearly 300 majors, minors and concentrations. MSU has six colleges and serves over 20,000 undergraduate and graduate students. MSU was described by the U.S. Education Trust as a "Top Gap Closer" for increasing graduation rates for minority students, which speaks to the diverse student population.

The MPH program at MSU is housed in the Department of Health and Nutrition Sciences in the College of Education and Human Services. The MPH program was approved to begin enrollment in fall 2009. In the first year, 14 students were accepted. Since the program began, it experienced rapid growth, with 49 students currently enrolled. The program seeks to advance the goals of Healthy People 2020 and the National Prevention Strategy and to contribute to a diverse public health workforce.

The MPH program at MSU was approved as an applicant for CEPH accreditation in June of 2012. This is the program's first accreditation review.

Characteristics of a Public Health Program

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

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

These characteristics are evident in the public health program at Montclair State University. MSU is accredited by the Middle States Commission on Higher Education (MSCHE). The program's goal statements emphasize the importance of instruction, research and service, and its organizational culture embraces core public health values and goals. The program is also committed to interdisciplinary collaboration, as reflected in its goals and value statements. Faculty collaborate with other departments throughout the institution, and the program is housed in the health and nutrition sciences department which promotes further collaboration. The program director strongly encourages student-faculty interaction involving research, career and academic advising. The program has adequate resources to support MPH students and has successfully defined metrics and processes to allow it to continuously evaluate its activities and ensure relevance to public health practice.

1.0 THE PUBLIC HEALTH PROGRAM.

1.1 Mission.

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

This criterion is met. The program has a clear and concise mission statement that focuses on social justice and aligns with the mission of the university. The program's mission is as follows:

The mission of our program is to prepare culturally competent professionals in public health. With a strong focus on social justice, which is consistent with the missions of the University, College, and the Graduate School, this interdisciplinary academic and experiential program trains public health practitioners with professional skills for planning, implementing, evaluating, and sustaining efforts to enhance population health and eliminate health disparities. The program seeks to advance the goals of Healthy People 2020 and the National Prevention Strategy; and to contribute to a diverse public health workforce. Graduates of the program are prepared for careers as practitioners and leaders in a diverse array of public health settings.

The stated values that guide the program are social justice, community engagement, critical thinking and cultural competency. The program has established instruction, research, and service goals with quantifiable indicators related to each goal statement.

The program provided measurable objectives for each of the three goals.

In the fall of 2011, the department worked with an organizational consultant to create vision and mission statements. The final mission statement was developed by faculty during four all-day meetings held between May 2012 and August 2013. The statements were developed with internal stakeholder input involving university administrators, faculty and students; external stakeholder input was obtained from the Community Advisory Board. Through stakeholder input, a specific mission-focused essay was added to the application for admission to the program.

The mission, goals and objectives were shared with the college dean and the MSU president. The mission and vision statements have been placed on the department website and sent to current students via email. The MPH listserv also highlights the MPH mission statement.

1.2 Evaluation and Planning.

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

This criterion is met. The program has a newly implemented process for monitoring and evaluating its efforts, assessing the program's effectiveness and using evaluation results in ongoing planning and decision making. The program piloted the reporting process in May 2013 with implementation in the following year. The self-study identifies sources of data, timelines and individuals responsible for collecting data on graduation rates, employment rates, faculty instruction, research and service, community engagement and workforce development.

The graduate program coordinator is responsible for oversight of all program evaluation processes, with the assistance of the MPH Program Steering Committee, to assure that the program is meeting student needs and is responsive to CEPH accreditation criteria. The Steering Committee, meeting twice monthly, is charged with developing, updating and administering MPH student surveys and with analyzing data collected. The graduate program coordinator, faculty and the standing program committees review data on the measurable objectives established for the program to recommend corrective actions as needed. In addition, the full public health faculty meet twice monthly to discuss issues related to the graduate and the undergraduate public health programs. The self-study shows that targets set for all 13 MPH program objectives are being met or exceeded.

The program collects student survey data upon entry to the program, after 18 credits are completed and at the time of graduation. In 2013, the program began surveying alumni one and two years post-graduation. The program also has access to data from a newly developed, college survey of alumni three to five years post-graduation. The graduate program coordinator and the accreditation coordinator compile data and summarize findings by the end of June each year with a report to the faculty. Findings are reviewed in the annual fall faculty meeting for evaluating progress, deciding actions needed for the new academic year and for refining long-term strategic planning. Members of the Community Advisory Board who met with site visitors expressed enthusiasm for continuing to have input regarding evaluation and planning activities following their participation in developing and reviewing the self-study document.

Because the program is relatively new, there is no database designed to track students from their initial application throughout matriculation and post-graduation. However, the graduate program coordinator has access to a graduate school database providing information on applicants and student matriculation, and faculty have access to a newly-developed college database for advising purposes that includes information on past graduates and currently enrolled students.

The Steering Committee met weekly in 2012-2013 and 2013-2014 and consulted with faculty, students, alumni, the Office of Academic Affairs, the Office of the College Dean and the Community Advisory Board to secure input, data and review of items. The program reports that faculty wrote the majority of the self-study document using data and documents from a variety of campus sources. Community Advisory Board

members who met with site visitors indicated that board members were actively involved in reviewing the self-study document and providing input. One board member stated that she edited the document.

Students participate in evaluation and planning efforts through their service on committees, such as the Student Advisory Committee, the Steering Committee and the Curriculum Committee. Since spring 2014, two student representatives will attend the health faculty meetings. Students in a meeting with site visitors indicated that they had many opportunities for input and review of the self-study, and it was frequently discussed in their classes. One student discussed reading the majority of the self-study document and providing editing comments. The students agreed that the document is a very fair and balanced depiction of the MPH program.

1.3 Institutional Environment.

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

This criterion is met. Montclair State University has a defined organizational structure designed to deliver quality education. Policies exist for matters of personnel, budget and finance, curricular development and academic standards. Montclair is accredited by the Middle States Commission on Higher Education (MSCHE). The last MSCHE accreditation took place in spring 2007 and the next review is expected to occur in spring 2017. The university also responds to specialized accreditors in areas such as dietetics, teacher education, consumer sciences, theatre and music, computer science, law and chemistry.

The dean of the College of Education and Human Services (CEHS) is also the chief academic and administrative officer of the college and a member of the university's senior leadership team, and she reports to the provost/vice-president for academic affairs. She oversees seven departments including the Department of Health and Nutrition Sciences, which houses the MPH program. The department chair is the liaison between the graduate program coordinator (GPC) who oversees the MPH program, and the CEHS dean.

The department administrator is responsible for monitoring and administering the program's budget throughout the year. The department chair is responsible for submitting the program's annual budget along with any requests for additional resources to the dean. The dean makes initial decisions and prioritizes requests across all units in the college prior to presenting them to the provost and president, who make final decisions.

With input from the academic clinical coordinator, the department administrator, the student representatives and Student Advisory Committee, the GPC oversees the revision of policies and standards for the program. The program also follows policies issued by Graduate Council.

An ad hoc search committee directs the faculty recruitment process, guided by affirmative action policies. The search committee is appointed by the department chair and composed of full-time faculty members. After identifying finalists, in-person interviews take place with participation from program faculty, staff, and students. Final hiring decisions are made by the dean with input from the committee and department chair.

The staff recruitment process is conducted by a search committee appointed by the department chair. Final hiring recommendations are made by the search committee and decisions are made by the dean with input from the committee and department chair.

1.4 Organization and Administration.

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

This criterion is met. The MPH program is housed in the Department of Health and Nutrition Sciences, which fosters interdisciplinary collaboration with various faculty members. The department also offers courses taught or co-taught by faculty from other departments, such as nutrition and family and child studies. These courses allow the program's students to interact with a different cohort of students and also stimulate diverse collaborations. Faculty members in both programs also collaborate on research. One of the program's adjunct faculty members, who teaches a core course while holding a full-time job in environmental consulting, was described by both students and faculty members who met with site visitors as bringing valuable field experience to the classroom and providing professional networking advantages for both faculty members and students. Additionally, in September 2014, the college began offering a certificate in program evaluation, which requires an additional 12 course credits.

Primary faculty members are involved with two interdisciplinary centers within the college, the Centers for Research and Evaluation in Education and Human Services (CREEHS) and ADP Center for Learning Technologies. CREEHS is a university-based research center that conducts multi-disciplinary and multi-method applied research and evaluation to enhance program planning and outcomes in education, health, and human services. As mentioned by the dean, "the CREEHS center creates a synergy between research and the MPH program, and is extremely helpful in allowing students to get evaluation experience." The ADP center is an interactive laboratory for innovative educational technologies and a hub for trans-disciplinary research. The program is in the planning stages of completing a redesign of the ADP building in order to provide a drop in space for faculty, and to provide more training to incorporate technology in research.

Faculty are involved in a variety of campus-wide committees and workshops, such as the Engaged Teaching Fellows Program, Graduate Council and the Institutional Review Board that enable them to engage with faculty across the university for collaborative activities.

The program's internal organization consists of the graduate program coordinator (GPC) serving as the direct line of authority for most program operations. The GPC is also a member of the program's four non-student committees. The GPC reports to the chair of the Health and Nutrition Sciences department.

1.5 Governance.

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

This criterion is met. The MPH program has five committees that coordinate governance: the Community Advisory Board, the Student Advisory Committee, the Steering Committee, the Admissions Committee, and the Curriculum Committee. Faculty, staff, students, alumni and community partners are involved in the program's daily operation. The MPH program follows the bylaws for the Department of Health and Nutrition Sciences. New bylaws are expected to be completed and voted on by the end of the 2014-2015 academic year.

The MPH Community Advisory Board is the primary source of feedback from community partners and public health professionals outside of program faculty. The Advisory Board consists of professionals who are actively engaged in public health work. The committee includes an alumna, one representative from a public health agency, one non-profit employee, an advanced level professional, entry-level professional, an agency administrator and at least one previous preceptor. The board had an active hand in revising and providing feedback on the self-study.

The Student Advisory Committee was developed to share information and feedback, provide input to faculty about changes or initiatives being considered and discuss issues of importance to the students. The committee is composed of four students total; two student representatives elected by the student body, two first year students and two second year students. In 2009, the MPH Student Organization (MPHSO) was also developed to allow students to gain deeper understanding of public health principles and to become stronger public health advocates. While on site, both alumni and students expressed the program's responsiveness to meeting the students' needs and improving various areas of concern such as the organization and length of the community project/internship and the quality of the biostatistics course. A mentoring program is also in the works and will be fully up and running in the spring of 2015.

The Program Steering Committee includes three faculty and one student. The GPC oversees curriculum, and general program development. Together, the GPC and the Steering Committee are responsible for planning the mission, goals, objectives, implementation and evaluation of the program and for ensuring quality education. The Steering Committee is also responsible for developing, updating and administering student surveys and for analyzing survey data as a part of program planning and evaluation.

The Admissions Committee oversees the admissions process by reviewing all potential applicants and making admissions selections based on established criteria. Members are three primary MPH faculty, including the GPC. The GPC works with the Graduate School to manage student files and notify applicants of admissions decisions. The GPC also plans and manages an orientation for incoming MSU MPH students.

The Curriculum Committee is responsible for reviewing the current course offerings and program competencies to ensure that they are in line with the program's vision, mission, goals, and objectives. The committee consists of at least three primary faculty, including the GPC, as well as one MPH student. All curriculum recommendations go directly to both the GPC and department chair who determine the best mechanisms for processing these recommendations. Major changes to the program, such as adding or removing courses from the program, must be reviewed and approved by the Graduate Council and provost. New courses and course alterations are processed within the college and then submitted directly to the provost.

All faculty members participate in decisions regarding the budget and resource needs. Budget-related requests are submitted to the department chair, a primary faculty member, who then submits an annual departmental budget along with requests to the CEHS Dean.

Retention, promotion, and tenure are first processed at the departmental level and are then submitted to the dean of the College of Education and Human Services, who forwards recommendations to the provost for all Health and Nutrition Sciences (HLNS) tenured and tenure-track department faculty members.

1.6 Fiscal Resources.

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

This criterion is met. A state budgeting process results in an allocation of funding to the university. State funding has declined from 50% of the total budget in fiscal year (FY) 1997 to about 21% in FY 2015. The university has increased tuition, student fees and other sources of revenues to cover the decline in state appropriations. For comparison, total revenues from tuition and fees have increased from 31% of the university's budget in FY 1997 to 55% in FY 2015. The budget development process occurs in the spring

semester with the department chair submitting a budget request, including requests for additional program resources, to the college dean, who prioritizes requests across all units and presents a proposed college budget to the provost and the president, who make final decisions. Additional resources for a department are dependent upon the state's budget situation, tuition rates and other factors. Discretionary funds used for operations allocated to the college are dispersed to the departments based on \$825/full time equivalent (FTE) for full-time clinical and adjunct faculty in the department. Departments may request supplemental funding based on enrollment increases. Such requests are reviewed at the college level and, if merited, forwarded to university administration for a final decision. Unspent funds in the operating budget are usually reinvested in the university's physical assets because the state does not provide capital renewal and replacement funds. The university controller distributes 15% of indirect cost recovery funds to the college, 25% to the department and a minimum of 10% to the principal investigator responsible for generating the external funds.

The university allocation of funds to the department does not identify the percentages of the total allocation that is derived from tuition, fees, state appropriations or other sources. The Department of Health and Nutrition Sciences has two programs: public health and nutrition and food science. The MPH program budget data presented in the self-study are approximations based on student enrollment. At the time of the site visit, the department reports 49 public health graduate students and 160 undergraduate students (who are not included in the unit of accreditation or the estimated budget) plus 693 total students in nutrition and food science. University funds are the largest source of funds for the program, averaging at least 93% of the overall budget each year. Faculty success with grants and contracts has resulted in a total of \$38,144 indirect cost recovery funding for the past two and one-half years.

Table 1 presents the approximate sources of funds and expenditures for the MPH program for the past four years, with revenue more than covering expenditures in each of these years. The budget has increased from about \$292,000 in 2011-2012 to nearly \$327,000 in 2014-2015. University funds have remained the same in amount for the last three years. Of total revenues for fiscal year 2013-2014, the latest completed year, 97% was from university funds and 2% of funding from college travel funds. College travel funds are made available on faculty request and are not provided to the department and program as part of the budget process. Because indirect cost recovery funds have not been finalized beyond January 2014, total revenue and the percentages by source will change for 2013-2014. The program reports over \$15,000 in indirect cost recovery funds for 2012-2013. The Graduate School provides assistantship funding which is reported by the program as in-kind support.

Of overall expenditures for fiscal year 2013-2014, faculty salaries and benefits constitute nearly 87% and staff salaries and benefits nearly 11%. Operations accounted for less than 1% of total expenditures and travel for about 2%.

The program identifies five fiscal resource outcomes that measure faculty travel to conferences, graduate assistantships, professional development funding for primary faculty, access to software needed by primary faculty for research activities and professional staff support for the program. The program reports meeting the annual target of all faculty receiving travel funding for at least one conference presentation. The program reports five assistantships over the past three years exceeding the target of three. The program also reports that 80-83% of primary faculty have received professional development funding for the past three years, exceeding the target of 40%. The program indicates that the other two targets regarding professional staff support of 1.0 FTE and faculty access to research software are not met.

Table 1. Sources of Funds and Expenditures by Major Category, 2010 to 2015

	2011-2012	2012-2013	2013-2014	2014-2015*
Source of Funds				
University Funds	274,243	318,234	318,688	318,423
Indirect Cost Recovery	17,752.69	15,494.75	4,897.00**	NA
Graduate assistants	In kind	In kind	In kind	In kind
Travel funds from Dean's Office***	5000	9800	6500	8500
Total	292,495.69	343,528.75	330,085.00	326,923.00
Expenditures				
Faculty Salaries & Benefits	266,918	282,216	282,216	282,216
Staff Salaries & Benefits	6,134	35,259	35,249	32,259
Operations	1,011	759	1,213	948
Travel***	5500	9900	6600	8800
Total	279,563.00	328,134.00	325,278.00	324,223.00

* Estimated budget

** As of January 2014

*** The Dean's office provides travel funds for faculty to present at peer-reviewed conferences. Amounts available are \$1,500 per academic year for one conference or \$2,000 (total) for two conferences. These funds are dispersed by the Dean's office as requested by faculty and are not provided to the department/program in the department budget process.

1.7 Faculty and Other Resources.

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

This criterion is met with commentary. The program reports six primary and four secondary faculty members for the MPH degree in community health education. Each of the primary faculty teaches at least one MPH course per academic year. The program has approval to hire a temporary instructional specialist to begin working with the undergraduate public health program in January 2015. A search for a non-tenure-track instructional specialist has resulted in two highly qualified candidates; and the department has requested university approval to make an offer to both candidates.

The full-time equivalent (FTE) faculty workload is 24 credits per year, which may include up to six credits per academic year for those participating in the MSU Faculty Scholarship Program or up to 15 credits per

year for grant buyout. The department chair receives 12 reassigned credits per year and the GPC and the accreditation coordinator receive reassigned time of six credits per year. Using the primary faculty FTE, the program reports the student-faculty ratio (SFR) for the MPH degree at the time of the site visit as 7.21, which is higher than the combined average of 5.85 for the three previous years. The higher SFR is largely the result of an increase in FTE students, rather than a decrease in faculty FTE. The SFR remains close to the program's desired target of seven or under.

The program has 0.50 FTE staff with about 0.40 FTE contributed by the academic clinical coordinator (ACC) who is responsible for working with MPH students in identifying field sites, maintaining relationships with field agencies and preceptors and developing and maintaining internship and community project handbooks. The department administrator and the department secretary each provide about 0.05 FTE to the MPH program by providing support such as scheduling classes and meetings. These three full-time staff members also provide support services to the undergraduate and other graduate programs.

Campus administrators who met with site visitors expressed strong support for the MPH program and view it as an emerging centerpiece for developing the human services component of the College of Education and Human Services. They noted that strengths include the program's connection to the community, the emphasis on social justice, faculty efforts to reduce health disparities and the competent, highly dedicated faculty. Administrators indicated a growing awareness of the probable need for additional faculty due to anticipated program growth that will be discussed with the university president.

The department is located in University Hall, which contains 50 classrooms and lecture halls that offer DVD and TV access, document cameras and laptop projection capabilities. The MPH program does not have dedicated classroom space; classrooms are assigned by the campus registrar based on course offerings. Each faculty member has an individual office and students have access to study areas and lounges throughout the building. In addition, the building contains both large and small conference rooms and some research space including rooms available for conducting focus groups.

Computer facilities and resources are excellent with technology access and support for students, staff and faculty provided by the university's Office of Instructional Technology. The college's ADP Center for Learning Technology offers access to an array of digital technology and resources as well as instructional technology resources. The college's Office of Technology Services supports faculty with hardware and software needs. The university's Division of Information Technology provides instruction, support, services and resources to faculty and students to help them in developing skills in use of technology. Each faculty and staff member has a university-provided laptop or desktop computer and printer. Computing labs for students located in Sprague Library, the Student Center, and in University Hall are

available 24/7. Students and faculty may borrow laptops from the help desk in University Hall or in Sprague Library; and 12 laptop computers are available for student use in the ADP Center for Learning Technology.

Library and information resources are readily available for use by faculty and students thorough the Harry A. Sprague Library with holdings of more than 400,000 volumes and over 1000 periodicals. The library provides access to an additional 20,000 periodicals, including journals relevant to public health, through online index and abstract databases.

Other resources available to program faculty and students include: poster printing support by the college for conferences and the MPH practicum fair, travel support by the department and college for conferences, faculty research and teaching sabbaticals by the provost's office, and graduate assistantships provided by the MSU Graduate School. The Research Academy for University Learning (RAUL) provides resources to encourage faculty exploration of student learning concepts and to facilitate more in-depth faculty understanding of approaches to foster improved student learning. The RAUL offers feedback services, teaching tips, Faculty Teaching Circles, the Provost's Speakers Series for University Learning and the Engaged Teaching Fellows Program (ETFP). The ETFP is a year-long fellowship that pairs junior faculty members with teaching mentors to expand their instructional approaches such as use of technology, service-learning, community-based research and interdisciplinary student-involved pedagogies that create opportunities for learning beyond lectures and seminars. Of note, five of the six primary public health faculty have participated in the ETFP as mentees or as mentors.

The program has established four outcome measures to assess the adequacy of its faculty and other resources. The program has met its targets for faculty office space and a primary faculty FTE above 3.0. The target of an SFR of 7.0 or under was slightly exceeded in fall 2014. With about 0.5 FTE staff support reported for the past three years, the target of at least 1.0 FTE of professional staff support, identified by the self-study document for Criterion 1.6, has not been met. Although not identified as an outcome measure, the program reports that a proposal for increasing research and grant space is under development for submission to the college dean.

The commentary relates to an insufficiency of staff support for a growing MPH program. Faculty who met with site visitors consistently identified professional staff as the program's greatest resource need. As additional MPH students enroll, the need for advising support and especially for timely facilitation of field practicum placements will become an increasingly critical resource issue. The program is encouraged to develop persuasive rationale for expanding staff support as part of an ongoing quality improvement process required for program success over time.

The second commentary relates to the target set for online access to scientific journals. The target was not met granting students and faculty access to only 46% of journals. It is important for graduate students and faculty have access to the majority of journal resources they will need for learning, teaching and research success.

1.8 Diversity.

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

This criterion is met. MPH faculty meet twice each year to ensure that curricula address all competencies paying special attention to cultural competency and diversity. The Community Advisory Board also provides feedback as to the adequacy of the curriculum in addressing diversity and cultural competency.

The program follows university policies on recruiting and retaining a diverse faculty and has developed two program specific policies including the following: 1) Faculty search committees are encouraged to identify venues where MSU can place advertisements for faculty positions, and 2) Faculty search committees are encouraged to identify special interest groups within larger professional organizations that would be likely to facilitate contact with potential faculty from underrepresented groups.

There is a commitment from the department chair to recruit, develop, promote and retain a diverse staff. The program also follows the university policies for staff recruitment and student recruitment. The student body of the program reflects a commitment to recruiting and admitting a diverse student body. The Community Advisory Board evaluates the effectiveness of the program's diversity initiatives at least annually.

Three required courses, HLTH 501, HLTH 504, and HLTH 555, explicitly reference diversity or cultural competence. In addition, diversity and cultural competence are key components of student fieldwork experiences in community projects, including international sites in Nicaragua and Cuba, and in domestic internships in non-profit organizations, health departments, hospitals, and managed care organizations. The faculty on the Accreditation Committee reviewed diversity plans and documents from other accredited public health programs and selected and revised strategies that were consistent with MSU's plans and policies. The resulting diversity plan was reviewed by the full program faculty, the Student Advisory Committee and the Community Advisory Board. The diversity plans and policies will be reviewed every two years by the full program faculty, the Student Advisory Committee and the Community Advisory Board. These reviews will measure progress and ensure that the diversity plan remains consistent with overall MSU policies and plans regarding cultural competence and diversity.

The program collected data from student applications, and departmental data lists the percentage of target objectives accomplished for academic years 2012-2013, 2013-2014 and projected for 2014-2015.

The program demonstrated that its diversity objectives for student applications and faculty were exceeded in both 2012-2013 and 2013-2014. The overall target for non-white applications was 40% and the program reported 42% in 2013-2014 and 53.6% in 2013-2014.

The university has further demonstrated its commitment to diversity by awarding programs an additional faculty appointment when the program recommends a minority appointment. The MPH program recently requested two new undergraduate faculty appointments under this policy. This action was requested, but may not be finalized.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

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

This criterion is met. The program offers a single MPH degree in community health education.

In addition to coursework in the five core public health knowledge areas, the program requires coursework in program planning and evaluation, research methods and health disparities and social justice. Students complete the degree with advisor-approved electives, a fieldwork experience and a culminating experience. Table 2 presents the program's degree offering.

Table 2. Degrees Offered	
Specialization/Concentration/Focus Area	Degree
Community Health Education	MPH

During the site visit, students mentioned that the community health education concentration stood out as a positive factor when considering other MPH degree programs. Alumni stated that the community health education concentration met their needs, efficiently prepared them for the workforce and has helped them to perform more competently in comparison to their colleagues. One international student stated that the design and quality of the community health education concentration persuaded her to choose this program over two other programs that offered her full scholarships.

2.2 Program Length.

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

This criterion is met. The program has a minimum requirement of 42 credits for degree conferral. One semester hour, typically representing 50 minutes of class activity per week for 15 weeks, is equal to one credit. Required courses for the MPH degree are typically three credits.

2.3 Public Health Core Knowledge.

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

This criterion is met. The program offers courses in all five required areas of public health. Waivers of core courses are not permitted. Table 3 contains the core curriculum for the MPH program. Site visitors reviewed the syllabi for each of the core courses.

Table 3. Required Courses Addressing Public Health Core Knowledge Areas for MPH Degree		
Core Knowledge Area	Course Number & Title	Credits
Biostatistics	STAT 500 Biostatistical Methods for Research Workers I* "or"	3
	FCST 506 Introductory Statistical Methods in Family and Child Studies	3
Foundations in Epidemiology	HLTH 565 Epidemiology	3
Environmental Health Sciences	HLTH 502 Determinants of Environmental Health	3
Social & Behavioral Sciences	HLTH 504 Behavioral and Social Science in Health	3
Health Services Administration	HLTH 580 Health Policy and Politics	3

Initially, the site visit team had concerns about the depth of public health core knowledge provided in the environmental health and biostatistics classes, since both are taught by adjunct faculty members. In some cases, adjunct faculty members may not be as connected to primary faculty and to the overall curriculum and intended learning outcomes. However, discussions with the environmental health faculty member as well as current students confirmed the quality and depth of coverage in the core environmental health class. This impression was supported by site visitors' review of the syllabus.

While site visitors were not able to meet with the faculty member teaching biostatistics, due to a schedule conflict, students stated that the biostatistics course was one of their favorite courses, and though the class was in a different department, the professor truly adapted the material to reflect the needs of public health students. Reviewers learned that this faculty member, whose appointment is in family and child studies, has consulted with public health faculty members extensively, seeking to add readings, examples and other components that would shift the course's focus to incorporate a public health perspective.

Students indicated that they felt extremely well-prepared to apply the biostatistics skills in further public health courses and internships.

Site visitors identified the need for more in-depth curricular attention to address health services administration core knowledge, ie, organization, personnel management and finance, etc. Following the site visit, the instructor for the health policy and politics course refocused the course with additional course objectives and activities related to health management and added significant material from two health management text books. Management and administration are areas that many public health employers from around the country have identified as among the most important skills they seek in a new hire.

2.4 Practical Skills.

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

This criterion is met. HLTH 604 is a 180 hour required fieldwork experience. The internship experience is rigorous and required for all students. No students have received a waiver of the fieldwork experience. The self-study identifies 35 unique fieldwork sites where 25 students were placed in 2012-2013 and 29 in 2013-2014.

Procedures, policies and forms required for the field experience are included in the internship handbook and disseminated via a fieldwork website. A new formal syllabus was developed in the fall of 2014 for HLTH 604. The program has a full-time academic clinical coordinator who provides substantial support to the internship program. With 35 fieldwork sites, the program demonstrates strong relationships with a variety of relevant community agencies.

Preceptors are expected to hold an MPH or a degree in a health-related field or have at least five years of experience in the specific field which the student will be working. Preceptors are evaluated by the students at the end of the internship. As mentioned by a member of the Advisory Board, the program will launch a preceptor "Orientation and Support Program" in fall of 2015, which aims to improve communication between preceptors and the program and develop a consistent description of the student's obligation and responsibilities during the internship.

Faculty spoke to the quality of the field experience noting that though there is an option to take the internship over three semesters, this is rarely done. Faculty also mentioned a faculty-led review that is done twice, one month into the student's field experience and close to the end of the field experience to determine the quality of the entire process, and to ensure that both the students and the preceptors are getting their needs met. With feedback from alumni about the brevity of the internship experience,

beginning with the fall 2014 cohort, the internship has been combined with the community project to be a six-credit internship course.

2.5 Culminating Experience.

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

This criterion is partially met. All MPH students engage in a required culminating experience following the internship. At present, the culminating experience requires completion of a community project with an external agency, involving approximately 90 hours of time commitment in one semester. This requirement is fulfilled through the three-credit HLTH 605 Community Project course, for which there is a detailed syllabus and a thoroughly developed handbook. The course objectives address public health leadership, cultural competency, time management, project management and networking. In addition, the syllabus indicates that the experience will address one of the program's defined competencies: "Work collaboratively with diverse communities and constituencies while demonstrating high levels of personal and professional ethics and cultural competency."

Each student submits a written agreement that defines the expected deliverables for an agency or organization that must be approved by the preceptor, academic clinical coordinator and the faculty advisor. Progressing satisfactorily through the experience requires the student to submit a one-month review and monthly journals, attend three seminar sessions, provide the deliverable work products to the agency preceptor with a copy to the seminar instructor and present a PowerPoint presentation to classmates and faculty at the end of the seminar. A final portfolio consists of a written summary, a self-assessment and reflection, a resume and a copy of the deliverable. An effectively developed grading rubric addresses project commitment (40 points), student commitment (30 points), professional development (25 points) and portfolio submission (5 points).

The concern is that the community project as described above refers to only a single core competency plus two competencies selected by the student with the course focused primarily on meeting the project needs of an external agency, rather than offering students an opportunity to integrate knowledge and skills developed through the curriculum or to demonstrate competency mastery. For compliance with this criterion, faculty must be able to assess whether the student has mastered knowledge acquired through coursework and other learning experiences and has demonstrated proficiency in required competencies. The current community project preceptor evaluation and the grading rubric do not provide for ratings of competency accomplishment or mastery. The self-study indicates that faculty recognize the deficiency; and prior to the site visit, the program has submitted a proposed three-credit HLTH 606 Culminating Seminar to be effective with the fall 2015 student cohort. Upon approval of the new course, HLTH 605 Community Project will become an elective for those desiring a second community experience.

Site visitors reviewed a draft syllabus for the proposed Culminating Seminar, HLTH 606, which stipulates a requirement that students demonstrate mastery of five defined core competencies plus at least one competency from their concentration. Students will complete an e-portfolio that provides evidence of their mastery of the six competencies plus showcase professional, leadership, collaboration, cultural competency and communication skills developed from the MPH program. The students will develop personal mission statements and explore the types of public health career roles they hope to pursue. Most likely, the seminar instructor will invite selected practitioners to discuss professional roles and responsibilities with students to broaden their understanding of career opportunities. The seminar is expected to increase critical thinking, stimulate reflection on MPH program experiences and provide more in-depth learning for students. Site visitors agree that the proposed seminar offers a structured framework that may more fully address this criterion's expectations.

2.6 Required Competencies.

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

This criterion is met. The MPH program has developed eight core competencies and 12 additional competencies for the community health education concentration. The program's competencies were established based on source materials from the Association of Schools and Programs of Public Health and the National Commission of Health Education Credentialing.

During the site visit, primary faculty members described a day-long meeting that they attended to discuss the competencies that were being taught in each of their courses and to ensure that the competencies were being mapped to the core courses. The HLTH 606 course was added to ensure that all competencies are being taught throughout student matriculation. Faculty members also mentioned the inclusion of guest speakers and projects that allow students to gain experience with competencies to ensure mastery. The completed list of competencies was presented to the Community Advisory Board and to the Student Advisory Committee for comment. The competencies were formally adopted in academic year 2011-2012.

The program conducted its first annual review of the program competencies, including the primary faculty and elected student representatives in the fall of 2014. The core competencies for the MPH program and for each specialty area will be reviewed on an annual basis. The Curriculum Committee will conduct these reviews with input from key stakeholders, including the Student Advisory Committee, student representatives, the Community Advisory Board, and surveys of preceptors and potential employers.

The program competencies are made available to students through the website and in the new student orientation materials. In addition, each course now has added the relevant competencies to the syllabus and/or on the Canvas course site for all required and elective courses. Student data and other feedback have been used to assure that the development of competencies is supported by appropriate coursework and faculty. Students are familiarized with the competencies before and after admission, and in the syllabus for each of the core and required courses.

2.7 Assessment Procedures.

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

This criterion is met with commentary. Faculty members review overall student progress via the online GALAXY reporting system and the college of education and human services' advising system. The online systems provide access to student's progress throughout the program including courses enrolled, GPA and credits completed. The GPC notifies faculty members of any issues pertaining to their advisees' progress.

Surveys are administered to incoming, continuing and graduating students annually to determine their self-assessments of program competencies. Competencies are primarily assessed using direct measures such as examinations, course assignments, class grades and students' performance in field work experiences and the community project. In addition, the faculty supervisor for the HLTH 604 and HLTH 605 courses monitors competencies on the basis of the student portfolio and a final poster session for HLTH 604 or an oral presentation for HLTH 605. Students are required to maintain a "B" or above average grade (> 3.0 GPA) in the MPH core courses. Receiving more than 2 "C" grades results in academic dismissal. Students who receive a grade of "C" in any course receive a warning notice from the Graduate School.

The program assesses the mastery of competencies acquired through the culminating experience and practicum by administering preceptor evaluations. Internship and community project preceptors complete an assessment of each student in the HLTH 604 or HLTH 605 course at the end of each semester. Preceptors and community partners, who have supervised students at any time in the past two years, were surveyed in spring 2014 to assess their perception of our students' abilities to perform core and program specific competencies in an employment setting. On site preceptors noted that "students were prepared, mature, and capable of delivering the quality of work that was expected." The program also plans to assess students via a final ePortfolio with the new development of the HLTH 606 culminating experience course.

The program has met and exceeded its targets for student achievement. For the academic year of 2013-2014, 92% of students had at least a 3.3 GPA, 92.5% of students had an internship grade of at least a B+, all students had a B+ for their community project grade and 80% of graduating students self-identified as being “competent or very competent” for at least 85% of the competencies.

Since the development of the MPH program in 2009, 81 students have graduated. The overall retention rate is 94%, with only six students withdrawing from the program (three for personal reasons and three for academic dismissal).

For the most recent graduates of the academic class 2013-2014, 72.7% are currently employed in a public health related position. The percentage of graduates employed in a public health related field in 2012 was 85.7% and 77.7% in 2013.

Prior to spring 2014, employment data were collected informally via e-mail by the GPC. Students are now required to provide a non-MSU email address as part of their final community project portfolio (and soon-to-be culminating course ePortfolio). In the spring of 2014, email surveys using Survey Monkey were sent to all program graduates. Beginning in 2014-2015 the College of Education and Human Services will begin an annual alumni survey, which will include the MPH alumni survey items in a college-wide alumni survey.

The GPC also mentioned plans to streamline a database, at the college level, that follows students from acceptance to graduation. The university is also in the process of changing over to a software system called “One Montclair” that will track current students from admission through matriculation and continue to follow them as alumni.

The commentary pertains to the lack of formal solicitation for feedback from employers. Faculty indicated that most preceptors are current employers and faculty rely on them for general feedback about employment readiness. However, specific information on alumni’s mastery of competencies is not collected from respondents, and responses are not used to analyze the curriculum in relation to current students. Program administrators stated on site that due to the small class of alumni, individual alumni would be easily identified based on responses from preceptors/employers; therefore formal employer surveys are not administered. The program does collect information from preceptors on whether they have employed any alumni and asks general questions about the program’s preparation and curriculum, so some limited conclusions may be drawn from existing data. During the site visit preceptors stated that students are prepared, mature and capable of delivering the quality of work that is expected.

2.8 Bachelor's Degrees in Public Health.

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

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

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

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

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

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

This criterion is not applicable.

2.9 Academic Degrees.

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

This criterion is not applicable.

2.10 Doctoral Degrees.

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

This criterion is not applicable.

2.11 Joint Degrees.

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

This criterion is not applicable.

2.12 Distance Education or Executive Degree Programs.

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

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

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

This criterion is met. The self-study document and site visit confirmed that faculty and students are actively participating in research activities. Over the past four years, 80-88% of the primary faculty have had a university-approved faculty scholarship agenda and been engaged in public health research and evaluation activities. Reflecting the institution-wide increased focus on faculty research and increasing numbers of doctoral graduates, campus administrators have filed paperwork seeking classification by the Carnegie Foundation as a research-intensive university.

The program has a clear research mission with policies, procedures and an infrastructure to support research activities by the faculty. Scholarship has a weight of 40% in promotion and tenure decisions, the same weight as for teaching effectiveness. The faculty are engaged in a variety of research activities, such as the following: exploring socioeconomic barriers to accessing healthy foods, racial/ethnic disparities in cancer at diagnosis, dietary/lifestyle factors and cancer risk, HIV/AIDS, infant mortality and adverse birth outcomes in women of color, adolescent health, sexuality education and sexual health, program evaluation for services for pregnant teens in foster care, assessment of New Jersey abstinence education programs and other areas of research focus.

The university encourages a grants-active faculty by returning 25% of indirect cost recovery on grants and contracts to the department and an additional minimum 10% to the principal investigator (PI). If

determined appropriate, the department may increase the percentage to the PI from the department's share. The Office of Research and Sponsored Programs (ORSP) under the direction of the Office of the Provost seeks to increase externally-sponsored funding for research and to assure university compliance with applicable federal and state laws and regulations. In addition to sponsoring regular workshops and training activities on proposal development and post-award administrative activities, the ORSP provides a wide range of pre-award and post-award assistance, including such services as identifying possible funding sources, developing budgets, assisting with online submission of proposals, negotiating award terms and conditions, interpreting complex agency requirements, providing assistance with equipment purchases and others. The ORSP maintains a Sponsored Programs Handbook for principal investigators that is described more fully in Criterion 4.2. The ORSP also provides internal funding on a competitive basis to assist faculty engagement in conducting research projects. The internal funds include a summer stipend of no more than \$4000 for a faculty member to pursue a scholarly or research project, a student faculty scholarship award of \$2000 to provide a stipend for undergraduate students engaged in a faculty-directed research experience and a summer grant proposal development award of \$4000 for an individual or \$6000 for a team preparing a grant proposal leading to funding of \$40,000 or more per year. For funding proposals between \$25,000 and \$39,999, the award is adjusted to 10% of the funding requested. The university confers one university distinguished scholar award per year, which provides 12 credits of released time to pursue a scholarly or creative project that will result in a significant contribution to the field. Research sabbaticals for one semester at full pay or two semesters at half-pay are also available, if approved by the provost.

The college provides travel funds up to \$2000 annually to attend conferences at which papers are presented. The department supplements the college support with \$100 for travel or professional association membership fees. For travel to international conferences, the college will provide up to \$500 additional support if the department provides matching funds. The college also has a Grants Office that provides both pre-award and post-award support and facilitates collaboration with ORSP and the Development Office. The college's Center for Research and Evaluation is a stand-alone center, enabling it to serve as an external evaluator supporting faculty engaged in applied program research. Public health faculty have served as advisory board members for this center, have received research and evaluation support and have provided such support for other units or organizations.

Faculty are engaged in a variety of collaborative research projects with community groups and agencies such as Partners for Health, Rockland Alliance for Health, Inwood House, Hyacinth Foundation of New Jersey, Well of Hope Social Services Agency and the Academy of Nutrition and Dietetics. They participate in research and evaluation activities for projects funded by the National Cancer Institute, the National Institute of Mental Health, the National Institute of General Medical Sciences, the US Office of

Population Affairs, the New Jersey Department of Child and Adolescent Health Programs and the Rockland County (NY) Department of Health and others.

Research funding, including two internal grants, generated by five of the six primary public health faculty as PI during academic years 2011-2014, shows \$192,004 in 2011-2012, \$381,931 in 2012-2013 and \$319,535 in 2013-2014, averaging nearly \$300,000 per year. The size of multi-year funding awards involving primary faculty ranged from \$4,000 to \$555,000. For the past two years, nearly 67% of the primary faculty report engagement in externally-funded research projects. About 56% of the funded projects are community-based, and 67% involve student participation. In addition, two secondary faculty members listed as PIs on two grants plus a primary faculty member serving as a collaborator on a third grant generated funding ranging from \$334,334 to 573,079 for a total of \$1,393,982 over the three years. The combined funding generated by both primary and secondary faculty averaged nearly \$763,000 per year for the three-year reporting period. Indirect cost recovery funding totals \$38,144 for the past two and one-half years.

The program evaluates the success of its research activities using six outcome measures, with one relating to students. The program exceeds each of the targets established for measures of faculty engagement in public health research and evaluation, faculty with a university-approved faculty scholarship agenda, faculty engagement in externally funded research projects, faculty presentations at professional meetings, faculty securing university and college research support and students engaged in activities related to faculty research. According to a listing of publications and presentations submitted for review, five of the six primary faculty and one of the secondary faculty have been active over the past three years in achieving peer-reviewed publications and engaging in professional presentations. The primary faculty report a total of 28 publications over the past three years, with each of the primary faculty members reporting at least three publications. For the last two years, 83% of the primary faculty have secured university or college research support and presented research findings at public health professional meetings. Faculty who met with site visitors indicated that the typical 3:3 teaching load for those with a university-approved faculty scholarship agenda challenges them in finding adequate time for increased research productivity, though they describe the heavy instructional workload as a state issue that is not resolvable at the program or department level.

Students have opportunities for involvement in faculty-led research projects as graduate assistants and also may engage in research as paid and unpaid student volunteers. The self-study reports that 75% of all funded research projects included student participation during the three year period and that nine to 11 students are involved each year in public health related research projects. Students are involved in a variety of research roles such as conducting literature searches; data coding, compilation and entry; focus group/interview data collection; assisting with presentations and writing of scholarly papers. At least four

primary and one secondary faculty member have worked with MPH students on various research projects. Students who met with site visitors reported that faculty describe their research endeavors during class and actively encourage student involvement in research activities. Faculty are characterized as accessible, supportive and aware of individual student interests and professional development needs. One student described his two upcoming presentations at the 2014 American Public Health Association conference and others commented on their opportunities to be co-authors on research manuscripts leading to publications.

3.2 Service.

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

This criterion is met. Service is an integral part of the program, as expressed in the mission and one of their goals. Faculty members are expected to perform service to the department, the university, the community and the profession.

The faculty roles and expectations document serves as a guide for tenure and promotion and also states the expectations for community and professional service activities for faculty. Faculty members are expected to contribute their expertise to address issues of importance in the region, state, and nation. Service is weighted at 20% for tenured faculty.

Faculty members serve on local and regional advisory boards of agencies and professional organizations to contribute public health expertise. The full-time academic clinical coordinator facilitates contacts to connect faculty with various sites for service needs (eg, providing feedback on a survey instrument), and to connect MPH students to fulfill volunteer service needs (eg, supporting all aspects of an ongoing town wellness challenge).

Faculty service is measured by the percentage engaged in university service activities (target of 75%), percentage of faculty with positions on community boards (target of 40%) and percentage of faculty who are members of public health professional organizations (target of 75%). Currently, 55.6% hold positions on community boards; three hold leadership roles in professional organizations, 77.8% are members of public health professional organizations and the program has provided at least 20 professional development opportunities. Faculty members also provide health education sessions at local community organizations, guest lecture at local high schools, provide consultations to other programs, provide technical assistance and conduct manuscript reviews.

Students are involved in service through participation in the MPH SO (student organization) and through assisting faculty with their service projects. The MPH SO has participated in the H1N1 flu vaccine campaign on campus, local breast cancer fundraising walks, providing lactation education and services

for a local organization serving low-income women, the NJ Smoke-free Colleges campaign, and the NJ Breathes state tobacco funding campaign. The organization also assists the department faculty in planning and implementing campus events, for National Public Health Week, such as the 2014 NPHW event bringing Dr. Marion Nestle to campus for a feature presentation.

There is also a student listserv that disseminates service opportunities within the program. Students, faculty, and the academic clinical coordinator use the listserv to post volunteer opportunities such as the NJ AIDS Walk, health education sessions at local community organizations, benefits for populations in need (refugees or homeless youth) and events conducted by professional organizations.

3.3 Workforce Development.

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

This criterion is met. Faculty members participate in workforce development on an ad hoc basis via fostered relationships with constituents and connections made by the advisory board. Program faculty developed formal workforce development goals and objectives in spring 2014. The program lists 20 educational institutions and public health practice organizations with which it has collaborated to offer continuing education.

During spring 2014, the program began a formal assessment of its defined population of interest. Faculty distributed a survey to fieldwork preceptors and community partners to gather information on local public health needs for developing the professional workforce development series.

Based on needs identified during faculty members' interaction with local public health practitioners, and data from the survey, the program has recently initiated a public health workforce development series. The first program was held in the spring of 2014 with over 300 participants; 200 were students and approximately 50 participants were from community agencies and organizations outside the university. Flyers were used to advertise the development series to students and community agency members.

Beginning in September 2014, the Center for Research and Evaluation in Education and Human Services began offering a new certificate in program evaluation. Both the department chair and the GPC are contributing to the program. Expected enrollment ranges from five to 10 new students each year, with approximately half being public health students and professionals. The program also plans to seek status as a CHES credit-offering organization/institution.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

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

This criterion is met. The program's six primary faculty members have doctoral degrees and possess academic credentials relevant to public health, with four faculty holding graduate degrees in public health. Two primary faculty have earned degrees in fields closely related to public health, including allied health education, communications and educational leadership. Five of the primary faculty members have professional public health practice experience and three hold professional certifications or licensure. Of the six primary faculty members, one holds professor rank, three are associate professors and two are assistant professors. The program reports that five primary faculty are tenured and one assistant professor is tenure-track. Of the four secondary faculty members, three have doctoral degrees and all four have credentials highly relevant to the public health.

Primary faculty members teach two of the five public health core courses in the areas of health services administration and social and behavioral sciences. A secondary faculty member from the Department of Health and Nutrition Sciences (HLNS), who is primarily involved in the department's undergraduate public health offerings, instructs epidemiology and a secondary faculty member from the Department of Family and Child Studies instructs a statistical methods course as a substitute for a biostatistics course. An adjunct faculty member serves as instructor of the environmental health core course. The core course faculty are qualified for these instructional responsibilities and are highly praised by the students who met with site visitors.

Among the primary faculty are those who have prior work experiences as evaluation consultants for a variety of community and governmental agencies. Faculty have worked as a clinic-based reproductive health educator and counselor, as a nutrition educator and consultant for the New Jersey Supplemental Nutrition Assistance Program-Education, as an intervention evaluator for the HIV Center for Clinical and Behavioral Studies at Columbia University and the New York State Psychiatric Institute and as a health educator for a non-profit social services agency. In addition to the practice-based experiences of the primary faculty that enrich course discussions, the program lists examples of professionals in community practice and from across the university who provide guest lecturing for public health students. In meetings with site visitors, alumni and students expressed positive views of faculty engagement with the practice community. They reported that practitioners participate in course instruction and serve as frequent guest lecturers and topical speakers to share insights about the realities of work in health settings.

The program has established four outcome measures by which it assesses the qualifications of its faculty complement, including one procedural measure. The procedural measure is the percentage of faculty earning tenure within six years. The remaining three outcome measures include the following: percentage of primary faculty with terminal degrees related to public health, faculty engaging speakers with public health practice expertise in courses and primary faculty holding professional certification or licensure. The program data indicate that all three targets are met.

4.2 Faculty Policies and Procedures.

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

This criterion is met. The online university faculty handbook specifies policies, procedures and expectations governing recruitment, appointment, evaluation and promotion of faculty. The Master State Contract and MSU Local Selected Procedures Agreement serve as a basis for the policies and procedures contained in the faculty handbook. The university annually offers a New Faculty Program to orient new faculty to the university's culture and to help develop cross-disciplinary and cross-college collegiality; the faculty member receives three credits of release time for participation. The university expects faculty to apply for the Faculty Scholarship Program, which provides reassigned time equivalent to one course per semester to conduct research, resulting in a typical teaching load of three courses per semester.

The university is committed to cultivating the best of both teaching and research among its faculty. Faculty may apply to participate in a year-long Engaged Teaching Fellows Program offered by the Research Academy for University Learning. Each participant is matched with a faculty mentor. The program's objectives are to encourage deeper-level learning focused on important teaching and learning theories and on research and to help participants apply the concepts to their own work at MSU.

The Office of Research and Sponsored Programs (ORSP) facilitates and supports MSU faculty in their pursuit of external funding and sponsors competitive applications for Career Development Awards to support projects that help faculty develop new areas of expertise and enhanced professional reputations. The ORSP provides a Sponsored Programs Handbook: A Guide for Principal Investigators and Project Managers that covers the following topics: finding funding opportunities, proposal development, proposal review and submission, award negotiation and acceptance, project start-up, award management and award close-out.

At the program level, mid-career and senior faculty provide both formal and informal mentoring of tenure-track faculty. The mentoring assists newer faculty with developing and enhancing their teaching philosophy and practices and their research agenda. As part of the reappointment process until tenure is

awarded, tenured faculty and the department chair observe tenure-track faculty in their classrooms and provide constructive feedback, guidance and support. A full-time faculty mentor is assigned to each adjunct and visiting specialist to provide both informal and formal mentoring and advising. Adjuncts are enrolled in an online community, Canvas, where they can share concerns and ideas. Full-time tenured faculty members assess teaching expertise of adjunct faculty once during their first year and then every three semesters. The observations plus student evaluations of teaching are used to make informed rehiring decisions. The department holds multiple professional development and support sessions that allow for information sharing and support with adjunct faculty. The full-time public health faculty meet bi-weekly to share information, successes and challenges and to engage in peer support. Student leaders participate in these faculty meetings once per month to share student perspectives. An annual strategic planning retreat attended by full-time public health faculty with an outside facilitator provides opportunity over one-two days each spring to engage in exploring the program's vision, goals and priorities.

The program leadership recognizes a potential communication gap among the faculty and reports plans to use one meeting each semester to invite faculty from other departments and adjunct faculty who are teaching MPH students to participate in discussions regarding the program's vision, mission, goals and objectives and to engage in forming more supportive relationships. These regular, on-going discussions will promote more informed instructional decision-making that considers MPH program expectations and priorities, compliance with accreditation standards and competency-based education. Site visitors concur that implementing such structured communications will influence program success and result in a more unified professional preparation program.

Faculty submit dossiers in the September to November timeframe for annual tenure-track reappointment reviews and for tenure/promotion requests. The Department Personnel Advisory Committee (DPAC), comprised of tenured faculty elected by their department peers, initially reviews the dossier regarding teaching, scholarship and service and submits an assessment to the department chair for review. In turn, reviews and recommendations occur at the levels of the college dean, the provost, and the university president. The university president makes final recommendations to the Board of Trustees. A full tenure review now occurs in the faculty member's sixth year of employment, which until September 2014 occurred in the fifth year of employment. Tenure decisions are based on a weighting scheme of 40% teaching, 40% scholarship and 20% service. In addition to evaluative findings and recommendations, the DPAC and department chair must respond to a specific question--"in what significant way will this appointment contribute to the long-range plans of the department?" Promotion requests are submitted in January with the appropriate rank of faculty members involved in the review process.

The department annually elects a committee of three or more of its tenured faculty to constitute the Department Faculty Range Adjustment Committee (DFRAC), with its charge taken from the Faculty

Union Local Contract. The DFRAC is responsible for certifying that a candidate is eligible for a range adjustment review, based on examining the candidate's date of last promotion, date of last range change and current salary range. The DFRAC forwards to the chairperson the candidate's application, associated documents, the committee's final written evaluation and recommendation and any responses by the candidate to the committee's evaluation.

As a unionized campus, university policies do not require tenured faculty to conduct student evaluations annually and tenure-track faculty are required to conduct student course evaluations for only one full semester per academic year. However, the program reports that most faculty participate voluntarily. For reappointment of tenure-track faculty and for tenure consideration, candidates are required to provide evidence that they have regularly sought feedback from students on effectiveness of teaching and that the information has been used to improve teaching. Student evaluation forms are prepared by the department secretary for each course. With the faculty member absent from the classroom, a student volunteer administers the evaluation, collects the forms and returns them to the department secretary for scanning. Office workers type hand-written comments verbatim and file them along with data reports on each class.

The 20-item evaluation form generally assesses student perceptions regarding clarity of learning objectives, course stimulation of interest in the subject, the instructor's effectiveness and teaching practices, course-related opportunities to learn and build skills and the extent to which expectations were met using ratings ranging from strongly agree to strongly disagree on a four-point scale. Overall course means for eight required MPH courses evaluated in 2013-2014 ranged from 3.14 to 3.8. With another form, the department additionally provides opportunity for an open-ended course evaluation and commentary addressing an overall rating of the course, best features of the course, recommended changes to the course, comments about the textbook and other comments. This form also provides for evaluating each course speaker and course activity using a five-point scale to separately rate both student interest and contribution to student understanding and learning for each item. The department chair reviews the student evaluations and discusses any issues with the faculty involved.

4.3 Student Recruitment and Admissions.

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

This criterion is met. Applications are submitted through the graduate school website. The Admissions Committee sets priorities for each applicant pool. Admissions decisions can be any of the following: full acceptance, deferred matriculation, wait list, rejection.

The policy for admission includes a GRE, application, personal statement, and two letters of reference. The application deadline is March 1 for September enrollment. The graduate school requires a minimum 2.5 GPA for admission, but admission decisions are made at the program level. A deferred matriculation is offered which allows prospective students to take the first two required courses in the program. If they receive a B or better in both courses, they may be fully admitted into the program. Though this initially raised concern with the site visit team, faculty explained the success of those who were admitted as deferred matriculates. Faculty also explained that this admission option is beneficial for both the students and the program in that students with less conventional academic backgrounds are given a chance to pursue the MPH degree.

The program provided brochures, web links and other resource materials that describe the offerings of the program. The program works with the graduate school to identify potential students, and participates in informational sessions held at the university during September and October. In 2013, the MPH program was the featured program for these informational sessions. In September 2013, the MSU MPH was featured at an Idealist job fair held in New York City.

Program provided three outcome measures to evaluate its success in enrolling a qualified student body. The program met its accepted/enrollment target for the last three academic years, but the GPA target was met only in the 2013-2014 academic year. Approximately 20 new MPH students are enrolled each academic year. The program has successfully focused on recruiting Fulbright Scholars.

4.4 Advising and Career Counseling.

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

This criterion is met. The GPC serves as the official academic advisor to all MPH students. The GPC provides a welcome letter, shares registration procedures by email and organizes and hosts a new student orientation during the month of May and a new student welcome reception in September with participation by other program faculty. The GPC notifies all MPH students of coursework for upcoming semesters and shares general guidelines for making academic progress on a timely basis via the program's listserv and meets as needed individually with students. Individual advising demands are lessened somewhat because students' progress through the program as part of either a full-time cohort or part-time cohort. The academic clinical coordinator organizes and conducts a formal informational session in the first month of each semester regarding the field practicum requirement. She subsequently works with students to identify an appropriate field placement and to complete the required fieldwork paperwork.

Faculty advisors have access to an online university database through the Web for Faculty system, which tracks degree audits for individual students. In fall 2013, the college launched a new advising database

allowing for various activities such as course advisement, making course substitutions and maintaining advising notes for individual students. The college database enables searches that assist with planning activities. For example, the search can identify the students eligible for field practice by determining those who have completed at least 18 credits. The program reports that the user-friendly system has improved the advising process for both advisors and students.

Students are supported with career counseling at multiple levels, including the program, the college's Career Services Center and the Graduate School. At the program level, the GPC and faculty engage in career counseling with individual students as they prepare for student field placements and for job opportunities. As a small program, faculty have more awareness of student interests and can direct them to faculty or community partners with similar interests. For the past two springs, the program has conducted networking sessions with students about finding jobs in the current economy featuring recent graduates who shared descriptions of their job search process and their current jobs. Faculty also participated in the sessions by offering insights and advice. The MPHSA is starting a mentoring program that will match first year students with second year students and second year students with alumni. Students reported that 12 alumni have signed up to serve as a mentors.

The CEHS Career Services offers a comprehensive approach to career development, including the following: one-on-one counseling, testing of student interests, use of online tools, resume critiquing and career planning and job hunting workshops and career fairs every fall and spring. Career Services provides access to an online library containing information on hundreds of organizations and contact information for locating possible mentors in the alumni network and also access to the university's web-based job listing service. The Graduate School sponsors a semi-annual Graduate Student Development Conference that includes workshop sessions covering topics for academic and professional development.

The program first collected information about student satisfaction with advising and career counseling in fall 2013 by surveying 22 second-year students and repeated the survey in 2014 with 17 second-year students. Twelve students completed the 2013 survey, providing a response rate of 55%. Six respondents had sought out academic advising and three had formally sought out career counseling and reported general satisfaction with advising and career counseling. Eight students indicated that they requested assistance with finding an internship placement. For the 2014 survey, ten students responded to the survey with complete data for seven providing a response rate of 41%. Seven of the respondents in 2014 had sought out academic advising, four had formally sought out career counseling and reported general satisfaction and one was unsatisfied with academic advising. Eight students indicated that they requested assistance with finding an internship placement. Six students responded to an exit survey of 12 graduating students but one did not respond to all questions. Five of the five exit survey respondents indicated that they were very satisfied with academic advising and the single respondent regarding career

counseling provided a rating of very satisfied. The Student Advisory Committee, when asked by the program about advising and career counseling, expressed satisfaction with advising by the GPC both via the listserv and individually. Some students expressed dissatisfaction with the availability of the academic clinical coordinator, and their field work placements.

During the site visit the GPC and the department chair acknowledged that the academic clinical coordinator and the department administrator have heavy workloads due to advising responsibilities for both graduate and undergraduate students, and that may be the cause of some student dissatisfaction. The program plans to recruit student advisors for undergraduates to help lighten the workload.

The program follows university policies for student complaints and grievances. Procedures that govern student grievances are detailed in the MSU student handbook and in the online Academic Policies, Procedures and Guidelines resource document. Generally, the student is encouraged to speak first with the course instructor or the GPC to seek resolution of the issue. A student can file a complaint with the department chair and, if the complaint cannot be resolved successfully, with the college dean. Other less formal avenues to handle complaints are through the two student representatives who meet monthly with the program faculty and are part of program governance or through the student advisory committee which includes the two elected representatives and students selected by the faculty to represent other demographics such as full-time and part-time students, first year and second year students and other interests. If a grievance reaches the college dean level and cannot be resolved, a written appeal may be made to the vice president of academic affairs who may convene a university-wide grievance committee to resolve the dispute. To date, three MPH students have received academic dismissal letters due to low grades, appealed to the Graduate School and were ultimately dismissed from the university following review by the GPC in collaboration with faculty.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

Montclair State University Public Health Program

November 6-7, 2014

Thursday November 6, 2014

- 8:30 am Site Visit Team Request for Additional Documents
Stephanie Silvera, MS, PhD, MPH, Associate Professor of Public Health
Kate O'Connor, Graduate Assistant
- 8:45 am Team Resource File Review
- 9:30 am Break
- 9:45 am Meeting with Program and Department Administration
Amanda Birnbaum, MPH, PhD, Department Chair
Lisa Lieberman, MS, PhD, Graduate Program Coordinator
Mary Jo Belenski, MPH, PhD, Program Steering Committee
Stephanie Silvera, MS, PhD, MPH, Program Steering Committee
Ann Schurmann, Department Administrator
- 10:45 am Break
- 11:00 am Meeting with Faculty Related to Curriculum and Degree Programs
Amanda Birnbaum, MPH, PhD, Associate Professor of Behavioral and Social Science in Health
Lisa Lieberman, MS, PhD, Associate Professor of Health Policy and Politics
Stephanie Silvera, MS, PhD, MPH, Associate Professor of Research Methods in Health
Mary Jo Belenski, MPH, PhD, Assistant Professor of the Internship and Community Project
Nddi Amutah, MPH, PhD, Assistant Professor of Applied Program Planning and Evaluation
Eva Goldfarb, MA, PhD, Professor of Human Sexuality II and the Internship and Community Project
Mark Kaelin, Ed.D, Professor of Foundations of Epidemiology
Joseph Connely, MS, PhD, Professor of Biomedical/Psychosocial Perspectives on Drugs
Maddy Antosiewicz, Academic Clinical Coordinator
Mike Chung, MS, MBA, Adjunct Professor of Determinants of Environmental Health
- 12:00 pm Break
- 12:15 pm Lunch with Alumni, Community Representatives, Preceptors
Megan Kirschner, MPH (2011)
Dawn Diamond, MPH (2012), Advisory Board member
Andriana Herrera, MPH (2012), Advisory Board Member
Jeff Issler, MPH (2013)
Amber Turner, MPH (2014)
Suyen Segura, MPH (2014)
Imad Ibrahim, MPH (2014)
Cynthia Collins, NJ Dept. Health & Senior Services
Kenese Robinson, Northern NJ region of the American Cancer Society
Melanie Shefchik Fraher, MA, Rockland County Department of Health
- 1:15 pm Break
- 1:30 pm Travel
- 2:00 pm Meeting with Institutional Academic Leadership/University Officials
Williard Gingrich, PhD, Provost
Tamara Lucas, MA, PhD, Interim Dean, College of Education and Human Services
- 2:50 pm Break/Travel

3:00 pm	<u>Meeting with Faculty Related to Research, Service, Workforce Development, Faculty Issues</u> Lisa Lieberman, MS, PhD, Associate Professor of Health Policy and Politics Stephanie Silvera, MS, PhD, MPH, Associate Professor of Research Methods in Health Mary Jo Belenski, MPH, PhD, Assistant Professor of the Internship and Community Project
3:50 pm	<u>Break</u>
4:00 pm	<u>Meeting with Students</u> Valisha Andrus Paul Santos Megan Trusdell Rodney Hammond Irma Hidayana Kate O'Connor Kristin Henry Alex Pamelozza Rob Salkowski Wendy Wither Jackie Gifuni Michelle Gardner Megan Tusedell
5:00 pm	<u>Adjourn</u>

Friday November 7, 2014

8:30 am	<u>Executive Session and Report Preparation</u>
11:15 am	<u>Break</u>
11:30 am	<u>Working Lunch, Executive Session and Report Preparation</u>
12:30 pm	<u>Exit Interview</u>