



DEPARTMENT OF HEALTH AND NUTRITION SCIENCES

MASTER OF PUBLIC HEALTH DEGREE ACCREDITATION

SELF-STUDY

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Montclair State University

College of Education and Human Services, Tamara Lucas, Ph.D., Interim Dean
Department of Health and Nutrition Sciences, Amanda Birnbaum, Ph.D., Chair

Public Health Program Faculty

Dr. Ndidimaka Amutah
Dr. Mary Jo Belenski
Dr. Amanda Birnbaum
Dr. Eva Goldfarb
Dr. Lisa Lieberman
Dr. Stephanie Silvera
Dr. Mark Kaelin
Dr. Joseph Donnelly

MPH Program Steering Committee:

Mary Jo Belenski, Committee Chair, MPH faculty
Stephanie Silvera, MPH faculty, Lead self-study writer
Lisa Lieberman, Graduate Program Coordinator, MPH faculty
Amanda Birnbaum, Department Chair, MPH faculty, former Graduate Program Coordinator, ex-officio member
Kate O'Connor, MPH graduate student member

Master of Public Health Advisory Board Members

Erica Abbruzzese, Health Educator, Department of Health and Human Services, Montclair
Toritsesan Boyo, Healthcare Administrator, Alameda Health System, California, MSU MPH alumni '11
Cynthia Collins, Adolescent and School Health Coordinator, NJ Dept. Health & Senior Services
Dawn Diamond, Founder/Director, Alliance for Integrated Healthcare, LLC, and NJ Center for Healthy Living, MSU MPH alumni '12
Melanie Shefchik Fraher, Rockland County Department of Health, MSU MA alumni '07
Andrianna Herrera, Research Associate, Family and Child Studies, Montclair State University, MSU MPH alumni '12
Kenese Robinson, Community Mission Manager, Northern NJ region of the American Cancer Society
Kathy Smith, Partners for Health, Montclair, MSU MA alumni '08

MPH Program Student Advisory Committee Members

Megan Trusdell
Rodney Hammond
Valisha Andrus
Paul Santos
Sarah Bonilla
Irma Hidayana
Christina Eftychiou
Lindsay Hayek
Kendra Julien

Table of Contents

List of Documents in the Resource File	5
List of Acronyms and Their Definitions	8
List of Course Names & Numbers	9
Introduction	10
SECTION 1: The Public Health Program	12
1.1 Mission.	13
1.2 Evaluation and Planning.	18
<i>Table 1.2.a Evaluation process</i>	<i>18</i>
<i>Table 1.2.1 Montclair MPH Program Outcome Evaluation.....</i>	<i>20</i>
1.3 Institutional Environment	24
1.4 Organization and Administration	35
1.5 Governance.	39
<i>Table. 1.5.d Faculty membership on university, college, and department committees.....</i>	<i>42</i>
1.6 Fiscal Resources.	46
<i>Table 1.6.1 Sources of Funds and Expenditures by Major Category, 2010 to 2015</i>	<i>47</i>
<i>Table 1.6.d. Outcome measures for adequacy of its fiscal resources</i>	<i>48</i>
1.7 Faculty and Other Resources.	50
<i>Table 1.7.1 Primary Faculty by Year.....</i>	<i>50</i>
<i>Table 1.7.b Faculty, Students and Student/Faculty Ratios 2011-2012.....</i>	<i>51</i>
<i>Table 1.7.i. Outcome measures for adequacy of program resources</i>	<i>54</i>
1.8 Diversity.	56
<i>Table 1.8.1 Summary Data for Faculty and Students.....</i>	<i>62</i>
SECTION 2: Instructional Programs.....	64
2.1 Degree Offerings.	65
<i>Table 2.1.1. Instructional Matrix – Degrees & Specializations.....</i>	<i>65</i>
2.2 Program Length.....	66
2.3 Public Health Core Knowledge.	67
<i>Table 2.3.1 Required Courses Addressing Public Health Core Knowledge Areas for MPH Degree.....</i>	<i>67</i>
2.4 Practical Skills.	69
<i>Table 2.4.1 Fieldwork Placements, 2012-2014</i>	<i>73</i>
2.5 Culminating Experience.....	77
2.6 Required Competencies.	80
2.7 Assessment Procedures.	88
<i>Table 2.7.b Outcome Measures for Student Achievement in the program.....</i>	<i>89</i>
<i>Table 2.7.1. Students in MPH Degree, By Cohorts Entering Between 2009-10 and 2013-14.....</i>	<i>91</i>
<i>Table 2.7.2 Destination of Graduates by Employment Type.....</i>	<i>92</i>
<i>Table 2.7.3 Survey responses by year</i>	<i>93</i>
2.8 Bachelor's Degrees in Public Health.....	98
2.9 Academic Degrees.....	98
2.10 Doctoral Degrees.....	98

2.11 Joint Degrees	98
2.12 Distance Education or Executive Degree Program	98
SECTION 3: Creation, Application and Advancement of Knowledge	99
3.1 Research	100
<i>Table 3.1.b Research Collaborations with Agencies and Organizations</i>	<i>105</i>
<i>Table 3.1.c. Research Activity from 2011 to 2014.....</i>	<i>107</i>
<i>Table 3.1.d Outcome measures for research activities</i>	<i>109</i>
<i>Table 3.1.e Number of Students Involved in Public Health Related Research Projects (2011-2012) ...</i>	<i>111</i>
3.2 Service	113
<i>Table 3.2.1. Faculty Service from 2011 to 2015.....</i>	<i>115</i>
<i>Table 3.2.2. Funded Service Activity from 2011 to 2014.....</i>	<i>119</i>
<i>Table 3.2.d. Outcome Measures for Service.....</i>	<i>119</i>
3.3 Workforce Development.....	121
<i>Table 3.3 Workforce Development Activities</i>	<i>122</i>
<i>Table 3.3.1 Funded Training/Continuing Education Activity from 2011 to 2014*</i>	<i>124</i>
<i>Table 3.3.d. Outcome measures for workforce development</i>	<i>126</i>
SECTION 4: Faculty, staff and students.....	128
4.1 Faculty Qualifications	129
<i>Table 4.1.a Summary data for primary faculty who support the degree programs offered by the program</i>	<i>130</i>
<i>Table 4.1.b Summary data on the qualifications of other program faculty.....</i>	<i>131</i>
<i>Table 4.1.3. Outcome measures for objectives by which the program assesses the qualifications of its faculty complement</i>	<i>135</i>
4.2 Faculty Policies and Procedures	137
4.3 Student Recruitment and Admissions	141
<i>Table 4.3.1 Quantitative Information on Applicants, Acceptances, and Enrollments, 2012 to 2015... </i>	<i>144</i>
<i>Table 4.3.2 Student Enrollment Data from 2011 to 2014</i>	<i>144</i>
<i>Table 4.3.f. Outcome Measures for measureable objectives by which the program may evaluate its success in enrolling a qualified student body.....</i>	<i>144</i>
4.4 Advising and Career Counseling	147

LIST OF DOCUMENTS IN THE RESOURCE FILE

1.1 Mission

- University Strategic Plan
- College Mission
- Critical success factors

1.3 Institutional Environment

- List of other accrediting bodies operating at university
- Indirect cost recovery document

1.4 Organization & Administration

- CREEHS description
- Examples of interdisciplinary activities - certificate programs

1.5 Governance

- Role of DPAC and DFRAC
- Faculty expectations for research/service/tenure promotion
- Faculty handbook
- Graduate School Handbook
- Committee Meeting Minutes (most recent year)
 - Community Advisory Board
 - Curriculum Committee
 - Steering Committee
 - Admissions Committee
 - Health Faculty Meetings
- Committee Membership Lists
- Bylaws
 - University Senate Constitution
 - Program/School Bylaws
 - MPHSO Bylaws

1.6 Fiscal Resources

- Template 1.6.1 in Word format

1.8 Diversity

- Program/School Diversity Plan
- University Diversity Action Plan

2.1 Degree Offerings

- Template 2.1.1 in Word format
- School/Program Bulletin
- Degree/Concentration Requirements
- Schedule of Courses/Instructors for last three years
- Syllabi
- International programs/courses

2.3 Public Health Core Knowledge

- Template 2.3.1 in Word format

2.4 Practical Skills

Practicum/Internship Handbook
International opportunities
Internship agreement
Internship application
Internship log of hours
One month review of internship
Student request for internship application
Preceptor Evaluation & Student Evaluation Forms
Sample Student Evaluation Forms (completed)
Sample Preceptor Evaluation Forms (completed)
Student Work Samples for all required deliverables
List of Agencies and Preceptors
Faculty Grading Rubric

2.5 Culminating Experience

Capstone Handbook/Guidelines
Sample Presentations
Sample Deliverables
Evaluation Forms
Administrative Forms
Faculty Grading Rubric
Existing and New Requirements

2.6 Required Competencies

Course competency matrix
Student Self-Assessment Survey: Survey Instrument
Student Self-Assessment Survey: Summary Results

2.7 Assessment Procedures

Middle States Competency Data
Course Evaluation: Survey Instrument
Alumni Survey: Survey Instrument
Alumni Survey: Summary Results
Current Student Survey: Survey Instrument
Current Student Survey: Summary Results
Graduate Exit Survey: Survey Instrument
Graduate Exit Survey: Summary Results

3.1 Research

Sample faculty publications & presentations
Policy on Research Sabbaticals

3.2 Service

Service Expectations/Policies
Promotion/Tenure Evaluation Forms
Workforce Development Survey
Workforce Development Survey Summary
Continuing Education Event Flyers

4.1 Faculty Qualifications

Primary Faculty Curriculum Vitae
Secondary Faculty Curriculum Vitae

4.2 Faculty Policies and Procedures

Promotion & Tenure
Promotion and Tenure Guidelines
Course Evaluations/Examples

4.3 Student Recruitment and Admissions

Program/School Fact Sheet
Sample Recruitment Emails/Flyers

4.4 Advising & Career Counseling

Orientation Flyer
Individual Study Plan/Advising Forms
Grievances & Complaints
Student Grievance Policy and Forms

LIST OF ACRONYMS AND THEIR DEFINITIONS

Master of Arts	MA
Graduate Program Coordinator	GPC
Academic Clinical Coordinator	ACC
Middle States Commission on Higher Education	MSCHE
College of Education and Human Services	CEHS
Centers for Research and Evaluation in Education and Human Services	CREEHS
Certified Health Education Specialist	CHES
Center for Child Advocacy	CHAD
Health and Nutrition Sciences	HLNS
Department Personnel Advisory Committee	DPAC
Department Faculty Range Advisory Committee	DFRAC
MPH Student Organization	MPHSO
Research Academy for University Learning	RAUL
Engaged Teaching Fellows Program	ETFP
Community health education	CHE
Family and Child Studies	FCST
American Association for Cancer Research/Minorities in Cancer Research	AACR/MICR
American Association for Cancer Research/Women in Cancer Research	AACR/WICR
Society for the Analysis of African American Public Health Issues	SAAPHI
Statistics - Department of Mathematical Sciences	STAT
National Commission for Health Education Credentialing, Inc.	NCHEC
Institutional Review Board	IRB
Supplemental Nutrition Assistance Program-Education	SNAP-Ed
Expanded Food and Nutrition Education Program	EFNEP
Academy of Nutrition and Dietetics	AND
Eat, Play, Live... Better	EPLB
Registered Dietician	RD
Maternal and Child Health	MCH
District of Columbia Office of the State Superintendent of Education	DCOSSE
Parents' Resource Institute for Drug Education	PRIDE
Teaching Institute in Sexual Health Education	TISHE
Society for Public Health Education	SOPHE
New Jersey Public Health Association	NJPHA
Healthy Children Healthy Futures	HCHF
Bergen County CHIP Core group	CHIP
Sexuality Information and Education Council of the United States	SIECUS
Office of Research and Sponsored Programs	ORSP
Institute of International Education	IEE
Web-enabled student services	WESS

LIST OF COURSE NAMES & NUMBERS

Core Courses	
HLTH 501	Public Health Seminar: Foundations, Ethics, and Cultural Competency
HLTH 502	Determinants of Environmental Health
HLTH 504	Behavioral and Social Sciences in Health
HLTH 565	Foundations of Epidemiology
HLTH 580	Health Policy and Politics
STAT 500	Biostatistical Methods for Research Workers
FCST 506	Introductory Statistical Methods in Family and Child Studies
Required Courses	
HLTH 503	Research Methods in Health
EDFD 503	Methods of Research
HLTH 528	Program Planning and Evaluation
HLTH 529	Applied Topics in Program Planning and Evaluation
HLTH 555	Health Disparities and Social Justice
Fieldwork & Culminating Experience	
HLTH 604	Internship
HLTH 605	Community Project
HLTH 606	Culminating Experience

INTRODUCTION

Established in 1908 as a two-year Normal School in response to the growing demand for professionally trained teachers, the New Jersey State Normal School at Montclair became Montclair State Teachers College in 1927, dedicated to the education of secondary school teachers through a four-year Bachelor of Arts program. Part-time, extension, and summer courses were added, and in 1932 Montclair State was authorized to offer the master's degree. With its strong emphasis on the liberal arts and sciences, Montclair State in 1937 became the first state teachers college accredited by the Middle States Association of Colleges and Schools. Responding to rapid enrollment growth in the late 1940s and 1950s with an expanded curriculum and faculty, the school became Montclair State College in 1958 and a comprehensive, multi-purpose institution in 1966. Based on the strengths of its academic programs and faculty and its commitment to excellence in instruction and research, Montclair State in 1994 became the first of the New Jersey state colleges to become a university.

Montclair State offers the advantages of a large university -- a broad undergraduate curriculum with a global focus, a wide variety of superior graduate programs, and a diverse faculty and student body -- combined with a small college's attention to students. Montclair State's outstanding faculty is committed to learning through creative teaching informed by scholarship and service. All programs foster critical thinking, understanding, and problem-solving, preparing students for lifelong learning.

With more than 250 majors, minors, and concentrations, Montclair State provides a comprehensive array of academic programs while remaining accessible and affordable. Through its six colleges and schools -- the College of Humanities and Social Sciences, the College of Science and Mathematics, the College of Education and Human Services, the College of the Arts, the School of Business, and the Graduate School -- Montclair State prepares its students to lead productive and rewarding lives and to participate responsibly as citizens.

Recognizing that its graduates will be living and working in a global environment, the University provides many opportunities for travel abroad to study, perform, and conduct research. The Global Education Center helps arrange student and faculty exchanges, scholarly visits, conferences, and seminars that promote greater global awareness.

Of special interest is the University's Service Learning Program, in which students work with community groups throughout the area as part of their academic course work. It functions under the larger umbrella of the Center for Community Based Learning, a unit of the University that promotes cooperative education courses, provides volunteers for service in community agencies, and creates projects to address other specific town/gown initiatives.

From its founding in 1908, the history of Montclair State University has been one of change, growth, and distinction. Proud of its heritage and prepared to respond to the challenges and opportunities of the twenty-first century, Montclair State continues to be a major contributor to the cultural, economic, and educational life of the region.

The University has a growing number of highly regarded Masters programs and seven doctoral programs offered through the Graduate School. The Graduate School provides leadership and

direction for Montclair State University graduate programs. It strives to create a learning environment distinguished by high quality graduate programs aligned with the university's overall teaching, research, and public service mission. The Graduate School and its faculty are committed to providing access to programs and services for qualified students from diverse backgrounds and to meeting the needs of the State of New Jersey and our region.

The Masters in Public Health, which began enrolling students in 2009, is housed in the Department of Health and Nutrition Sciences within the College of Education and Human Services, whose mission is to provide quality undergraduate and graduate programs for both traditional and non-traditional students consistent with its vision of building a healthier, better educated, and more just society.

The Montclair State University Masters in Public Health program is an interdisciplinary academic and experiential program that trains students to become 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 by developing and nurturing a student body that represents multiple cultural, educational and professional backgrounds. Graduates of the program are prepared for careers as practitioners and leaders in a diverse array of public health settings, such as local and state government, public and private health agencies, voluntary and community based organizations, schools, health care institutions, and policy and advocacy organizations.

SECTION 1: THE PUBLIC HEALTH PROGRAM

1.1 MISSION.

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

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

The mission of our program is to prepare culturally competent professionals in public health, with a strong focus on social justice, 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 by developing and nurturing a student body that represents multiple cultural, educational and professional backgrounds. Graduates of the program are prepared for careers as practitioners and leaders in a diverse array of public health settings, such as local and state government, public and private health agencies, voluntary and community based organizations, schools, health care institutions, and policy and advocacy organizations.

1.1.b A statement of values that guides the program

Underlying our mission and vision, and informing our competencies and goals, are the foundations of social justice, community engagement, critical thinking and cultural competency.

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

See Criteria 1.1.d

1.1.d A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c

- Instruction goal: To increase the public health workforce of New Jersey and the surrounding region by preparing 50 master's level public health professionals for work in the field over the next five years.
 - 85% of students who are formally enrolled in the MPH program will successfully graduate from the program.
 - 65% of the MPH graduates will be employed in a public health or related job within one year of graduation
 - The program will have collaborative projects with at least 10 local, state, and/or regional organizations, schools, agencies, hospitals or government entities, per year.
- Research goal: To contribute to the knowledge and evidence base of public health through faculty and student research.

- 75% of Program faculty will engage in research and/or evaluation activities focused on public health issues and problems
 - 75% of Program faculty will have a university–approved scholarship agenda
 - 50% of Program faculty will be engaged in externally funded research projects
 - 75% of Program faculty will avail themselves of university research support such as re-assigned time, internal grant awards, the services of the College grants coordinator and post-award specialist.
 - 15% of enrolled MPH students will be engaged in activities related to faculty research
 - 50% of Program faculty will present papers or speak at public health professional meetings annually
- Service goal: To engage in meaningful service to the public health community, the public health profession and the University. This goal is further delineated to increase the school's contribution to the greater Montclair and surrounding communities through its collaborations with local and state health agencies, non-profit organizations, hospitals and health care institutions.
 - 75% of Program faculty members will be engaged in University service activities that advance the MPH program (e.g. curriculum committees, faculty searches, graduate council, etc.)
 - 40% of Program faculty members will hold positions on community agency boards or committees
 - 75% of Program faculty will be members of public health professional organizations at the state, national, or international levels
 - The program will offer annual professional development and continuing education opportunities for at least 20 health professionals in New Jersey.

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

Faculty originally involved in the MA program in health education first began conceptualizing the MPH program, its mission and vision in 2007. The initial goals and plans for the MPH program were developed based on market research, an internal stakeholder assessment and consultation with CEPH which included a conference call and a site visit by Mollie Mulvanity. The program was presented to the university Graduate Council, the Offices of the Provost and President, the Board of Trustees, and the Presidents of the other NJ state institutions and was approved to accept its first class in Fall 2009. In its first year, fourteen students were accepted to the first cohort, and one new faculty member was hired. The MPH faculty began to meet regularly (once per month) to plan for, assess, and monitor the MPH program at that time.

In Fall 2011 the department worked with organizational consultant, Charles Matteis, to create vision and mission statements and plan for ongoing improvement of the program. The mission was created by the faculty through an in-depth strategic planning process, which included four all-day meetings between May 2012 and August 2013. Subsequently, the faculty committed to meeting annually, for a full day retreat, to review and revise the mission, values, goals and

objectives to ensure their continued relevance, and to assess progress toward goals and objectives.

In Fall 2012 the MPH program steering committee was formed. This committee meets twice a month to assess the curriculum, and discuss progress, goals, and necessary adjustments. This committee developed the first draft of the program goals and objectives, along with the core and concentration competencies, which were then presented to the public health faculty for discussion, revision, and adoption.

The involvement of the Student Advisory Committee and the Community Advisory Board in crafting and providing ongoing assessment of the mission, vision and program goals is an important feature of this strategic planning. The student advisory committee has reviewed and provided feedback on the existing set of materials, responding to the questions of whether they felt these materials described the program as they anticipated it, as they experienced it, and to suggest additions or modifications based on their experiences and needs, both in the program and in their external work. In anticipation of the annual faculty strategic planning meeting, the mission, vision, and goals were circulated to the Community Advisory Board, and to the Student Advisory Committee in April 2014, for electronic or personal feedback to the Graduate Program Coordinator (GPC), who compiled it for the faculty review.

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

The new mission and vision statements have been placed on the website and sent to current students via email. They are prominently included in documents that students receive (and which are all posted on the Canvas¹ MPH community). These include internship and community project handbooks, course listings, and all recruitment materials. When students are accepted to the program, they receive information that includes the mission, goals, and values of the program. These are also discussed at the annual orientation for new students that takes place each May. Students who ultimately enroll are automatically invited to the MPH listserv, which also highlights the MPH mission statement.

Beginning with the Fall 2015 cohort, before they even apply, students will have been familiarized with the mission. The new application for admission, following the admission of the Fall 2014 cohort, has been amended to seek the applicant's response to the following question:

The MPH Admissions Committee seeks to admit a diverse cohort of students who are committed to the mission, vision, and values of the MPH program. The mission of our program is to prepare culturally competent professionals in public health, with a strong focus on social justice. 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. Underlying our mission and vision, and

¹ Canvas is the learning management system used by Montclair State University

informing our competencies and goals, are the foundations of social justice, community engagement, critical thinking and cultural competency.

In a well-written essay of up to 500 words, please describe how your academic, professional, and/or personal experiences have led you to seek education in public health that embodies the mission, vision, and values, of the Montclair State University MPH program.

The MPH mission and goals have been shared at the college and university levels with the College Dean and the University President, during faculty meetings in which they joined our faculty for discussion.

Program competencies and their connection to course learning objectives are communicated to students in the course syllabi. Each course syllabus contains a matrix that identifies competencies addressed in the course (syllabi available in the resource file).

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

This criterion is met.

Strengths

The MPH program, its vision, mission, goals, and objectives, was developed through an intensive, whole faculty process, and was based on market research, an internal stakeholder assessment and consultation with CEPH. These MGOs are aligned with those of MSU, which is a regionally accredited institution.

Through its MGOs and value statements, the Program shows commitment to professional public health values, concepts and ethical practices and has well-defined specific MGOs relating to instruction, research, and professional and community service.

The continued development of the program has involved stakeholders through both the student advisory committee and the community advisory board, which began meeting periodically with the steering committee in the Spring of 2013. As a result of these meetings, along with regular program faculty retreats, the program has added a specific mission-focused question on the application for admission to the program.

Weaknesses

As a new program, the Program MGOs have gone through various stages of development and were not initially reviewed by all potential stakeholders. The MPH Program first sought input from stakeholders in the Spring 2013 at which time the MGOs were presented to the Community Advisory Board.

The Student Advisory Committee has had limited input in the development of the MGOs until the past academic year (AY 2013-2014).

Plans

Through the self-study process, the program faculty has determined that is necessary to establish a set of standing Community Advisory Board and Student Advisory Committee agenda items to ensure the regular review of the program MGOs, monitoring the success of meeting the objectives and making revisions as necessary. In addition, with the establishment of the Student Representatives and the development of the Student Advisory Board, regular review of the MGOs by the student body will take place.

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 defined in this document.

1.2.a Description of the evaluation processes used to monitor progress against objectives defined in Criterion 1.1.d, including identification of the data systems and responsible parties associated with each objective and with the evaluation process as a whole.

The outcome evaluation plan for the Montclair MPH Program is illustrated in Table 1.2.a below. This plan is framed by the measureable program objectives listed in *section 1.1.d*. Each objective has been linked to a specific data collection method/instrument (e.g., student survey) and source (e.g., graduating students), and has been assigned a date and responsible party for data collection.

Table 1.2.a Evaluation process			
What	Who	How	When
Graduation rates	Graduate Program Coordinator	Monitoring of official university graduation records	Annually
Employment rates	Graduate Program Coordinator	Alumni Survey	Annually
Faculty service, research, and instruction	Department Chair	Faculty Survey	Annually
Community engagement	Academic Clinical Coordinator	Data collected each semester	Semi-Annually
Workforce development	Academic Clinical Coordinator	Community public health workforce survey	Annually

Student survey data are collected by the program at the entry to the program, after 18 credits are completed, and at the exit of the program. In addition, beginning in 2013, alumni will be surveyed one and two years post graduation. A new process was initiated by the College of Education and Human Services this year to survey graduates 3-5 years post graduation, with data to be made available to the individual programs. The GPC was directly involved in the development of this alumni survey instrument to include items of interest to the program.

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

Each evaluation coordinator described in *section 1.2.a* is responsible for collecting data relevant to the assigned objective(s) and summaries of the findings are compiled by the MPH Graduate Program Coordinator and the Accreditation Coordinator by the end of June each year. Because

the MPH program is new, this reporting process was piloted in May 2013 and was *fully* implemented for the first time in May 2014. The faculty plans to continue this data collection and reporting process each year so that findings can be compiled and reported to the faculty for review each June. Findings will be used in the annual fall faculty meeting to discuss long-term strategic plans and immediate efforts for the coming academic year.

The faculty intends to regularly use evaluation outcomes for the following ongoing development work to:

- Identify program strengths and use them in marketing and recruiting efforts, resource development, and possible program expansion (e.g., additional concentration areas, joint programs).
- Use student, alumni, advisory council, and faculty input to explore ways to further engage faculty and students in research/scholarship and service.
- Use competency-based performance evaluation to identify curriculum strengths and areas of needed improvement.
- Examine data utility and process evaluation input to enhance the efficacy of on-going evaluation.
- Use feedback from alumni and community partners to expand community- and alumni-student interactions.

1.2.c Data regarding the program’s performance on each measurable objective described in Criterion 1.1 must be provided for each of the last three years.

Table 1.2.1 Montclair MPH Program Outcome Evaluation					
Goals	Target	2011-2012	2012-2013	2013-2014	2014-2015
Goal #1: Student Instruction and Professional Preparation: The Montclair Master of Public Health program will increase the public health workforce of New Jersey and the surrounding region by preparing an additional 50 master’s level public health professionals for work in this area over the next five years	85% of MPH students who are formally admitted to the MPH program will successfully graduate from the program ¹	90.6%	77%	NA	NA
	65% of the MPH graduates will be employed in a public health or related job or enrolled in an advanced graduate program within one year of graduation	78%	67%	NA	NA
	The program will have collaborative projects with at least 10 local, state, and/or regional organizations, schools, agencies, hospitals, or government entities, per year.	21	25	29	17 ²
Goal #2: Research: To contribute to the knowledge and evidence-base for public health through faculty and student research (See also Criteria 3.1.d)	75% of primary faculty will engage in research and/or evaluation activities focused on public health issues and problems	80.0%	83.3%	83.3%	83.3%
	75% of primary faculty will have a university –approved faculty scholarship agenda	80.0%	88.3%	88.3%	88.3%
	50% of primary faculty will be engaged in externally funded research projects	40.0%	50.0%	66.7%	66.7%
	At least 15% of MPH students will be engaged in activities related to faculty research	24.3%	30.6%	23.9%	18.4%

¹ Percentages for each column reflect students from within that year’s entering cohort. Thus percentages reflect full-time students who did not graduate (including those who left the program), as well as part-time students who were in that cohort but are not yet eligible for graduation. No students in the 2013-2014 cohort are yet eligible to graduate.

² This number represents only the Fall 2014 semester

	75% of primary faculty will avail themselves of university research support such as re-assigned time, internal grant awards, the services of the College grants coordinator and post-award specialist	80.0%	83.3%	83.3%	83.3%
	50% of faculty will present papers or speak at public health professional meetings	80.0%	66.7%	83.3%	83.3%
Goal #3: Service: The Montclair MPH program will engage in meaningful and sustainable collaborations with local and statewide community and government agencies to provide both meaningful student experiences and to serve the needs of these external agencies (See also Criteria 3.2.d)	75% of primary faculty members will be engaged in University service activities that advance the MPH program (e.g. curriculum committees, faculty searches, graduate council, etc.)	100%	100%	100%	100%
	40% of primary faculty members will hold positions on community agency boards or committees	80%	83.3%	100%	80%
	75% of primary faculty members will be members of public health professional organizations at the national, international, or state levels	100%	83.3%	100%	100%
	The program will offer at least 2 professional development and continuing education opportunities serving at least 20 health professionals in Greater Montclair and in New Jersey annually	1	9	7	NA

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

This self-study document was completed collaboratively by program faculty, the MPH Program Steering Committee, the Graduate Program Coordinator, the Department Chair, the Office of Academic Affairs, and the Office of the Dean. Program faculty wrote the majority of the document using data and documents from a variety of sources on campus, including Institutional Research and Reporting, Graduate Admissions, and from student and community advisory board input.

The Accreditation Coordinator, in collaboration with the MPH Program Steering Committee (which includes the Graduate Program Coordinator and Department Chair) was responsible for (1) ensuring the document was completed according to CEPH requirements, (2) ensuring all criteria were adequately addressed, (3) assigning sections of the document to be drafted and edited, (4) consulting with CEPH during the process, and (5) submission of the final self-study.

Over the past three years, the program faculty has revised various elements of the MPH program's design, curriculum, and academic policies, in accordance with program experiences, to comply with CEPH criteria and improve the overall educational quality. The MPH Program Steering Committee and the Graduate Program Coordinator have overseen these activities with participation and feedback from stakeholder groups, including students, alumni, community partners, consultants, CEPH advisors, and adjunct faculty.

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

This criterion is met.

Strengths

The program has an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives (Table 1.2.a); 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.

The program has:

- Broad-based engagement and input of faculty, staff (clinical coordinator, department administrator), students, administration, and community partners and other stakeholders on desired outcome goals.
- Excellent communication and collaboration among MPH steering committee members.
- Goals that are aspirant as well as achievable.
- Strong faculty with diverse and complementary expertise that covers curriculum and program development, community engagement and outreach, research, and policy as well as a strong, across the board commitment to the engagement and mentoring of students.

- Unique status as the only practitioner-focused MPH program in New Jersey.
- The self-study process has engaged the faculty and students and resulted in a variety of adjustments to the program that will dramatically strengthen the program. These include:
 - Creation of a formal student governance process, with elected student representatives to attend faculty meetings
 - Creation of a student advisory committee
 - Significant changes to the fieldwork component that considered both student and preceptor feedback gained from the self-study, as well as exploration of needed changes to the culminating experience requirement for MPH programs
 - Focus on alumni outreach to assist in assuring that the program is achieving its competencies, based on their experiences in the field
 - Student and alumni competency assessments matched to specific program experiences, for use in selecting faculty for appropriate courses, and additional program improvements.

Weaknesses

- Because the MPH program is new, this reporting process was not piloted until May 2013 and was only *fully* implemented for the first time in May 2014.
- The program did not, initially, have a mechanism for all key stakeholders, including students, to have a voice in evaluation and planning. This situation was rectified through the development of the Student Advisory Committee and Community Advisory Boards in 2013 and the formal role of student representation in program governance in Spring 2014.

Plans

- An assessment plan has been put in place that is enabling program faculty and the MPH Program Steering Committee to identify and address weaknesses in a timely manner.
- The MPH Program Steering Committee will continue to meet with the Student Advisory Committee and Community Advisory Board at least once per semester, and student representatives to ensure that input is received with respect to current and future program evaluation and planning.

1.3 INSTITUTIONAL ENVIRONMENT

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

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

Accreditations

Montclair State University is accredited by the Middle States Commission on Higher Education (MSCHE). The MSCHE is a voluntary, non-governmental, membership association that conducts accreditation activities in five states, the District of Columbia, Puerto Rico and the US Virgin Islands. “Middle States accreditation instills public confidence in the institutional mission, goals, performance, and resources through its rigorous accreditation standards and their enforcement.” (Mission Statement - <http://www.msche.org>). Annual evaluations are conducted in our MPH program and reported to the Montclair State University Middle States committee as part of the ongoing accreditation process. The last MSCHE accreditation took place in Spring 2007 and the next review is expected to occur in Spring 2017.

Other academic accreditations include:

- Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (undergraduate program in Nutrition and Food Science- Dietetics, Health and Nutrition Sciences, College of Education and Human Services)
- National Council for the Accreditation of Teacher Education (preparation of elementary and secondary school teachers as well as administrative and school service personnel)
- Programs leading to certification are approved by the New Jersey Department of Education using the standards of the National Association of State Directors of Teacher Education and Certification
- AACSB International-The International Association to Advance Collegiate Schools of Business (baccalaureate and graduate degree programs in business, School of Business)
- American Association of Family and Consumer Sciences (Department of Human Ecology, College of Education and Human Services)
- American Speech-Language-Hearing Association (Department of Communication Sciences and Disorders, College of Humanities and Social Sciences)
- National Association of Schools of Art and Design (Department of Art and Design, School of the Arts)
- National Association of Schools of Dance (Department of Theatre and Dance, School of the Arts)
- National Association of Schools of Music (Department of Music, School of the Arts)
- National Association of Schools of Theatre (Department of Theatre and Dance, School of the Arts)
- Commission on Accreditation of Allied Health Education Programs (Athletic Training, Department of Health Professions, Physical Education, Recreation and Leisure Studies, College of Education and Human Services).
- Computer Science Accreditation Commission of the Computing Sciences Accreditation Board (undergraduate concentration in Professional Computing offered by the Department of Computer Science, College of Science and Mathematics)

- Council for Exceptional Children/National Council for the Accreditation of Teacher Education Specialty Guidelines for special education (Master of Education degree concentration in Early Childhood Special Education, Department of Early Childhood, Elementary and Literacy Education, College of Education and Human Services)
- Council for Exceptional Children (Master of Arts degree program, Communication Sciences and Disorders concentration in Speech-Language Pathology, Department of Communication Sciences and Disorders, College of Humanities and Social Sciences)
- American Bar Association (The Paralegal Studies program, Department of Justice Studies, College of Humanities and Social Sciences)
- American Chemical Society (Programs offered by the Department of Chemistry and Biochemistry, College of Science and Mathematics)
- National Association for Music Therapy (undergraduate program in Music Therapy, Department of Music, School of the Arts)

Montclair State University is a member of the following:

- American Association of Colleges for Teacher Education
- American Association of State Colleges and Universities
- American Council on Education
- Association of American Colleges
- Association for Gerontology in Higher Education
- Council of Graduate Schools in the United States
- National Association of State Universities and Land-Grant Colleges
- National Network for Educational Renewal
- New Jersey Association of Colleges and Universities
- New Jersey Association of Colleges for Teacher Education
- North American Association of Summer Sessions,
- Northeastern Association of Graduate Schools
- Women graduates of Montclair State University are accepted for membership in the American Association of University Women.

Organizational Structure

The Montclair State University Board of Trustees appoints the University President who, as chief executive officer, reports to the board and is responsible for the management of the University and for the execution and enforcement of the rules, regulations, and orders governing its conduct and administration. The President oversees the offices of the Vice-Presidents, including the Provost and Vice President for Academic Affairs, as well as University Counsel and Government Relations.

The Provost and Vice President for Academic Affairs has overall responsibility for academic program development and faculty including the Honors Program, Global Education, Gifted and Talented Programs, and Summer Sessions/Special Programs. The Associate Provost for Academic Programs and Assessment managed all curricular, assessment, and accreditation matters. The New Faculty Program is coordinated by the Associate Provost for Academic Affairs for Personnel and Resource Planning. Ultimately, all curriculum and policy matters are overseen by Vice President of Academic Affairs, Dr. Willard Gingerich, Provost. The Provost oversees

the Deans for each of the four Colleges, two Schools, and Library Services including the College of Education and Human Services and the Graduate School as well as the Research Academy for University Learning, the Office of Service Learning, the Global Education Center.

College of Education and Human Services (CEHS) is currently under the direction of Dr. Tamara Lucas. Dean Lucas is the chief academic and administrative officer of the College as well as a key member of the University's senior leadership team and reports to the Provost/Vice-President for Academic Affairs. The CEHS Dean oversees seven academic departments including the Department of Health and Nutrition Sciences which houses the MPH program. In addition, the CEHS Dean oversees the Center for Pedagogy, the Center for Autism and Early Childhood Mental Health, the Center for Research and Evaluation in Education and Human Services, the ADP Center for Learning Technologies^{*}, and the Institute for the Advancement of Philosophy of Children.

In addition, as the MPH is exclusively a graduate program, it is under the purview of the Dean of the Graduate School, Dr. Joan Ficke. Dean Ficke is the chief academic and administrative officer of the Graduate School as well as a key member of the University's senior leadership team and reports to the Provost/Vice-President for Academic Affairs. The Graduate School Dean oversees all graduate programs.

The Chairperson of the department of Health and Nutrition Sciences provides leadership to two branches of the department, Health, (undergraduate public health program and MPH) and Nutritional Sciences (undergraduate nutrition and food science and graduate MS in Nutritional Sciences). The Department Chairperson's primary responsibility is to provide active and engaged leadership in all matters relating to the department's academic programs, scholarly activities, planning, personnel, finances, facilities, and student recruitment and retention. Within each of the graduate programs (MPH and MS in Nutritional Sciences) there is a Graduate Program Coordinator who reports directly to the Department Chair. The Department Chair directly oversees the undergraduate programs in both nutrition and public health. With the College Dean as immediate supervisor and with the support of the department's faculty and staff, the Chairperson works to foster and maintain the highest possible standards of academic, scholarly, and professional excellence for the department.

The Department Chair is also part of the CEHS Dean's Leadership Team, which meets with the Dean and the University Provost regularly and participates in university-wide decision making. The Department Chair oversees the Graduate Program Coordinator (GPC) for the MPH program. The GPC is responsible for recruitment and outreach, student admissions and enrollment management, curriculum monitoring and oversight, and linkages with internal and external stakeholders. Most notably, the current Department Chair, Dr. Amanda Birnbaum, is the former GPC of the MPH program, who played a leading role in the development and approval of the MPH program at the university level.

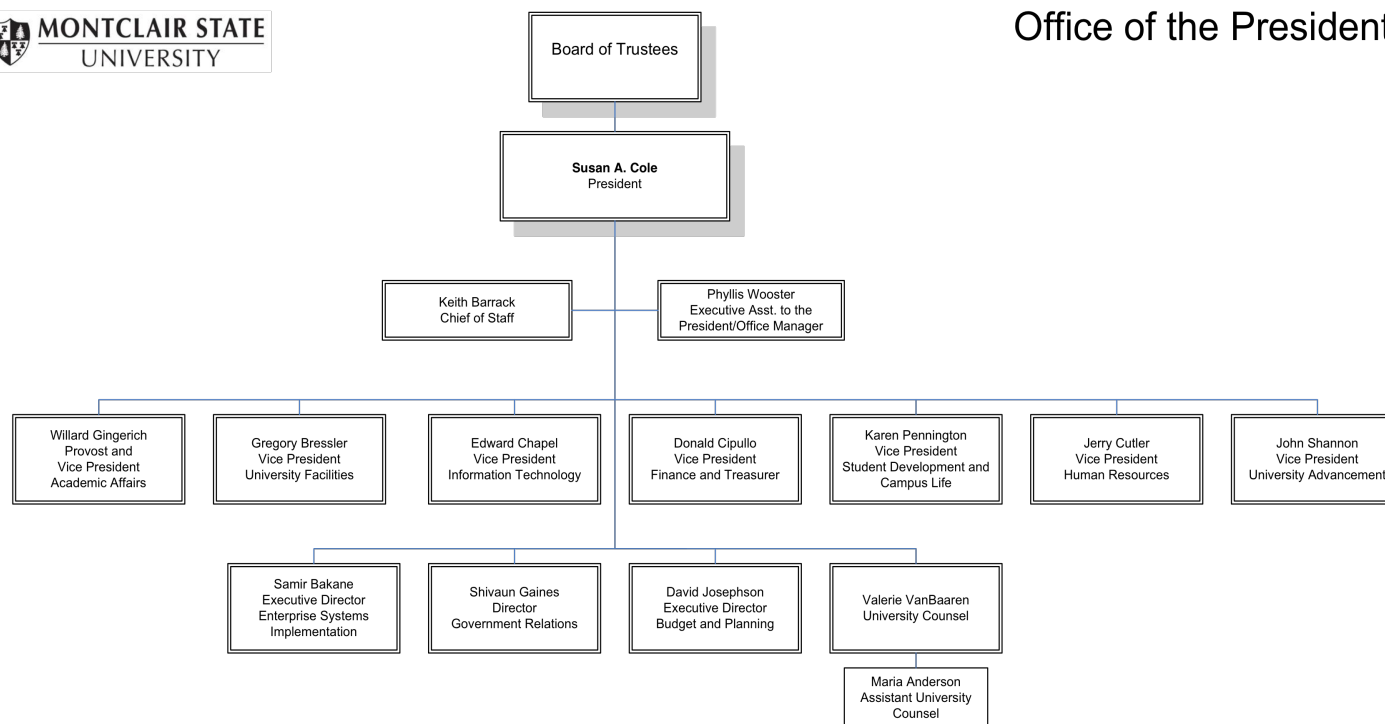
^{*} ADP refers to the company who provided primary funding for the center.

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

See university, college, and department charts below.

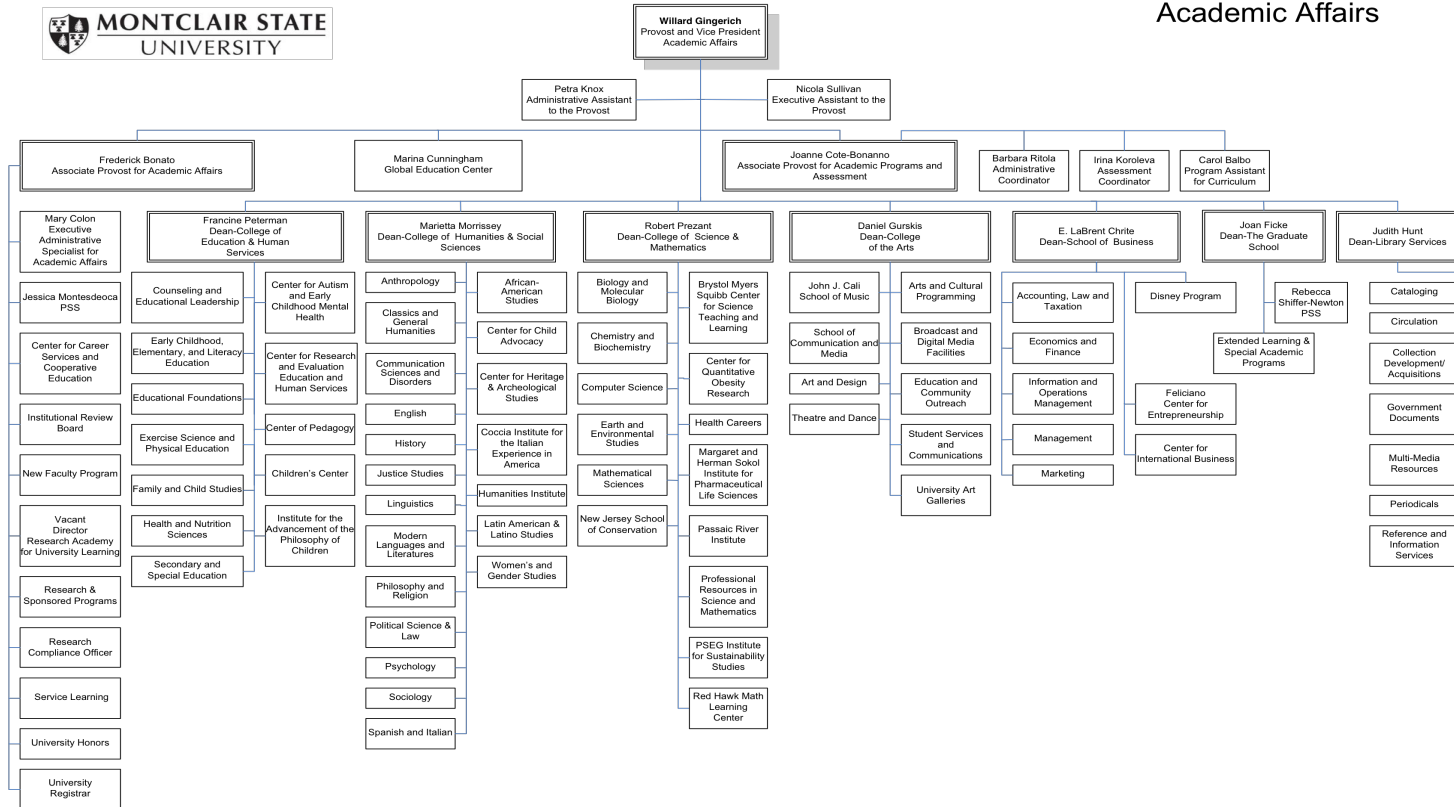


Office of the President



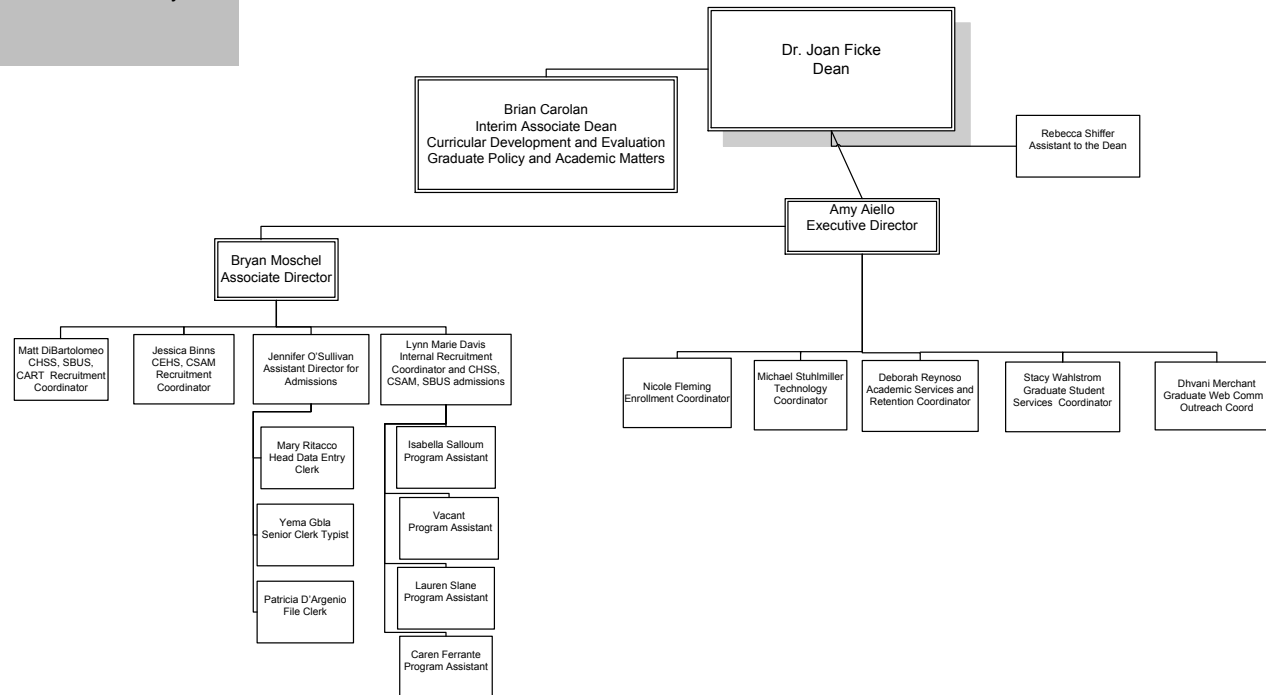


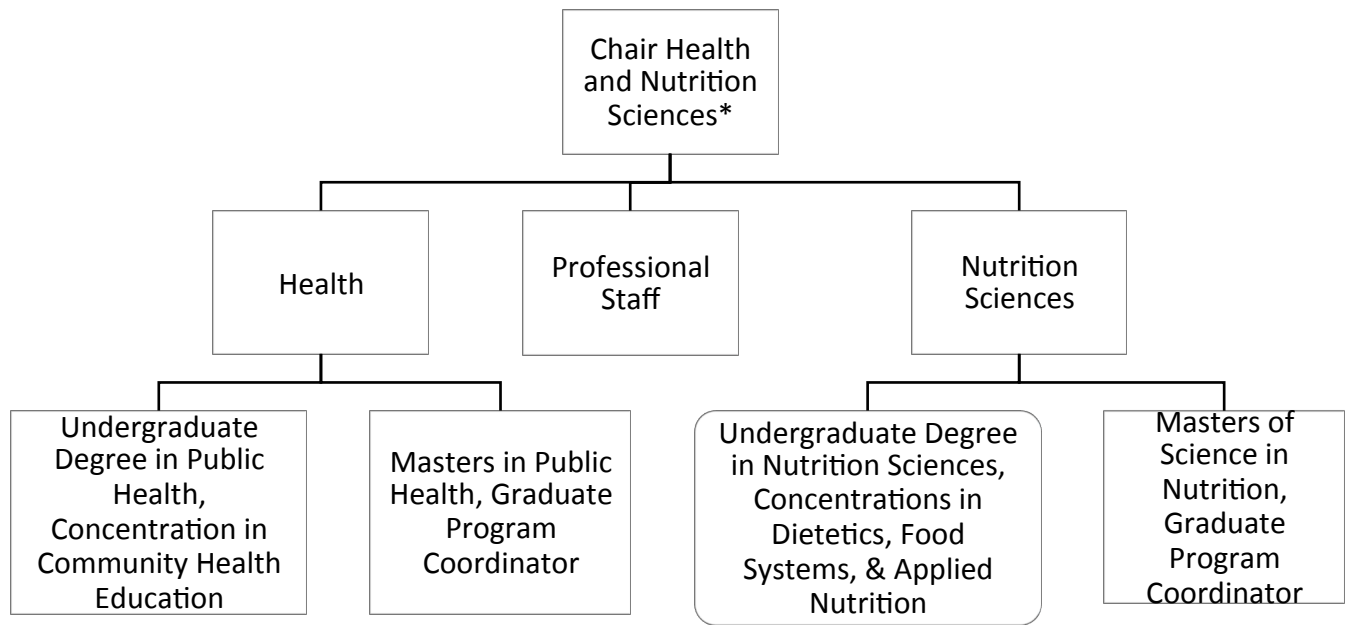
Academic Affairs



October 2013

The Graduate School
Montclair State University





* The current department chair is also primary faculty in the MPH program

1.3.c Description of the program's involvement and role in budgeting and resource allocation, personnel recruitment, academic standards and policies.

Budgeting and resource allocation, including budget negotiations, indirect cost recoveries, distribution of tuition and fees and support for fund raising.

On behalf of the MPH program, the department chair submits an annual departmental budget along with any requests for additional personnel, supplemental resources, facilities or capital projects deemed necessary. The department administrator, who monitors and administers the program budget throughout the year, assists with budget projection and resource allocation. The department chair submits the requests to the Dean, who 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.

The Department Chair also participates in a Leadership Team Retreat, convened by the CEHS Dean, which focuses solely on preparing documentation for the University's Budget Call.

Indirect cost recovery is set by the university and is outlined in detail in the resource file. In summary, the University recovers all support costs, in part, by applying an indirect cost rate to each sponsored or special program. Depending on the particular type of program proposed, an appropriate indirect cost rate is applied to Modified Total Direct Costs for non-federally sponsored projects and to Salaries and Wages for federally sponsored projects. Modified Total Direct Costs are calculated as Direct Costs less equipment and capital expenditures, scholarships and fellowships, remitted tuition, rental costs, and the portion of subcontracts in excess of \$25,000 (as per the federal OMB Circular A-21). Salaries and Wages include regular wages and pay for vacation, holidays, sick time and other paid absences.

Indirect cost funds recovered from all Sponsored Research Programs are distributed by the University Controller. A percentage of indirect costs recovered from Special Instructional Programs, Training Programs, and Other/Public Service Programs are distributed by the University Budget Office, according to the following schedule (FY 2008 approved rates):

- General University Fund (Research Programs) 30%
- General University Fund (Special Instructor/Training Programs.) 30%
- School/College Dean's Office 15%
- Academic Department 25%
- Principal Investigator (minimum share) 10%
- Office of Research & Sponsored Programs 20%

The MPH program does not charge student fees, therefore these do not impact our budget process. Finally, the University does not provide the program with a specific breakdown of the sources of funds with respect to tuition, rather, discretionary funds allocated to the college are dispersed to departments based on an FTE ratio of \$825/FTE for full-time, clinical, and adjunct faculty. Departments may make requests for supplemental funding based on increases

in enrollment. Such requests are reviewed at the college level and those with merit are forwarded to the University administration.

Personnel recruitment, selection and advancement, including faculty and staff.

Faculty searches are conducted by a search committee, which is appointed by the department chair and composed of full-time faculty members. The search committee directs the marketing, recruitment, and interview process, guided by Affirmative Action policies. After identifying finalists through telephone interviews and reference reviews, the search committee informs the department chair and requests approval from the dean to invite finalists to campus for in-person interviews. Program faculty, staff, and students participate in campus interviews in several ways: attending candidates' research presentations, and participating in lunch with the candidates. Final hiring recommendations are made by the search committee and decisions are made by the dean with input from the committee and department chair.

Searches for program staff are conducted by a search committee, which is appointed by the department chair and composed of faculty and/or staff members, depending on the specific requirements for the position. Final hiring recommendations are made by the search committee and decisions are made by the dean with input from the committee and department chair.

Academic standards and policies, including establishment and oversight of curricula.

The Graduate Program Coordinator (GPC) takes the lead role in reviewing, proposing, and promulgating program-specific policies and standards, with input from program faculty and staff (Academic Clinical Coordinator and Department Administrator, as appropriate) as well as the student representatives and Student Advisory Committee. These policies are in line with the academic policies and minimum academic standards for graduate students issued by Graduate Council, the university-wide elected body governing graduate education. The GPC is also an active member of the university-wide Graduate Council. Our program has the ability to enact more stringent academic standards as well as set program-specific policies.

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

NA

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

NA

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

This criterion is met.

Strengths

- Montclair's organizational structure is clearly defined and designed to facilitate the delivery of quality educational programs.
- Policies exist for governing matters of personnel, budget and finance, curricular development, and academic standards.
- Montclair enjoys full accreditation by Middle States and is a highly developed educational environment capable of providing students with a rich experience.
- The University and College already have many other nationally-accredited programs and demonstrate on-going commitment to sustaining accreditations.
- The current Department Chair is also primary faculty and the former GPC of the MPH program.

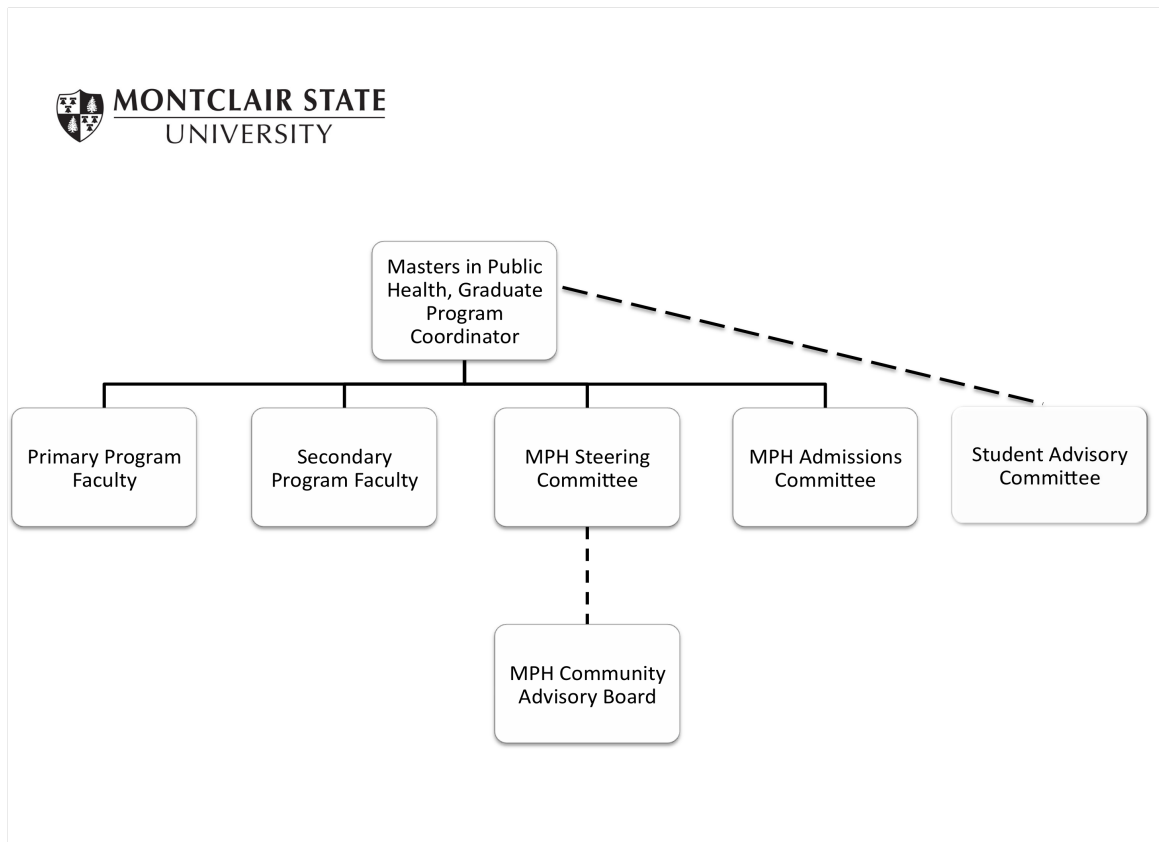
Plans

- No changes are currently needed.

1.4 ORGANIZATION AND ADMINISTRATION

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

1.4.a One or more organizational charts delineating the administrative organization of the program, internal component relationships.



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

Interdisciplinary collaborations are highly encouraged at all levels of the university, across programs, and with the professional and local community. Courses offered as requirements or electives in the MPH program include those from several other departments, e.g. Mathematics, Family and Child Studies, Educational Foundations, Earth and Environmental Sciences, Anthropology, Psychology, as well as the Centers for Research and Evaluation in Education and Human Services (CREEHS) and the Center for Child Advocacy (CHAD).

The MPH program is housed in the Department of Health and Nutrition Sciences, which is, by its nature, interdisciplinary. In addition to the MPH, the department offers an MS in Nutrition and Food Science, as well as a BS in Nutrition and Food Science with concentrations in Applied Nutrition, Dietetics, and Food Systems, and a BS in public health with a concentration in community health education. Students in the MPH may take elective classes in the Nutrition and Food Science MS program, and conversely, MS students in nutrition often take classes in the MPH program, promoting interdisciplinary learning and collaboration among students. Faculty in the two programs also collaborate on research, including some externally funded projects.

The College also houses the Center for Research and Evaluation in Education and Human Services (CREEHS), directed by Dr. Eden Kyse. This university-based research center conducts multi-disciplinary and multi-method applied research and evaluation to enhance program planning and outcomes in education, health, and human services; provides high quality evaluation training and education; and advances evaluation science by bridging the expertise of researchers and practitioners. The Center provides services for school districts, institutions of higher education, government agencies, community-based organizations, and foundations to help them meet their accountability and program improvement needs.

One of the primary functions of CREEHS is to strengthen the infrastructure important to faculty and student research and to enhance the relationships between CEHS and the surrounding community. More information about the CREEHS and its activities is available on the CEHS website (<http://www.montclair.edu/cehs/academics/centers-and-institutes/creehs/>).

In addition, beginning in September 2014, CREEHS will offer a certificate program in Program Evaluation that will require an additional 12 course credits. Graduate students in the MPH program are eligible to complete this certificate. In addition, one course within the MPH program meets requirements for the Graduate Certificate in Program Evaluation, which will draw students from other graduate programs and outside the university to courses within the MPH program.

In addition to the certificate in program evaluation, the MPH program collaborates with other university departments that offer certificate programs, which are of interest to MPH students. These include the Department of Earth and Environmental Studies, which offers a certificate in Geographic Information Systems; the Department of Exercise Science and Physical

Education, which offers a certificate program in nutrition and exercise science; the Center for Child Advocacy, which offers a certificate in child advocacy and policy. These certificate programs, described in the resource file, provide opportunities for MPH students outside the department and program. In turn, the MPH students may bring back experiences from other certificate programs to their class discussions and course work in the MPH program.

CEHS also houses the ADP Center for Learning Technologies. This center is a college-wide resource that serves as interactive laboratory, showplace, an incubator for innovative educational technologies and a hub for trans-disciplinary research. The ADP Center gives particular attention to fostering an appreciation for technology as a practice to improve issues of social justice across disciplinary fields. One of the goals of the center is to foster collaborative partnerships among faculty and external partners by providing expert guidance and assistance on using technology in support of teaching and research. The center provides resources for college faculty to plan, design, develop and integrate technology to address their teaching and research objectives.

The program is also a partner in the Sprague Library's new Assessment in Action project, recently accepted by the American College Library. The MSU Assessment in Action team project proposed to focus on assessing the impact of Government Documents and data information literacy instruction on student success. In particular, it will concentrate on working with the students in the Master of Public Health program, and the outcomes of multiple information literacy classes in Government Documents and data information literacy, combined with one-on-one research appointments with librarians. In Fall 2014, the Public Health Seminar course HLTH 501, which included all entering MPH students, attended a library session to learn about the use of the library resources, search engines, databases, and existing statistical and health guides. In the spring of 2015, the Health Policy course will attend a session focused on accessing government documents and, particularly law, regulation, and policy documents. The library staff created a pre and post-test assessment for each of the sessions. Additional questions related to the use of library resources, and ability to access relevant scholarly literature were recently added to the new, continuing, and alumni student surveys sent by the department.

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

This criteria is met

Strengths

- The program is situated in an accredited institution with strong infrastructure and support systems.
- Academic standards and policies for curriculum establishment and oversight are in place and provide a useful structure.
- Reassigned time is provided for MPH Graduate Program Coordinator
- There are interdisciplinary research and service collaborations among faculty within our own department, as well as with other departments and centers on campus

- There is a college-wide emphasis on practice-based learning, with policies and structures to support public health learning and practice
- The program emphasizes interdisciplinary coursework among MPH students, and inclusion of other graduate students in MPH courses. In particular, the GPC of the MPH program has been working with four specific certificate programs to foster cross-discipline collaborations
- Primary faculty are involved with two interdisciplinary centers within the college (CREEHS and ADP Center).
- Several students have either been formally employed by or have had fieldwork/internship experiences with other centers and departments on campus including, but not limited to CREEHS, Service Learning, University Health Promotion, and Eat, Play, Live... Better,
- 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.

Weaknesses

- While the financial support for the MPH program is currently adequate, additional support is required to expand the program, including funding for additional program staff and faculty.
- With additional staff support for administrative functions that are currently performed by faculty, the program would be better able to expand interdisciplinary collaboration and develop stronger affiliations with community organizations and partners for service and fieldwork.
- A request for a tenure track open rank faculty line for 2014-2015 was not successful. The department chair will continue to seek support for this additional line.

Plans

- To request additional staff lines to support a part- time advisor who would contribute a portion of their time to the MPH program, bringing the total staff support for the program closer to 1 FTE.
- In Spring 2015, two faculty lines will be requested, of which one will be instructional faculty (non tenure track) and one will be an open rank tenure track line.

1.5 GOVERNANCE.

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

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

The full public health faculty meets twice monthly to discuss issues related to both the graduate and undergraduate programs. In addition to these health faculty meetings, there are several MPH-specific committees that meet to discuss particular aspects of the program. Please see the electronic resource file for more detailed information about committee membership as well as meeting minutes.

Community Advisory Board

- Statement of Charge – The MPH Community Advisory Board is the primary source of feedback from community partners and public health professionals outside of our program faculty.
- Composition – this board consists of public health professionals who are actively engaged in public health work in the field.
 - There will always be at least one representative from each of the following constituencies.
 - Alumni
 - Public health agencies and non-profit organizations
 - Advanced level professionals
 - Entry – level professionals
 - Agency administrators
 - Individuals who have supervised students in our fieldwork experiences
- Current membership – Erica Abbruzzese, Toritsean Boyo, Cynthia Collins, Dawn Diamond, Melanie Shefchik Fraher, Andriana Herrera, Kenese Robinson, Kathy Smith

Student Advisory Committee¹

- Statement of charge - The MPH Student Advisory Committee is a source of feedback from students who are currently matriculated in our program.
- Composition – there will always be at least two first year students and two second year students on the committee, and the committee will include the two student representatives, which are elected by the student body.
- Current membership – Valisha Andrus, Paul Santos, Megan Trusdell , Rodney Hammond, Irma Hidayana , Christina Eftychiou, Lindsay Hayek.

¹ To date, the students did not take meeting minutes. The new board is committed to rectifying this.

MPH Program Steering Committee

- Statement of Charge – The MPH Steering committee is a standing committee charged with working with the Graduate Program Coordinator, as well as the Department Chair, in order to assure that the program is meeting the needs of the students, as well as fulfilling the requirements for accreditation set forth by CEPH. The Steering Committee is also responsible for the preparation of the self-study document.
- Composition – there will always be three faculty and one student liaison to the committee
- Current membership
 - Mary Jo Belenski, Lisa Lieberman, Stephanie Silvera, Kate O'Connor (student member), Amanda Birnbaum (department chair, ex officio member)

MPH Admissions Committee

- Statement of Charge – The Admissions Committee is charged with reviewing the incoming applications and making admissions selections based on established criteria.
- Composition - there will always be at least three primary MPH faculty, including the MPH program GPC
- Current membership
 - Lisa Lieberman, Stephanie Silvera, Amanda Birnbaum, Ndidi Amutah

MPH Curriculum Committee

- Statement of Charge – The Curriculum Committee is charged with reviewing the current course offerings, including fieldwork and culminating experiences, as well as program competencies to ensure that they are in line with the program vision, mission, goals, and objectives. This committee is also charged with assessing proposed courses and concentration, and reports to the Department Chair.
 - Given that we are a small program, and the GPC and Department Chair both sit on this committee, all curriculum recommendations go directly to both the GPC and department chair who determine the best mechanisms processing these recommendations.
- Composition – there will always be at least three primary MPH faculty, including the MPH program GPC, as well as one MPH student.
- Current membership
 - Lisa Lieberman, Stephanie Silvera, Eva Goldfarb, Mary Jo Belenski, Amanda Birnbaum, Valisha Andrus (elected student representative), Paul Santos (elected student representative)

1.5.b Identification of how the following functions are addressed within the program's committees and organizational structure:

The MPH program, as part of the Department of Health and Nutrition Sciences, follows the bylaws for the department. These bylaws are in the process of being revised and the new bylaws are expected to be completed and voted on by the end of the 2014-2015 academic year.

General program policy development

The GPC provides leadership and oversight of daily operations of the MPH program and serves as the *de facto* Chair of the MPH Steering and Admissions Committees. All admissions and

graduate program decisions are made in accordance with Graduate School policies, which provide guidelines for all graduate programs within the university. Currently the GPC also serves in an elected position on the university's Graduate Council, which governs policies and procedures for all university graduate programs.

The MPH GPC governs matters of curriculum, program requirements, and general program development. Together, the GPC and the Steering Committee are the primary source of governance for the program. They are responsible for planning the mission, goals, objectives, implementation, and evaluation of the program and for ensuring the program maintains a high level of educational quality. In academic years 2012-2013 and 2013-2014, the Steering Committee met on a weekly schedule to discuss and resolve issues related to program design, academic requirements, student policies, admissions standards, orientation, accreditation, and course development. Currently, the Committee meets every other week, and adjusts its schedule based on the immediate needs of the Graduate Program. In addition, the GPC consults with the department chair, who is also a primary faculty member and former GPC in the MPH program, about day-to-day program issues and strategies, as well as long term programmatic planning.

Planning and evaluation

MPH program planning takes place during semi-monthly MPH Steering Committee meetings as well as semi-monthly health faculty meetings. The MPH Steering Committee is also charged with developing, updating, and administering student surveys. Members of this committee also analyze data from these surveys as part of the program planning and evaluation process.

Budget and resource allocation

The full MPH faculty engage in discussions and decisions regarding resource needs, including but not limited to new faculty positions, new staff requests, assistantship support, faculty travel and research support. Budget-related requests are submitted to the department chair, who is a primary MPH faculty member, who submits an annual departmental budget along with requests for additional personnel, supplemental resources, facilities or capital projects deemed necessary to the CEHS Dean.

Student recruitment, admission, and award of degrees

Student recruitment, admission, and awarding of degrees are developed and enforced jointly by the MPH program, CEHS, and the Graduate School. The MPH Admissions Committee, which includes the MPH GPC, reviews all potential applications and makes the final admissions decisions. The GPC works with the Graduate School, which manages student files, notifies applicants of admissions decisions, and performs graduation audits. The GPC also plans and manages an orientation for incoming MSU MPH students.

Faculty recruitment, retention, promotion, and tenure

Faculty recruitment begins with a formal request for a new/replacement faculty line by the department chair, with input from the program faculty. Once a line is approved, the program faculty develop and submit a position description along with a recruitment plan to the Dean. A search committee of 3-4 full time faculty members, are then charged with overseeing the search and making recommendations to the Department and Dean. With their support, the recommendations are then submitted to the Provost, and ultimately the University President.

Retention, promotion, and tenure are processed at the departmental level with all Health and Nutrition Sciences (HLNS) Department faculty members with appropriate tenure and rank status eligible to participate on the Department Personnel Advisory Committee (DPAC) and Department Faculty Range Advisory Committee (DFRAC). Faculty representing the MPH program have consistently participated in these committees (see resource file <http://www.montclair.edu/provost/administrative-calendar/personnel-decisions-faculty>).

Academic standards and policies, including curriculum development

Program-level academic standards, such as course requirements and programs of study, are approved by the MPH Steering Committee and then by the Department Curriculum Committee, prior to being submitted to the CEHS Curriculum Committee. For programmatic changes, such as adding or removing courses from the program of study, the university-wide Graduate Council must review and approve the action before the final review by the Provost. New courses and course alterations are processed within the College and then submitted directly to the Provost.

Research and service expectations and policies

Departmental research and service expectations and policies are established and monitored within the parameters of the standards established at the college and university levels. The program follows the Montclair State University Faculty Roles and Expectations document, which outlines the research and service expectations of tenure and tenure-track faculty (see resource file <http://www.montclair.edu/provost/faculty-handbook/regulations/roles-expectations>). The research and service activities of tenured and tenure-track faculty are evaluated against the University Faculty Scholarship Program, the primary formal mechanism for evaluating the scholarship of tenured and tenure-track faculty, as needed by the DPAC and Department Chair (see resource file).

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

The rights and obligations of the administrators and faculty of the MPH Program are outlined in the University Faculty handbook (see resource file, <http://www.montclair.edu/provost/faculty-handbook>) and are not specific to the MPH Program. In addition, the Graduate School provides a handbook for Graduate students (see resource file).

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

Table. 1.5.d Faculty membership on university, college, and department committees			
<i>Faculty name</i>	<i>Committee</i>	<i>Level</i>	<i>Years of service</i>
Mary Jo Belenski	Sabbatical Review Committee alternate	University	2013-present
Amanda Birnbaum	General Education Interdisciplinary Working Group	University	2013-present
	Executive Committee, Interdisciplinary PhD in Environmental Management	University	2014-2015
	CREEHS Faculty Advisory Committee	College	2011 - present

Joseph Donnelly	DPAC	Department	2011-2014
	Sabbatical Review Committee alternate	University	2014-2016
	College Distinguished Teacher Committee	College	2014-2015
	College Research Committee	College	2014-2015
	University Creative Thinking Committee	University	2014-2015
Eva Goldfarb	DFRAC	Department	Department
	University Distinguished Teacher Committee	University	2014-2016
	Dean's Advisory Committee	College	2014-2015
Lisa Lieberman	Graduate curriculum committee	University	2011-present
	Graduate Council (University)	University	2013-2015
	CREEHS Faculty Advisory Committee	College	2011 - present
	DPAC	Department	2014-present
Stephanie Silvera	Institutional Review Board	University	2010-2016
	Undergrad curriculum committee	Department	2012-present
	DFRAC	Department	2013-present
	General Education Interdisciplinary Working Group	University	2013-present
	ADP Center for Learning Technologies Steering Committee Chair	College	2013-present

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

Student Representation in Governance

Beginning in 2013-2014 the student body elected two representatives from their peers to serve as Representative and Representative-Elect to function in leadership and governance roles in the program organization.

Student representatives are nominated by fellow students or self-nominated and must be in good standing with the MPH program. The GPC sends information to all of the current MPH students regarding the names and personal statements of the students nominated. The election process is conducted using the university's formal, confidential "ELVIS" online voting system, with only MPH students in good-standing eligible to vote. Student representatives are valued members of the MPH community and serve as liaisons with the student body. Beginning in the Spring 2014 semester, the Representative and Representative-elect attended Faculty Meetings as student representatives. Student representatives also seek student feedback sessions each semester, which supplement the online course evaluations.

In addition, students are involved with the governance of the MPH program through participation in the Student Advisory Committee. Members of this board are nominated/selected by the MPH faculty and serve for a period of two years. The Student Advisory Committee meets at least once per semester to share information and feedback, to respond to specific questions from the faculty about changes or initiatives being considered, and to discuss issues of importance to the students. In addition, such feedback is solicited via email. Curriculum and policy changes proposed by the

faculty are reviewed by the Student Advisory Committee, which serves in an advisory, not a decision-making, capacity.

Student organization

In 2009, in collaboration with the Graduate Program Coordinator, a small group of MPH students organized a student association for the program, developing a mission statement and bylaws (see resource file). The organization has continued to attract a small group of MPH students each year under its current name MPH Student Organization (MPHSO). (Note proposed changes for the 2014-2015 year, in the planning section.) Participation is voluntary and tends to be more consistent among students who are full-time students on or near campus. The organization has a Chair, Vice-Chair, and Secretary/Treasurer, elected by the students via electronic communications. The organization holds open meetings, which rotate evenings and times to enable different students to become involved. The MPHSO mission is to promote public health advocacy, support public health policy change, and conduct research in order to ultimately improve the health of the MSU campus and its surrounding communities. Through involvement in MPHSO students may gain a stronger understanding of the public health principles and ideas taught in the classroom, learn how to realistically apply those principles, and become successful public health advocates.

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

This criterion is met.

Strengths

- The program faculty are actively engaged in the decision making processes that affect the MPH.
- Students have a meaningful role in governance with multiple opportunities for input through the student representatives, the Student Advisory Committee, and the MPHSO.
- Program faculty are well represented on meaningful college/university level committees.
- The program has clearly defined committee structures and charges that promote sound procedures for program development, review, and continuous improvement.
- There is strong involvement of primary MPH faculty in programmatic planning and decision-making.
- The MPH faculty are well-integrated in college- and university-wide committees related to university governance and operations.

Weaknesses

- Student participation in governance was not formalized until the spring semester 2014. Prior to this, student participation in governance took place through the MPH Student Organization and only on an informal basis.
- The student organization has, to date, only attracted a small group of students each year, and despite its mission, has not had a strong focus or commitment to particular projects or activities from year to year.
- Department bylaws are somewhat outdated and do not maximally align with current departmental and programmatic needs and functions.

Plans

- Given the recent introduction of students in formal governance decisions, we plan on debriefing with inaugural student representatives to identify strategies for enhancing that role. We will also solicit suggestions from other students and recent graduates about ways to ensure that the student representatives have a forum for collecting input and feedback from their constituents.
- A small group of students who are currently in the program, but were not active in the student organization previously, have committed to energizing and expanding the student organization. Beginning in the fall semester of 2014, the MPHSO became known as Montclair Public Health Graduate Student Organization (MPHGSO) to clarify and distinguish itself as a graduate student organization. MPHGSO will continue to follow the mission of MPHSO, but incorporate changes to promote continued growth and maintenance of the organization. Some of these changes will be: a commitment to a public health movement on campus, mentoring program for MPH students and alumni, and building a network among MPH alumni of the program.
- Through the MPHGSO, students will continue to partake in community events and have a commitment to bring more public health initiatives to campus. Planning for the following are in process: Making Strides Against Breast Cancer Walk, National Public Health Week in 2015, and bringing the Real Food Challenge (RFC) to campus.
- The Department Chair will convene a working group with faculty representatives from the public health as well as nutrition and food science programs, to revise the departmental bylaws. We expect to have adopted the revised bylaws by the end of academic year 2014-15.

1.6 FISCAL RESOURCES.

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

1.6.a Description of the budgetary and allocation processes, including all sources of funding supportive of the instruction, research and service activities.

Funds are allocated to colleges and departments through the annual budget process. The university issues a budget call each spring. The department chair submits budget requests to the Dean, who makes initial decisions and prioritizes requests across all units in the College. The College requests are presented to the Provost and President, who make final decisions. The availability of additional resources for departments are dependent upon the state budget situation, tuition rates and other factors. The allocation of new resources is based on the goals and objectives in the University's strategic plan. Unspent funds in the operating budget are usually reinvested back into the University's physical assets since the State does not provide capital renewal and replacement funds. Unspent funds in revenue centers (e.g., auxiliaries, institutes, centers), course fees and grant indirect cost recoveries may be carried over into the following fiscal year upon request by the fiscal agent. A summary of the trends in total budget revenue for the university along with the proposed operating budget for the university is available in the resource file.

Department operating budgets include salary support for full-time and adjunct faculty, full-time and per diem staff, as well as non-personnel items such as materials and supplies, travel, services (e.g., honoraria, memberships, catering), postage, capital and equipment. Requests for additional program resources – e.g., new faculty lines or reassigned time for faculty to engage in research or program management activities “on load” (as part of contracted instructional time) – are submitted along with the budget requests.

The department also has a separate account for funds generated through indirect costs charged to sponsored research, special instructional programs, training programs, and other public service programs. The department receives 25% of these indirect costs, which may be used in ways similar to general operating funds. Allocation and approval of expenditures from this account are done by the department chair. Because there are multiple programs in the department, when making decisions about allocations, efforts are made to consider the relative contributions generated by faculty from each program to the indirect cost recovery account (see resource file).

The Department of Health and Nutrition Sciences is divided into two programs: Public Health and Nutrition and Food Science. There are currently 693 students in the Nutrition and Food Science program, including graduate and undergraduate students. There are currently 209 students in the Public Health program, including 49 (continuing and newly matriculated) graduate and 160 undergraduate students (137 majors and 23 minors). The funds allotted to the Department each year by the University administration are distributed according to enrollment for the Department as a whole and are not delineated according to funding source (i.e., tuition, state appropriation, etc). Accordingly, the Department budget is not divided by program. For

these reasons, all figures included below are approximations based on the number of students in the MPH program.

The Department has one full-time Department Administrator, one full-time Academic Clinical Coordinator, and one full-time Department Secretary. The Department Administrator and Department Secretary each devote approximately 5% of their time to the MPH program. The Academic Clinical Coordinator, who organizes all of the MPH fieldwork experiences, devotes approximately 40% of her time to the MPH program. There is also a student clerical assistant who spends less than 5% of their time on the MPH program.

Expenses for operations, again, are not accounted for by program; the figures below are estimates, based on the number of students in the MPH program.

1.6.b A clearly formulated program budget statement, showing sources of all available funds and expenditures by major categories for the last five years.

Table 1.6.1 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.

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

NA

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

Table 1.6.d. Outcome measures for adequacy of its fiscal resources				
Outcome Measure	Target	2011-2012	2012-2013	2013-2014
Funding of faculty travel to conferences and presentations	100% of faculty will receive funding to travel to at least 1 conference at which they are presenting per year.	100%	100%	100%
Funding of graduate assistants.	At least 3 MPH students will receive graduate assistantships per year	5	4 (Fall)/ 5 (Spring)	5
Personnel/Professional Staff	The program will have at least 1 FTE of professional staff/support	0.45	0.45	0.45
Professional development funding	40% of primary program faculty will receive professional development funding	80%	83%	83%
Software	100% of primary program faculty will have access to software needed to complete research	60%	60%	60%

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

The criterion is partially met.

Strengths:

- Faculty members are engaging in externally funded projects, which contribute to program funds through indirect cost recovery.
- Adequate level of travel funding is supplied by the Dean's office for faculty to present research at conferences.
- Program faculty has been adequately funded to pursue professional development opportunities.
- The Department Chair, who is also primary program faculty, has a strong voice in negotiating for programmatic funds at the college level.
- We have exceeded our goals with respect to provide graduate assistantships in part due to our ability to leverage University resources and opportunities available for new program.

Weaknesses:

- There is an inadequate number of professional/support staff to fully support the program's mission, goals and objectives.
- Faculty does not have full access to software needed to complete research.

Plans

In light of the findings related to our budget shortfalls, the department chair has requested additional funding for the next fiscal year's budget to meet the program's professional/support staff needs. Specifically, we have requested a half-time professional advisor to assist with academic advising for the undergraduate nutrition and food science programs. This would

benefit the MPH program insofar as it would substantially reduce the amount of time that our Department Administrator currently dedicates to undergraduate student advising. This would enable her to dedicate a larger percentage of her time to providing professional support for the MPH program in critical areas such as marketing, recruitment and retention, and alumni relations.

1.7 FACULTY AND OTHER RESOURCES.

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

1.7.a. A concise statement or chart defining the number (headcount) of primary faculty employed by the program for each of the last three years.

The following number of faculty members have primary responsibility within the MPH program and dedicate at least 50% of their time to teaching, research, service or advising within the MPH program. Each of the individuals counted as primary faculty teach at least one course in the MPH program per academic year. The current configuration exceeds the minimum of three such primary faculty.

Table 1.7.1 Primary Faculty by Year

Year	Headcount of Primary Faculty
2014-2015	6
2013-2014	6
2012-2013	7
2011-2012	6

1.7.b A table delineating the number of faculty, students and SFRs, organized by concentration, for each of the last three years.

- On load faculty time is calculated as 24 credits/year. Therefore, 1 FTE = 24 credits/year dedicated to the MPH.
- Faculty contribute time to the program through a combination of the following:
 - Teaching core and/or required courses within the MPH program
 - Each course = 3 credits
 - Conducting research in the area of public health, which is accounted for through participation in the MSU Faculty Scholarship Program (FSP) and/or reassigned time through a grant buyout in a field associated with public health
 - FSP= 6 credits/academic year.
 - Grants = variable depending on the amount of the grant, up to 15 credits/year maximum
- Some types of service to the department are compensated through on-load reassigned time in which tenured or tenure track faculty received a reduced teaching load in exchange for services provide. This includes Department Chair, Graduate Program Coordinator and Accreditation Coordinator, each of who receive reassigned time.
 - Chair = 3 credits/year dedicated to the MPH program
 - GPC = 6 credits/year
 - Accreditation coordinator = 6 credits/year

Table 1.7.b Faculty, Students and Student/Faculty Ratios 2011-2012									
HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students *	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
6	3.81	3	0.38	9	4.19	37	21.3	5.59	5.08
Faculty, Students and Student/Faculty Ratios by Department or Specialty Area 2012-2013									
HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
7	4.69	6	0.75	13	5.44	36	25.4	5.42	4.67
Faculty, Students and Student/Faculty Ratios by Department or Specialty Area 2013-2014									
HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
6	3.94	5	1.00	11	4.94	46	26.1	6.62	5.28
Faculty, Students and Student/Faculty Ratios by Department or Specialty Area 2014-2015**									
HC Primary Faculty	FTE Primary Faculty	HC Other Faculty	FTE Other Faculty	HC Total Faculty	FTE Total Faculty	HC Students	FTE Students	SFR by Primary Faculty FTE	SFR by Total Faculty FTE
6	4.19	4	0.88	10	5.07	49	30.2	7.21	5.96

* MSU calculates student FTE as Student Semester Hours/24 credits

**As of 9/3/14, Student FTE calculated as Student Semester Hours/12 credits

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

We currently have three non-faculty personnel who each provide varying time to the program. The Department Administrator and Department Secretary each provide roughly 5% of their time to the MPH program providing such services as class scheduling, assistance with meetings, etc. The Academic Clinical Coordinator provides between 30-40% of her time to the program, providing such services as working with students to identify appropriate field work sites, development and maintenance of relationships with fieldwork sites and preceptors, and development and maintenance of internship and community project handbooks. These individuals also serve the other undergraduate and graduate programs within the department.

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

The Department of Health and Nutrition Sciences is located in University Hall (UH), a state-of-the-art computer-rich facility, which is a fully equipped research and academic space. All 50 classrooms and lecture halls have DVD and TV access, a document camera, and laptop

projection capabilities. Each wing of classrooms has breakout rooms for small group work. While specific classroom space is not dedicated to the program, classrooms are assigned by the registrar based on course offerings and programmatic needs.

Each faculty member has an individual office with a university-provided laptop or desktop computer and printer and there are large and small conference rooms at their disposal. There are many study areas and lounges throughout the building that provide spaces for students to study and socialize. The building also provides some research space, including nutrition, physical activity/exercise science labs, and rooms for conducting focus groups.

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

N/A

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

There are several public computing labs on campus -- one in Sprague Library, one in the Student Center and one in University Hall that is open 24 hours per day, seven days per week (78 desktop computers, 58 surf and print stations, 243 lender laptops). Students and faculty can borrow laptops from the HelpDesk in University Hall or in Sprague Library. The Division of Information Technology also provides software loans and installation, media equipment loans (including slide projectors, tape recorders, portable presentation systems). In addition, 12 laptop computers are available for drop in student use in the ADP Center for Learning Technology.

Teaching computing labs, located in University Hall, can also be reserved by MSU faculty or staff for classes or presentations. A Distance Learning Room, which provides for real-time interactive two-way radio audio and video transmission, can be used as a satellite downlink site. The Student Technology Resource Room (located in Sprague Library's Multimedia Resources Department) is designed to provide a space in which students can utilize multimedia technology to work on academic projects. An on-site graduate assistant provides technical support and troubleshooting to students and faculty.

The Office of Instructional Technology (OIT) provides technology access and support for students, staff, and faculty. The ADP Center for Learning Technology offers students and faculty access to a wide array of digital technology and resources as well as instructional technology resources. The CEHS Office of Technology Services supports Unit faculty with hardware and software needs.

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

Library

The Harry A. Sprague Library provides a wide range of journals, books, electronic and digital resources, and services to students, faculty, and staff. The library has holdings of more than 400,000 volumes, and subscribes to over 1,000 periodicals, with another 20,000 periodicals,

including journals with a public health, available through online index and abstract databases. Annually, approximately \$10,000 is allocated for College/School subscription and publications.

Information Technology Resources

Montclair State has made a significant commitment to utilizing technology in the administration of the University, in the teaching and learning process, and in communication and collaboration between students, faculty and staff. As part of that commitment, the University's Division of Information Technology provides instruction, support, services, and resources to faculty and students so that they can develop knowledge and skills in the use of technology. The University's Division of Information Technology provides technology support and resources throughout the University, including networking and telecommunications, systems and security, technology training, technical support services, software services and institutional research.

The College of Education and Human Services has also committed itself to supporting faculty and staff in the uses of technology through the CEHS Technology Services Office, as well as the ADP Center for Teacher Preparation and Learning Technologies.

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

MSU also provides a wide variety of other resources and support for individual faculty and students, as well as for the program. Examples include travel support for conferences (through departments, and at the CEHS level), poster printing support for conferences and the MPH practicum fair (ADP Center for Learning Technology), faculty research and teaching sabbaticals (university research and provost's offices), and graduate assistants (Graduate School).

In addition, the Research Academy for University Learning (RAUL) provides resources that encourage, facilitate, and contribute to a faculty conversation about how university students learn, how we can best foster that learning, and how we and our students can best understand its nature and progress. To do this, RAUL offers feedback services, teaching tips, Faculty Teaching Circles, the Provost's Speakers Series for University Learning, and the Engaged Teaching Fellows Program (ETFP), a yearlong fellowship where junior faculty members are paired with teaching mentors to encourage contemplative pedagogy, creative teaching and learning, technology, service-learning, community-based research, interdisciplinary and integrative student-involved pedagogies that create opportunities for learning beyond lectures and seminars. To date, four of the primary MPH faculty have participated in the ETFP program, as mentees and/or as mentors (<http://www.montclair.edu/academy>).

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

Table 1.7.i. Outcome measures for adequacy of program resources					
Outcome Measure	Target	2011-2012	2012-2013	2013-2014	2014-2015*
The Student Faculty Ratio (SFR) by primary faculty will be ≤ 7.0	≤ 7.0	5.59	5.42	6.62	7.21
The total FTE for primary faculty will be above 3.0	> 3.0	3.81	4.69	3.94	3.69
The program will have adequate office space for each faculty member.	Each faculty member will have office space.	Met	Met	Met	Met
The library will provide immediate online access to at least 80% of journals identified by faculty as required for their teaching and research.	$\geq 80\%$	Not assessed	Not assessed	46.2%	46.2%

*Data for Fall 2014 semester only.

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

This criterion is met

Strengths

- Each faculty member has private office space and is provided a University-issued computer and printer along with other basic supplies.
- The college has a strong commitment to the use of technology in teaching and in research, as indicated by the revisioning of the ADP Center for Learning Technology.

Weaknesses

- The program currently has insufficient access to online journals with a public health or related foci.
- There is a need for greater access to research/grants space, particularly there is a need for meeting space for research teams. Space is an on-going challenge as the university continues to grow. Although creative solutions are sought and considered, the physical space on campus does impose an ultimate constraint.
- While the MPH program has maintained a Student/Faculty ratio below 7 for Academic Years 2011-2012, 2012-2013, and 2013-2014, our current SFR is slightly higher at 7.21,.

Plans

- The faculty are currently working with faculty members in other programs to submit to the Dean of the Library a request for increased access to online journals.

- The faculty are working on a proposal for research/grant space that will be submitted to the Dean of CEHS. The Dean and Leadership Team are committed to maximizing space availability for research and collaboration as well as individual workspace. A planned re-design of the ADP Center for Learning Technology will include increasing space for faculty and professional staff interaction and collaboration.
- The program has received approval to hire a non-tenure track instructional specialist who will contribute FTEs to the program, beginning in January 2015.

1.8 DIVERSITY.

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

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

i. Description of the program's underrepresented populations, including a rationale for the designation.

New Jersey is more diverse in terms of race, ethnicity, national origin, and home language than the U.S. as a whole. 58% of NJ residents compared to 63% of U.S. residents are White, non-Hispanic; 21% of NJ residents compared to 13% are foreign born; and 29% compared to 13% speak a language other than English at home. In addition, data from National Association of County and City Health Officials indicate that nationally, at least at the local health department level, the majority of public health professionals are female (~83%). With respect to age, while the program does not require a set amount of professional work experience prior to enrolling, data on student age is collected, which serves as a proxy for work experience. Many of the MPH partner agencies and organizations represent diverse communities as well, allowing our students to work with diverse populations. Given these data we have identified gender, ethnicity and age as our populations of interest.

Since program inception in 2009, five first-year cohorts have entered the Montclair MPH program. **Table 1.8.1** contains frequencies and percentages by cohort and as a total, as well as an average percentage across cohorts, for each of the diversity categories identified. Though cohort numbers have been small, this data can be used to identify some general demographic patterns in the areas selected: gender, ethnicity, and age.

Currently the MPH primary faculty consists of six (6) faculty members (all female) responsible for the concentration in community health education (CHE) within the program and three additional full time faculty members (all male; two from HLNS and one from the department of Family and Child Studies (FCST)) who either teach core public health courses and/or are involved in other aspects of the MPH program (committees, research, etc.). In addition, there is one male adjunct faculty member who contributes time to the program through the instruction of core/required courses.

For the 2011-2012 academic year, at the university, 46% of full-time and part-time faculty were males, compared to 40% of total MPH faculty. Excluding faculty for whom race/ethnicity was unknown, 78% (990) of all university faculty, and 60% (six out of ten) of total MPH faculty, identified as white. Of the eight full-time MPH faculty members within the Department of Health and Nutrition Science, one identifies as Hispanic/Latino and one faculty member is of African descent (both primary MPH faculty). This profile provides a relatively strong gender and racial/ethnic balance, though more diversity in both areas is needed. Thus, our designated underrepresented faculty groups are males and individuals of color.

Another aspect of diversity valued by our faculty is that of professional work experience and teaching/service/ research foci represented and needed in our program. Within the faculty assigned to the CHE concentration, research foci include health disparities, cancer epidemiology, maternal and child health, adolescent health, sexuality education and sexual health, public health nutrition, tobacco prevention and control, gerontology, and public health education. In addition, the following areas of research work settings are represented through a combination of formal training, former employment, and/or on-going work/service/research experience: worksite health, community-based programs (churches, advocacy centers, other non-profits), public school teaching. Much of the research conducted by the primary faculty is focused on working in diverse communities with the goal of reducing health disparities including projects focusing on HIV/AIDS among African American women, infant mortality and adverse birth outcomes in women of color, the needs of adolescent mothers of color living in foster care, non-English speaking smokers, dietary choices of low wage workers, and racial disparities in cancer screening behaviors among low income women.

Our secondary faculty members include those who have worked in the areas of dental hygiene, drug and alcohol education, sexuality education, and health education teacher training. Three full-time staff members (three females: all White American) in the HLNS Department currently support the work of the MPH program as part of their responsibilities to support all HLNS programs.

ii. A list of goals for achieving diversity and cultural competence within the program, and a description of how diversity-related goals are consistent with the university's mission, strategic plan and other initiatives on diversity, as applicable.

- To increase gender diversity among students by increasing the number of students who identify as non-female.
- To increase age diversity among students by increasing the number of students who are 25 years or older.
- To maintain ethnic diversity among students.
- To improve gender balance among faculty members by increasing the number of faculty who identify as non-female.
- To increase ethnic diversity among faculty members by increasing the number of faculty who identify as a person of color.
- To provide learning opportunities for students to develop cultural competence and a global health perspective.
- To promote cultural competency through the curriculum.

These goals are consistent with Montclair State University policies, commitment statements, and practices described in the University Strategic Plan (see resource file) as well as the CEHS vision and mission (see resource file). They are also consistent with our MPH vision and mission.

iii. Policies that support a climate free of harassment and discrimination and that value the contributions of all forms of diversity; the program should also document its commitment to maintaining/using these policies

Our MPH faculty supports the policies and commitment of Montclair State University to maintain a climate free of harassment and discrimination and one that values diversity. The

primary policy serving as a basis for this commitment is provided below.

iv. Policies that support a climate for working and learning in a diverse setting

Our MPH faculty supports the following Montclair policy/mission of promoting a positive working and learning environment in a diverse setting.

Montclair State University is committed to the principle that it is everyone's responsibility to foster an atmosphere of respect, tolerance, understanding and good will among all members of our diverse campus community. As an ever-growing pluralistic society, it is fundamental to our institutional mission to create an unbiased community and to oppose vigorously any form of racism, religious intolerance, sexism, ageism, homophobia, harassment, and discrimination against those with disabling conditions. Furthermore, the university eschews hate of any kind and will not tolerate behavior that violates the civil and statutory rights of an individual or group. Within this framework, each of us can feel free to express ourselves in ways that promote openness within a pluralistic and multicultural society (<http://www.montclair.edu/human-resources/about-us/eo-aa-and-diversity/>).

v. Policies and plans to develop, review and maintain curricula and other opportunities including service learning that address and build competency in diversity and cultural considerations.

The MPH Curriculum Committee meets twice a year to review MPH courses, goals, course offerings, fieldwork requirements and procedures and to assure that the courses sufficiently address all of the competencies with special attention to issues of cultural competency and diversity.

The Curriculum Committee relies on data collected annually from current and former student surveys in which students reflect on their experiences and competencies in this area. The Community Advisory Board also provides feedback with respect to the adequacy by which the curriculum addresses both diversity and cultural competency.

vi. Policies and plans to recruit, develop, promote and retain a diverse faculty.

The MPH program follows the University's policies and plans with respect to recruiting, developing, promoting, and retaining a diverse faculty. Montclair State University is committed to the principle of equal employment opportunity and does not discriminate in its recruitment and employment practices on the basis of race, color, religion, national origin or ancestry, gender, age, disabling condition, marital status, sexual orientation, gender identity and expression, veterans status or other non-job related criteria. Equal employment opportunity includes, but is not limited to, recruitment, hiring, retention, tenure, promotion, transfer, compensation, fringe benefits and other terms and conditions of employment in accordance with state laws and regulations.

Montclair State is committed to the principle of affirmative action as a means to overcome the residual effects of systemic discrimination, or to correct a manifest imbalance of females and people of color, thereby creating a more diverse workforce. The University will take affirmative action to encourage minorities, females and persons with disabilities to apply for positions at all

job levels. Employment practices are reviewed periodically to determine whether the protected classes are being afforded fair and equal consideration for faculty, administrative, professional and support positions, as well as for promotion, tenure, and other terms and conditions of employment.

In keeping with the University policies and goals to recruit a diverse faculty, at the program level we implement several strategies to recruit and retain faculty of color. We make it a priority to encourage faculty search committees to identify discipline-specific venues where we can place ads for faculty positions—e.g., *AACR/MICR*, *AACR/WICR*, *SAAAPHI*)—and to identify Special Interest Groups and other divisions/groups within larger professional organizations that would be likely to facilitate contact with potential faculty from underrepresented groups for direct recruitment.

vii. Policies and plans to recruit, develop, promote and retain a diverse staff.

Two of the three full-time staff members currently employed by the HLNS department have been in their positions since before the MPH program inception. Decisions related to departmental staff are largely the responsibility of the department chair, who adheres to MSU's hiring policies detailed above (see resource file) in all efforts to fill these positions. Given that the current department chair is also a primary member of the MPH faculty, she is supportive of our efforts to increase staff diversity. Recommendations and support for recruiting a more diverse staff will be presented when future hiring opportunities emerge.

viii. Policies and plans to recruit, admit, retain and graduate a diverse student body.

The MPH program follows the university's policies and plans with respect to recruiting, admitting, retaining, and graduating a diverse student body. Montclair State University is committed to the principle of equal access to campus benefits and services (including, but not limited to admissions, residence life, financial aid, athletics, course offerings, scholarships, student employment, social and recreational programs) without regard to race, color, religion, national origin or ancestry, gender, age, disabilities not interfering with academic performance, marital status, affectional or sexual orientation, or other non academic-related criteria. The university is committed to the principle of equal opportunity and affirmative outreach by providing equal access to enrollment for underrepresented minority and economically-deprived students.

At the program level, all potential graduate students are assessed for their understanding that life experiences influence learning and their value for individual and cultural differences. Clearly articulated standards that are addressed and assessed across the curriculum, coupled with opportunities for students to work with diverse populations, will lead to the positive self-, mentor- and employer evaluations of graduates' abilities in working with diverse communities.

ix. Regular evaluation of the effectiveness of the above-listed measures.

Quantitative data for all of our diversity criteria for faculty, staff, and students are gathered annually and discussed regularly in meetings of the MPH Steering and Admissions Committees. These data are also shared with the graduate school, which assists with student recruitment and with the CEHS Dean and Provost, who are integral to faculty and staff recruitment.

We are also required to maintain diversity records when conducting faculty and staff searches. These data are submitted to, and maintained by, University Human Services, which is responsible for filing all Affirmative Action reports.

As noted above, the Curriculum Committee meets regularly to assess effectiveness of the curriculum in addressing our goals and objectives for cultural competency and diversity. Outcomes are assessed using a combination of student feedback and feedback from fieldwork preceptors and community partners.

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

Because of our well-articulated shared mission and conceptual framework, many courses as well as fieldwork experiences address aspects of diversity and cultural competency. Core and required courses both address diversity (see resource file) in outcomes, activities, assignments, and assessments as exemplified in sample syllabi and culturally responsive practice and the dispositions related to diversity are evaluated through many course assessments.

For example, **HLTH 501** Public Health Seminar: Foundations, Ethics and Cultural Competency, provides students with the opportunity to discuss and learn about cultural competency by exploring an array of cultures, the role of culture, as well as power and inequality in public health as the foundation for developing effective public health interventions. In **HLTH 504** Behavioral and Social Sciences in Health, students develop knowledge and skills needed to understand community, individual, and organizational behaviors and change processes in cross-cultural settings, as a foundation for planning culturally appropriate public health programs. In addition, our **HLTH 555** Health Disparities and Social Justice explicitly addresses issues of diversity and cultural competency in public health practice. In this course students are expected to examine health inequities, health disparities, and issues of social justice and become knowledgeable about efforts to improve the health conditions of those overburdened by poverty and marginalization.

We further ensure that students are exposed to diversity beyond their experiences in the classroom. Instruction and training around diversity and cultural competence are also key components of both of our fieldwork experiences, Internship in Health and Community Project. Our students broaden their capacity for cultural competency by working across multiple sectors of diversity, including but not limited to:

- Community projects in Nicaragua and Cuba, where our MPH students work in underserved communities providing services such as program planning, technical assistance, and community development from a perspective of sustainability in the community in which the program is being implemented.
- Internships- Our MPH students are practitioners of public health and diversity across our campus, local, state, and national communities. Specifically, our students work within and across communities utilizing diversity related skills that they are learning in our program. Our students have worked in places such as:

- Non-profit organizations (working with communities of color, LGBT communities, elderly communities, bilingual communities, harm reduction agencies)
- Health departments
- Hospitals and managed care organizations

In summary, the program is committed to issues of diversity as it pertains to the training of our students and the impact that these students will have on their community. Faculty members are consistently striving for opportunities to improve our understanding of diversity and the role that this program plays in shaping the next generation of public health professionals.

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

The diversity policies were developed utilizing a multi-stage process. Using the current mission and policies of the department, college, and university as the basis for our program policies, the faculty on the accreditation committee reviewed diversity plans and documents from other schools that had recently undergone the process of accrediting their MPH program. After a thorough vetting of the best practices and policies from the other MPH programs, the committee selected and revised strategies that were most salient to our needs and priorities. The policies and procedures reflected above were disseminated for review to the full program faculty, the Student Advisory Committee, and the Community Advisory Board for their interpretation, revisions, and feedback. The MPH Steering Committee is confident that the diversity plan was strengthened as a result of the contributions of the faculty and constituent groups that reviewed and improved upon the initial document.

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

The diversity plans and policies will be reviewed every two years by all constituent groups, including the full program faculty, the Student Advisory Committee, and the Community Advisory Board, to ensure that they continue to be appropriate and responsive to stakeholder needs. This review process will include an assessment of our progress with respect to the measureable objectives laid out in section 1.8.e as well as to ensure that our programmatic policies continue to be in line with University policy.

1.8.e Identification of measurable objectives by which the program may evaluate its success in achieving diversity.

Table 1.8.1 Summary Data for Faculty and Students

Category/Definition		Method of Collection/ Data Source	Target	2012-2013	2013-2014	2014-2015
Students	Non-female	Student applications	20%	15.8%	15.8%	5.2%
	Non-White		40%	42.1%	52.6%	42%
	Age 25+		40%	26.3%	31.6%	42%
Faculty*	Non-female	Departmental data	30%	37.5%	33.3%	40%
	Non-White		40%	33.3%	33.3%	40%

*Includes both primary and secondary faculty within the program, one of which is a faculty member outside of the department of health and nutrition sciences and another who is an adjunct professor.

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

This criterion is partially met

Strengths

- Our program has clear policies in place with respect to diversity of student and faculty bodies that are consistent with the College and University policies as well as with best practices among other MPH programs. In addition to the policies, there are measurable objectives with respect to diversity and a clear process by which to assess our success in meeting those objectives as well as a plan for many stakeholder groups to take part in that process.
- With respect to cultural competency, the development of such skills is a critical component in all of our core courses, and are written out in course syllabi. In addition, students are evaluated on their cultural competency in the outside agencies they work with for their fieldwork component, giving them feedback and assessment from both faculty and community members/employers.
- Our diversity goals are met through:
 - Ongoing commitment to diversity that is backed up by strong pro-active hiring and admissions policies at the department, college and university levels
 - Core commitment to the development of cultural competency skills among students through iterative and expansive coverage throughout the curriculum and as a formal part of the assessment process.
 - Individual faculty with specific expertise and training in cultural competency.
 - The geographic location of the program, which is one of the most diverse areas of the country. This presents numerous opportunities for students to engage with diverse communities outside of the classroom through service learning, fieldwork, volunteer activities and employment, enabling them to apply their classroom learning to the real world.

Weaknesses

- Current lack of professional development opportunities for faculty around cultural competency, especially in areas that are not as commonly discussed or well understood,

e.g. gender and transgender cultural issues in the U.S. and globally; physical and learning disabilities. Cultural competence presents an ongoing opportunity for learning and growth that our program is not currently offering to its faculty and staff.

- Currently there is no opportunity for students to assess their own levels of cultural competence including in what areas they need continued learning and skill development.
- We are not currently meeting our diversity goals for the percentage of male students enrolled in the program.
- We are not currently meeting our diversity goals for the percentage of faculty of color or gender diversity among primary program faculty.

Plans:

As part of our strategic plan for ongoing program assessment and improvement, we are committed to making available opportunities for ongoing cultural competence development among faculty and staff. This may include formal time set aside at regular faculty program meetings to discuss specific cases, challenges or issues related to our own classrooms and students; hosting or promoting presentations by outside experts on campus on different aspects of cultural competency; supporting faculty, to the extent feasible, who want to further enhance their own understanding, appreciation of and/or skills in cultural competency and teaching about cultural competency.

We are configuring our fieldwork component to move from two three-credit courses (internship and community project) to one six-credit internship course that will allow for deeper and more meaningful engagement with community agencies. In addition, we have added a culminating course, HLTH 606 Culminating Experience Seminar in which students will be required to demonstrate evidence of their competence in a number of key areas related to public health. One of the areas students are going to be expected to assess and provide evidence for is their level of cultural competency. This will reinforce for students from the first day of the program that this is an important core competency and will help them to focus on this area throughout their program so that they can demonstrate growth and competence.

We are currently in the process of hiring a non-tenure track clinical instructor. The program will attempt to use this line to improve our efforts to attract and recruit an individual from diverse backgrounds by targeting our efforts.

SECTION 2: 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.

2.1.a An instructional matrix presenting all of the program's degree programs and areas of specialization, including bachelor's, master's, and doctoral degrees, as appropriate.

Table 2.1.1. Instructional Matrix – Degrees & Specializations	
Specialization/Concentration/Focus Area	Degree*
Community Health Education	MPH

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

The program curriculum and academic requirements are described in the Montclair State University MPH program website (see resource file, <http://www.montclair.edu/cehs/academics/departments/hns/academic-programs/ma-public-health/>).

A student handbook is in the process of being developed and we intend to have it distributed to current and incoming students by the summer of 2015. Adjustments in the course requirements (as described in detail in a subsequent section), as a result of the self-study process are underway, and all such changes will be reflected in the student handbook, on the university website, and in all documentation distributed by the university and/or the department.

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

This criterion is met.

The program currently offers a single concentration in the MPH degree program, in Community Health Education.

Plans

Program alterations for the MPH degree are currently under review by the university curriculum committees and process, which reflect changes based on the self-study, and are anticipated to be in effect for the Fall 2015 cohort.

2.2 PROGRAM LENGTH.

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

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

There are 15 contact hours per credit. One semester hour, usually representing 50 minutes of class activity per week for 15 weeks is equal to one credit. MPH courses are typically three credits.

2.2.b Information about the minimum degree requirements for all professional public health master's degree curricula shown in the instructional matrix.

Minimum degree requirement is 42 credits

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

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

This criterion is met.

Strengths

A description of the curriculum offered by the program is available in the Montclair State University online catalog and on the MPH website.

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.

2.3.a Identification of the means by which the program assures that all graduate professional public health degree students have fundamental competence in the areas of knowledge basic to public health.

Table 2.3.1 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*	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

*This course has not been offered since Fall 2012

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

This criterion is met.

Strengths

- Each core area of public health is addressed through this curriculum.
- Instructors are knowledgeable about the areas in which they provide instruction
- Use of adjuncts is limited to one or more who are consistently committed to the program
- Majority of courses are taught by core full-time MPH faculty. Two courses are taught by adjunct faculty and/or faculty outside of the department, with success, after addressing specific issues:
 - HLTH 502, Determinants of Environmental Health has been and continues to be taught by a single, highly qualified adjunct faculty member. Mr. Michael Chung has been involved with the MPH program in responding and reflecting on student concerns or questions, in shared his concerns and reflections about student performance and needs with the GPC and Chair. He has sought and been responsive to suggestions and feedback, is committed to the growth of the MPH program, and is highly regarded among the full-time faculty and the students.
- Students are introduced to the core areas of epidemiology, biostatistics, social/behavioral health, environmental health, and health policy and management through only one course

each. Competency in each of these areas, however, are supported through reinforcing courses throughout the curriculum that require students to apply their knowledge within the Community Health Education concentration. For example, although HLTH 580 Health Policy and Politics is the one course that fulfills the health services administration focus, it includes both health policy, and specific emphasis on the delivery of health services, using a text that provides an overview of the US Health Care System. In addition, as part of its policy focus, the course includes a significant emphasis on comparing US health systems with those of other nations. Students interested in either health services or global health have availed themselves of applied fieldwork experiences or elective opportunities, including the opportunity to study in Cuba and Nicaragua and view other health systems first hand.

Plans

We will continue to assess student competencies in the core areas of biostatistics, research methods, and environmental health, and health services administration to assure that students develop the competencies to apply their knowledge in these areas within the Community Health Education concentration. We do so via online surveys (after 18 credits are completed and after graduation), through course evaluations for each of these courses, and in discussions as part of the student governance and feedback to the GPC and Department Chair.

We will continue to maintain an active and consistent connection with the adjuncts and/or faculty in other departments who teach these courses. To date, the GPC has reached out to the faculty member at the end of each semester that the courses are taught for their assessments of our students' needs and strengths, and to share with them, any concerns or issues raised by the students.

2.4 PRACTICAL SKILLS.

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

2.4.a Description of the program's policies and procedures regarding practice placements, including selection of sites, methods for approving preceptors, opportunities for orientation and support for preceptors, approaches for faculty supervision of students, means of evaluating student performance, means of evaluating practice placement sites and preceptor qualifications, and criteria for waiving or altering the experience.

HLTH 604 – Internship is a required fieldwork experience in which students apply and extend basic public health skills and concepts that are introduced in course work. Students are required to have completed 18 credits in the program to be eligible to register for HLTH 604. However, discussions about how to plan for an optimal Internship experience begin even before students enter the program, as fieldwork requirements are published in the MPH marketing materials and announced at recruitment events, and in our annual orientation session for newly accepted students. In addition, in both HLTH 501 and HLTH 504 – two of the first classes new MPH students take – faculty dedicate adequate in-class time to talking about ways to begin planning for the internship. Procedures, policies and forms required for the internship experience are included in the Internship Handbook and disseminated to students online via a Fieldwork website housed in Canvas, the university's learning management system (see resource file). There has not been a formal syllabus for HLTH 604, as it was initially a fieldwork-only experience without an in-class seminar. With the addition of the in-class seminar, the handbook has essentially guided the experience.

The Internship requires students to spend at least 180 hours on-site with an approved preceptor, working to develop pre-identified public health competencies. To accommodate students who also have full-time jobs, the required hours may be spread over a maximum of three consecutive semesters, with at least 60 hours on site per semester.

In addition to the 180 hours on site, students engaged in fieldwork also attend a seminar 3-4 times per semester, led by an MPH faculty member. Students give a presentation on their experiences at the end of the semester in which they complete their 180 hours. Seminar sessions provide opportunities for students to:

- Share their work with other internship students
- Engage in group problem solving
- Discuss dimensions of professionalism
- Review learning agreement competencies and how they can be operationalized
- Develop professional skills in poster and other presentations

The formal application process for the Internship begins at least one semester in advance of the semester for which students wish to register. Prior to applying, students must attend an information session, conducted by the Academic Clinical Coordinator (ACC) along with an MPH faculty member. Information sessions are offered every semester; make-up opportunities

are available for students who are unable to attend due to unavoidable conflicts. During the information sessions, internship requirements and procedures are reviewed, and students are advised about next steps for selecting a site and completing their application. The following criteria are explained in detail in the information session and handbook:

Internships must:

- be conducted under the auspices of an organization or entity whose mission encompasses public health and/or community development;
- provide experiences for developing three competencies selected from the MPH program competency document, with the following stipulations:
 - one competency is required for all internships: *Work collaboratively with diverse communities and constituencies, while demonstrating high levels of personal and professional ethics and cultural competency.*
 - two additional competencies are chosen by the student, with input from the preceptor, from among the program's listed core and concentration competencies;
- be supervised and evaluated by a qualified public health/community health education professional (Internship Preceptor, see section 2.4b. for Preceptor qualifications); and
- meet all eligibility, approval, and completion requirements described in the Internship Handbook (see resource file).

For successful completion of the internship, students must:

- complete and submit on time, an internship agreement with clearly specified goals and objectives aligned with their selected competencies;
- complete and submit a log, signed by the preceptor, documenting at least 180 hours with descriptions of activities and duties, as well as other required forms specified and available online; and
- attend and participate in the HLTH 604 seminar and complete all assigned work.

Selection of Sites

The Fieldwork website, housed in Canvas, contains a section on Fieldwork Opportunities and Resources. Students are directed to review this section for initial ideas about sites and placements. After participating in the Information Session, students submit an initial Request for Internship Application, and are advised to meet individually with the ACC to begin site selection. In these sessions, students describe both their professional goals and practical issues related to internship, and begin to discuss potential sites. The Academic Clinical Coordinator reviews and describes existing internship opportunities that may offer a match for the student's goals. If desired, students also have the option to identify and propose an alternate internship site.

If an alternate site is proposed and the preceptor or organization is not already collaborating with the MPH program, the ACC conducts outreach to describe the roles and responsibilities involved in hosting an internship, and requests completion of the Preceptor Profile to confirm eligibility.

Methods for Approving Preceptors

Site preceptors should hold a master's degree in public health, health education, or a health related field, and/or have at least five years of experience in the specific field in which the student will be working.

Opportunities for Orientation and Support for Preceptors

Since the inception of the program in Fall 2009, faculty, staff, and students have enjoyed the development of relationships with several agencies and preceptors (Table 2.4.1). Orientation for agencies/preceptors begins with discussions with the ACC concerning roles and responsibilities. In addition, the ACC identifies herself as the point person and resource for the preceptor throughout the duration of the internship, should any issues arise that require program input.

Once the internship begins, students submit a one-month review, which must be signed by the preceptor. This creates a structure for preceptors to flag any potential problems or issues early on and receive consultation and support from the program. The Academic Clinical Coordinator is the first contact for the preceptor; if needed, the faculty supervisor will also be involved. After the one-month review, students submit monthly log sheets signed by their preceptors. These are reviewed by the MPH faculty supervising internships (and conducting the internship seminar) and outreach to preceptors is conducted, as deemed necessary, if concerns are noted.

Feedback from all parties has prompted consideration of formalized training for Agencies/Preceptors. Stakeholders have suggested that this training should be made available in both a classroom environment and in an online format to allow for as many preceptors as possible to avail themselves of information that will improve the quality of both the agencies' and the students' internship experience. The training will place heavy emphasis on agency/preceptor familiarity with MPH course competencies as defined in 2.6 Required Competencies.

A method of identifying agencies and preceptors that have been formally trained, for instance, "MSU MPH Trained Preceptor", as an additional reference for faculty and students in appropriate placements, will be considered. This will become increasingly important as the program grows and the roster of agencies/preceptors expands.

It is anticipated that the training program will be supported by the ACC and one faculty member in collaboration with at least one experienced agency preceptor. The training program is in the process of being developed and will be submitted to the MPH Steering Committee for review during the Fall 2014 semester with a plan to implement the training for agencies/preceptors that are accepting students for the Fall 2015 semester.

Approaches for Faculty Supervision of Students

In the first three years of the program, individual faculty members were assigned to supervise internships using an independent study mechanism. Each faculty member spoke with preceptors by phone, reviewed student assignments and paperwork, reviewed the One Month Review form, met with students at the midpoint of the semester – on site at the agency whenever possible – and kept in touch with both the student and the preceptor as needed. This individualized approach was expanded to a more intensive supervision experience, with the implementation of the

fieldwork seminar course. The course was only made possible once the program had reached a critical number of students registered for internship each semester. Now that we have a steady and consistent number of students in the program, making progress toward their eligibility for internships, we have been able to offer the seminar every semester. This has enabled one consistent and experienced faculty member to oversee all projects within that semester, to meet with students for at least 3 in-person sessions, and to maintain individualized contact with each student enrolled in HLTH 604 throughout the semester. The instructor meets with the students at least once before the semester begins, for each of the class sessions, and at least once individually during the semester. The instructor speaks or meets with the students' preceptors in the event of problems or issues raised by either the students and/or the preceptor.

Means of Evaluating Student Performance

A detailed description of all internship requirements, including the end of semester portfolio and presentation, are contained in the Internship Handbook and available to students online, including the grading rubrics used by the course instructor to determine the student's grade. The primary principle in evaluating student performance is assessing the extent to which they developed the selected competencies. All student work submitted to the program is designed to help provide evidence of activities and accomplishments in developing competencies, and critical reflections on challenges and other experiences encountered along the way.

During the course of the semester, students are responsible to complete and submit a one-month review signed by their preceptor as well as logs of their internship hours.

At the end of the internship, in addition to the evidence of completing 180 hours of work, students are also responsible to complete and submit a self-evaluation and an internship experience evaluation. Preceptors are required to provide the student with a final evaluation at the end of the internship that is factored into the student's grade.

Students are required to prepare a final presentation using a poster to be presented at the last class meeting. The students' final requirement for the internship is submission of the internship portfolio that includes a self-assessment, a written summary of the internship experience and work products included to demonstrate mastery of three competencies.

Means of Evaluating Practice Placement Sites and Preceptor Qualifications

At the end of each semester, students complete a self-evaluation and an evaluation of the internship experience, including reflections on their internship site, relationships with and support of their preceptor and co-workers. Similarly, preceptors complete a form evaluating the students' performance, as well as their experiences with the program and the internship process.

The ACC, along with the internship seminar faculty, and the MPH GPC assess situations in which students' needs have not been met, or supervision has not been adequately provided. When a student has not been satisfied, a project has not been sufficiently supervised, or the experience has not been deemed to have met the competencies desired, then this placement site and/or preceptor is not subsequently assigned. The ACC maintains an ongoing database with information about placement sites and preceptor assessments.

Means of Evaluating the Fieldwork Experience by faculty, students, and preceptors

To date, feedback on the internship process has been received from faculty instructors through periodic meetings to discuss expectations, challenges, etc. Students have provided feedback in their final portfolios and the ACC has reviewed preceptor evaluations and spoken with preceptors. This process led to the MPH steering committee determining procedures for offering the experiences in a seminar format. Students provided feedback on the first seminar course, along with the faculty member who taught the course. Subsequently, the GPC and ACC adjusted forms, manuals, and procedures. The revised internship manual was reviewed by the GPC, the course instructors, and Student Advisory Committee members (including some who had already completed internships and some who were planning them). The manual is posted on an online learning community.

Additional ongoing feedback on the internship experience is gained from evaluation forms completed by the students, as well as by their site preceptors, through faculty discussions with individual students and shared at faculty meetings, and through the student advisory committee and shared via the Student Representatives.

Criteria for Waiving, Altering, or Reducing the Experience, if applicable

The fieldwork requirements have been a hallmark of the MPH program and, even among students who come in with significant and relevant professional experiences, the program has consistently required this component. To date, the fieldwork requirement has not been eliminated or reduced for any student in the program.

One of the biggest challenges is the students who have full-time jobs outside of school, and limited flexibility. On occasion, those who already work in public health-related jobs request to complete their fieldwork on their jobs. Guidelines for HLTH 604 clearly define the circumstances under which such placements can occur (and they rarely do). These include that students must identify a project or activities outside of their job description or responsibilities, in a different department or unit than the one they work in, and under the direction of someone who does not supervise them in their paid position.

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

A list of agencies and preceptors that hosted MPH students during the past two years is provided in Table 2.4.1.

Table 2.4.1 Fieldwork Placements, 2012-2014			
Agency Name	Preceptor(s)	Number of Students placed at this site	
		2012-2013	2013-2014
Albert Einstein College of Medicine	Sarah E. Combs		
Atlantic Health System	Chris Kirk		2
Answer/Sex, etc.	Lucinda Holt, Nora Gilperin		1
Bergen County Department of Health	Marla Klein		1
Bloomfield Health Department	M. Fitzpatrick, M Hodges	1	1
City Green Inc.	Tammy Toad Ryan	1	
COPE CENTER INC.	Sue Seidenfeld	1	2
Father English Community Center	Anita Morawski	1	
Family Connections	Joel Torres	1	1

HiTops Organization	C. Voucher, E. Walters	1	
Hopatcong Borough, NJ Office of Emergency Management	Ptl. Robert Haffner	1	
Hyacinth AIDS Foundation	Quincy Bell		1
Imagine, A Center for Coping	Mandi Zucker		1
Kula for Karma	Penni Feiner		1
Madison Health Department	Christine Shesler		1
March of Dimes	Sherenne Simon		1
Masakhane Center	Stephanie Franklin	2	
MSU, Team Nica, MLK Center, Cuba	Carlos Vidal, Jhon Velasco	3	2
MSU, Center for Research and Evaluation	Eden Kyse, CREEHS	1	
MSU, NIH, National Cancer Institute Grant	Stephanie Silvera	1	
NJ Department of Health & Senior Services	Cynthia Collins	2	1
NorthWest Bergen Regional Health Commission	Dawn Snyder, Gail Brunner	1	1
Partners for Health Foundation	Kathy Smith	1	1
Partnership for Maternal and Child Health of Northern New Jersey	Marielle Natera, MPH, Chermine Alce	1	1
Planned Parenthood Affiliates of NJ	Jessica O'Hanlon	1	
Regional Medical Center Bayonet Point	Kurt Conover	1	
Rockland County Department of Health	M. Shefchik, U. Difley, Melissa Jacobson	1	1
Saint Barnabas Medical Center	Ceu Cirne-Neves		1
Shaping NJ	Katherine Kraft		2
SNAP-ED/ Rutgers Cooperative Extension	A. Adler, D. Palmer, R. Waddell, Shalja Mathur	2	1
Township of Livingston	Liliana Branquinho	1	
UNICEF	Frances Begin		1
Well of Hope Community Development Corp.	Jerome King		2
Zufall Health Center	Michelle Blanchfield		1
Total Unique Sites (n=)		25	29

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

None

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

N/A.

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

This criterion is met.

Strengths

- The internship component of the program is a critical piece of the MPH experience and students are aware of the requirements and responsibilities from their very start in the program (beginning with the new student orientation).
- The addition of the Academic Clinical Coordinator position in 2010 has resulted in improved professional development and placement services to students. An application process was established that commences with students attending an information session and completing an internship application at least one semester before enrollment.
- The Academic Clinical Coordinator is critical to the internship process. We were especially fortunate to have the clinical coordinator's position expanded to a full-time position (serving both our public health and the department's nutrition practicum), yielding additional time for her commitment to the MPH (approximately 0.4 FTE)
- The program has excellent relationships with diverse agencies and entities across the state and region, which have enabled us to place students in a wide variety of settings and experiences to advance their professional development.
- Repeat placements at multiple venues indicates that the internships are of value to the agencies and our students.
- Emphasis on developing competencies provides a structure and mechanism to ensure that students' experiences are focused and substantive, and provides a common dimension for evaluating student performance across diverse placement sites.
- The program provides flexibility for students to customize the focus of the internship to suit their specific interests and supports for students who wish to find their own placement.
- Since 2010 the program has committed extensive resources to the fieldwork component of the program to prepare competent public health professionals. The Graduate Program Coordinator provides new students with fieldwork information and tools at orientation in order to help coordinate elective course selection, research and fieldwork to complement and advance professional goals.

Weaknesses

- Occasionally great potential projects or placements go unfilled because we do not have enough students to fill all the requests received from community partners.
- Some students continue to struggle to find an appropriate placement that meets their requirements for flexibility of work hours (particularly for our part-time students who have full-time jobs).
- The application process for internship involves multiple steps and has been confusing for some students; there is a need to streamline and make more explicit the unique responsibilities of the student, Academic Clinical Coordinator, and faculty supervisor in setting up the internship placements and agreements.
- Preceptor orientation may be insufficient, particularly for those who have not previously had interns.
- Mechanisms for the remediation of problems or concerns arising during the internship may need to be clearer – if the preceptor has issues or concerns, do they know how to/feel comfortable to initiate a conversation with the program.
- The seminar portion of the internship experience is new and faculty are still on a learning curve for maximizing the efficiency and value of those sessions.

- To date there has been no provision for compensation, monetary or material, for preceptors.
- Although grading criteria, and course expectations had been available in the online handbook, until fall 2014 there had not been a formal course syllabus for the HLTH 604 course. A new course syllabus has been created that provides a clearer set of directions and expectations for the students.

Plans

Using data gathered through the evaluation processes in place we plan to:

- Work with faculty and elected MPH student representatives to clarify and streamline the application and placement process.
- Develop more extensive preceptor orientation and support mechanisms and resources including a formal preceptor orientation/training program. This process is underway with an outline of the training complete. The actual online course will be available to preceptors beginning with the Fall 2015 internship placements.
- Refine the seminar processes and requirements through reflections and revisions each semester
- Move to a single 6-credit internship that should help the program deepen relationships resulting in an increase in established sites at which students may conduct their internship.
- With the addition of the in-class component, and in particular as we seek to move toward a 6-credit experience, the creation of a more formal syllabus is underway, providing specific competency-based expectations, and guiding students through a process that initially begins with their observational and participatory learning and eventually leads to their completion of a specific project for the agency.
- Offer preceptors the opportunity to participate for free in one session (for each student they supervise) of our professional development series (described in criterion 3.3).

2.5 CULMINATING EXPERIENCE.

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

2.5.a Identification of the culminating experience required for each professional public health degree program.

Culminating experience for the MPH program (2009- 2015)

To date, the culminating experience for the MPH program has been the three-credit HLTH 605 Community Project that was initially designed for this purpose. The self-study process has provided greater clarity concerning the CEPH requirements. This, along with feedback from students, faculty, and agencies has resulted in the development of a new culminating experience. This plan, described below, will be effective for the cohort entering in Fall 2015, in accordance with the university timeline for program alterations. Until then, students will continue to use the HLTH 605 Community Project as the culminating project/course.

Like the HLTH 604 internship, in HLTH 605 student commit to working with an external agency. However, in HLTH 605, the student role is one of completing a specific project *for* the agency or organization, such that the student is primarily responsible for a specific, agreed-upon work product. As with HLTH 604, the student works with the Academic Clinical Coordinator, to identify their interests and specific skills, and to explore community project opportunities available. Project opportunities emanate from existing agency relationships with the department that the ACC has generated (often placing a student to continue a new phase of a project that a previous student had begun), through agencies that seek out the university (this has become more common as information about our MPH program becomes more well known in NJ), as an extension of work a student began during an internship for HLTH 604, or as a result of a student reaching out to an organization in which they have an interest. Unlike HLTH 604, community projects are uniquely tied to a specific agency and student's mutual needs. As such, there is no formal course syllabus, although the handbook materials are on the Canvas MPH community, and students are required to attend several seminar sessions.

A chief distinction is that evaluation of the internship (HLTH 604) is based on evidence of developing competencies, while evaluation of the community project (HLTH 605) is based on the quality of the agreed-upon deliverables: a student-created portfolio includes a description of the agency, the work product, a self-reflection and self-assessment, and a preceptor assessment that focuses on the quality of the agreed-upon work.

The current Community Project (HLTH 605) manual provides guidelines for the development of an agreement between the students, agencies, and the program. The manual is provided to each student in the development of their HLTH 605 agreement, prior to beginning the course (see resource file). The current course description is as follows:

In this course, students enhance their understanding of the roles and responsibilities of public health professionals and increase their competence

as community health educators. Community project sites are carefully selected to provide experiences that reflect the mission of the Public Health Community Health Education program and meet the individual learning and career needs of students while responding to real public health issues in the community.

Students are linked with community entities that are either planning, want to plan, or have an identified need for a project that would benefit from the contributions of an MPH student in the final stage of her/his program. The formal deliverable project is anticipated to take approximately 90 hours to complete, demonstrating students' public health competencies and meeting the needs of the agency. To date, community project placements have taken place in local, regional, national and international agencies. Examples include performing community health assessments, producing health education campaigns or materials, planning or conducting evaluation activities, grant-writing, developing strategic plans, or serving as health educators.

As part of this course, students must attend a seminar that meets 3-4 times throughout the semester. The seminar consists of activities that assist them in completing the deliverables agreed to with their field agency, problem-solving in the field, refining presentation skills, and presenting their work in professional settings. The students present a Powerpoint presentation to their classmates, and faculty at the end of the seminar. In addition, the student must provide the formal "deliverable" to the agency, with copies of materials to the seminar instructor, in order to complete the course.

The HLTH 605 faculty member uses the grading rubric to assess the students' progress and completion of HLTH 605. This rubric includes review of the students' completion of the agreed-upon project, the students' self-assessment of their work, and reflections on their learning and growth, and the extent to which (and examples of how) they targeted specific requirements, such as cultural competence, and an assessment completed by their agency preceptor. In addition, the presentation to their classmates and faculty are assessed as part of their final grade.

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

This criterion is not met.

Strengths

- Students participated in 3 additional credits of practical field experience.
- Some students excelled in their community projects, successfully synthesizing skills and knowledge from across the curriculum into a deliverable that provided real value to the preceptor and site.
- Partner agencies viewed the community projects as a resource, which strengthened relationships between the program and community agencies.

Weaknesses

- Upon reflection, HLTH 605 did not fully meet the requirements of CEPH for a culminating experience in that each project does not assess a broad range of PH core and required competencies. Thus we have devised a significantly revised culminating experience, and incorporated the very valuable community project into an enhanced fieldwork component, as described below.

Plan

New culminating experience course plan (Beginning with Fall 2015 cohort)

As program faculty and staff have worked toward a better understanding of the accreditation requirements for a culminating project and, in conjunction with reflections of students, faculty, and agency personnel, as well as our alumni, the need for an adjusted plan has been recognized. Such a plan would better assess students' completion and synthesis of all required MPH experiences and competencies, and serve as both a reflection of their progress and plan for their continued professional development.

The new culminating experience will be a required three-credit course, HLTH 606 Culminating Experience Seminar, which students will take in their final (or in some circumstances, penultimate) semester. We will make several programmatic shifts in order to introduce this new course and maintain the total program credits at 42. Below is a summary of the program changes:

- Introduce HLTH 606, a three-credit culminating experience course.
 - This replaces one of what had been two MPH electives and will be established as a required course for students enrolling in the program from Fall 2015 forward. The new program will include just one elective.
- Expand HLTH 604 from three to six credits
 - This change enables us to keep the total number of fieldwork credits at six, which we believe is important given the strong applied focus of our program.
 - At the same time, this change enables us to deepen the experience at a single placement site, rather than seeking two separate experiences for two separate courses.
 - This will include a more formal course syllabus
- Move HLTH 605 to an elective
 - For students who still wish to complete fieldwork at more than one community site, HLTH 605 will be available as an elective.

The new HLTH 606 course is under development, and will be submitted for review no later than October 2014, as part of the lengthy university review process for new courses. The new course approval and program alterations take approximately 9-10 months for the entire process to complete. The university curriculum timeline dictates that the new course cannot be formally required as part of the program of study for students who enter prior to Fall 2015. However, we will offer and encourage the new configuration (six credits of HLTH 604 plus HLTH 606) as an option to students entering in the Fall 2014 cohort (see resource file).

2.6 REQUIRED COMPETENCIES.

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

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

The MPH program will prepare active and knowledgeable public health practitioners with the following core competencies:

- Describe the applications of social and behavioral sciences in public health research and practice
- Describe the role of social, behavioral, and policy interventions in advancing the public's health
- Demonstrate a commitment to social justice and the elimination of health disparities through the development or application of policies and programs to advance this agenda
- Demonstrate an understanding of the main components – including the legal, ethical, and historical underpinnings – of the organization, financing, and delivery of public health
- Apply descriptive and inferential techniques commonly used to summarize public health data
- Interpret and evaluate the findings of public health studies and be able to communicate their implications to lay and professional audiences
- Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents
- Work collaboratively with diverse communities and constituencies, while demonstrating high levels of personal and professional ethics and cultural competency

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

The MPH program will prepare active and knowledgeable public health practitioners with the following competencies in the concentration of community health education:

- Plan and perform community health needs assessments
- Plan effective community health interventions, drawing upon established theories and empirical evidence
- Implement community health interventions

- Evaluate community health interventions, utilizing appropriate research design and methodology
- Identify strategies for developing partnerships, community organizing and coalition building to create and sustain public health interventions
- Integrate ethical considerations and social justice values in community health education practice
- Utilize current research findings in community health education practice
- Develop and adapt culturally appropriate approaches to community health education and health promotion
- Use a variety of effective educational strategies, methods, and techniques to develop and deliver health messages to diverse audiences
- Engage in advocacy efforts to improve community health education policies and programs
- Identify opportunities for professional development, participation and learning in community health education
- Identify valid, reliable, and up-to-date resources for specific topical areas in public health

Table 2.6.c lists the core and concentration competencies, the course(s) in which each competency is primarily developed, and additional secondary courses in which the competency is addressed. A table in the resource file specifically describes the course activities (for those courses listed as “primary”) that assess each of these competencies.

2.6.c A matrix that identifies the learning experiences by which the competencies defined in Criteria 2.6.a and 2.6.b are met.

Core Competencies	Course Number and Name (Primary course⁶)	Course Number and Name (Primary course⁷)	Other Learning Experience (Reinforcing courses⁸)
Describe the applications of social and behavioral sciences in public health research and practice	HLTH 504 Behavioral and Social Science in Health		HLTH 501 Public Health Seminar: Foundations, Ethics, and Cultural Competency
Describe the role of social, behavioral, and policy interventions in advancing the public's health	HLTH 504 Behavioral and Social Science in Health	HLTH 580 Health Policy and Politics	HLTH 555 Health Disparities and Social Justice
Demonstrate a commitment to social justice and the elimination of health disparities through the development or application of policies and programs to advance this agenda ⁹	HLTH 555 Health Disparities and Social Justice	HLTH 501 Public Health Seminar: Foundations, Ethics, and Cultural Competency	HLTH 606 Culminating Experience Seminar
Demonstrate an understanding of the main components – including the legal, ethical, and historical underpinnings – of the organization, financing, and delivery of public health	HLTH 580 Health Policy and Politics	HLTH 501 Public Health Seminar: Foundations, Ethics, and Cultural Competency	
Apply descriptive and inferential techniques commonly used to summarize public health data	FCST 506 Introductory Statistical Methods	HLTH 503 Research Methods or EDFD 503 Methods of Research	HTLH 565 Foundations of Epidemiology
Interpret and evaluate the findings of public health studies and be able to communicate their implications to lay and professional audiences	HLTH 503 Research Methods in Health or EDFD 503 Methods in Research	HLTH 565 Foundations of Epidemiology	HLTH 580 Health Policy and Politics HLTH 528 Program Planning and Evaluation HLTH 502 Determinants of Environmental Health HLTH 604 Internship

⁶ Course in which students are primarily attaining the competency

⁷ Additional course in which students are attaining the competency

⁸ Additional courses in which competency is reinforced

⁹ This is a cross-cutting competency that is addressed and discussed across all of these courses.

Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents

HLTH 502
Determinants of
Environmental Health

Work collaboratively with diverse communities and constituencies, while demonstrating high levels of personal and professional ethics and cultural competency

HLTH 604* Internship in
Community Health
Education

HLTH 606* Culminating Course

HLTH 501 Public Health
Seminar: Foundations, Ethics,
and Cultural Competency

Describe the applications of social and behavioral sciences in public health research and practice

HLTH 504 Behavioral and
Social Science in Health

HLTH 528 Program Planning and
Evaluation

*HLTH 604 is listed here as indicating the new 6 credit course, which encompasses what was previously HLTH 604 and HLTH 605. HLTH 606 is listed here as the new culminating course for the program.

**HLTH 605 allowed students to select 3 competencies to address in their community project, thus, this course could potentially serve as a reinforcing learning experience for any of the above competencies.

Concentration Competencies	Course Number and Name (Primary)	Course Number and Name (Primary)	Other Learning Experience (secondary)
Plan and perform community health needs assessments	HLTH 529 Applied Topics in Program Planning and Evaluation	HLTH 528 Program Planning and Evaluation	HLTH 604 Internship
Plan effective community health interventions, drawing upon established theories and empirical evidence	HLTH 528 Program Planning and Evaluation	HLTH 504 Behavioral and Social Science in Health	HLTH 604 Internship
Implement community health interventions	HLTH 529 Applied Topics in Program planning and Evaluation	HLTH 604	
Evaluate community health interventions, utilizing appropriate research design and methodology	HLTH 528 Program Planning and Evaluation	HLTH 529 Applied Topics in Program Planning and Evaluation	HLTH 604 Internship
Identify strategies for developing partnerships, community organizing and coalition building to create and sustain public health interventions**	HLTH 606 Culminating course	HLTH 580 Health Policy and Politics	HLTH 604 Internship HLTH 555, HLTH 504, HLTH 501, HLTH 528, HLTH 529

Integrate ethical considerations and social justice values in community health education practice	HLTH 501 Public Health Seminar	HLTH 555 Health Disparities and Social Justice	HLTH 604 Internship
Utilize current research findings in community health education practice	HLTH 528 Program Planning and Evaluation	HLTH 529 Applied topics in program planning and evaluation	HLTH 604 Internship
Develop and adapt culturally appropriate approaches to community health education and health promotion	HLTH 501 Public Health Seminar	HLTH 604 Internship	
Use a variety of effective educational strategies, methods, and techniques to develop and deliver health messages to diverse audiences	HLTH 604 Internships	HLTH 606 Culminating course	
Engage in advocacy efforts to improve community health education policies and programs	HLTH 580 Health Policy and Politics	HLTH 604 Internship	
Identify opportunities for professional development, participation and learning in community health education	HLTH 606 Culminating Course	HLTH 604 Internship	HLTH 605 Community Project in Community Health Education ¹⁰
Identify valid, reliable, and up-to-date resources for specific topical areas in public health. ¹¹	HLTH 606 Culminating Course	HLTH 504 Behavioral and Social Sciences in Health	HLTH 503/EDFD 503, HLTH 501, HLTH 502, electives

¹⁰ HLTH 605 Community Project enables students to apply and further develop a variety of other competencies in the community health education concentration, however they vary depending on the particular project a student selects.

¹¹ This is a cross-cutting competency that is addressed and discussed across all of these courses.

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

The initial matrix of competencies was presented to the Community Advisory Board in Spring 2013 and was revised based on their feedback. The revised matrix was then presented to both the Community Advisory Board and the Student Advisory Committee in Spring 2014. In addition, we conducted a survey of students' assessments of their competencies early in the program, mid-program, and after graduation. Summaries of student data to date are available in the electronic resource file.

While the survey of students in their first year of the program indicated the least confidence in their competency in the areas of health policy, biostatistics, program planning and evaluation, and their ability to describe application of social and behavioral sciences in PH research and practice, almost all (90-100%) of the students, by their 2nd year, felt confident in these areas. Note that by the second year, students would have taken all core courses in health policy, program planning and evaluation, and the social and behavioral science courses. These data, based on student self-assessment, indicate the development of PH competence as students move through the curriculum.

In addition, a survey of alumni in Spring 2013 (n=12) found high levels of students' self-assessed PH competence in almost all areas identified by our program. The one area of concern for these alumni was biostatistics. Only 66.7% of students reported high confidence in their abilities to apply descriptive and inferential techniques commonly used to summarize public health data, which was consistent with the feedback that led us to adjust the statistics requirement, described earlier, from the STAT 500 course to the FCST 506 statistics course.

This student data has also been used in assessing adjunct faculty. In one particular semester, two adjunct faculty were hired to each teach a particular core course. In both cases, these were due to a need for emergency coverage. Initial feedback from student evaluations, bolstered by the self-assessed competencies on the annual student surveys described above, revealed that these instructors did not meet the expectations of the program, in terms of building the requisite competencies. These particular adjunct faculty were not re-hired, the courses are now being taught by full-time or more carefully selected adjunct faculty, and the use of student feedback will continue to inform hiring decisions, as needed.

Based on feedback from students, HLTH 503, Research Methods has been augmented, giving students greater choice and flexibility, by an existing course within the College's department of Educational Foundation's EDFD 503 Methods of Research. The Educational Foundations Department provides courses that serve all majors in the College of Education and Human Services, and is thus able to offer multiple sections in every semester of this critical course. MPH students who take EDFD 503 in place of HLTH 503 have the opportunity to gain perspectives about research across a variety of human services areas, as well as research in and about schools, while gaining the important competencies in research methods.

Based on these data, we believe the program courses adequately address the MPH core and concentration competencies and that the noted deficiencies have been addressed by specific changes to course requirements and in assigning faculty teaching assignments. It is important to note that basic competency levels in certain core areas, i.e. those that focus mainly on knowledge acquisition are reinforced and applied at more advanced levels within the competencies identified within the Community Health Education concentration.

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

The MPH primary program faculty developed all of the core competencies for the MPH program and specialty areas. The core competencies for the program were based on the Association of Schools of Public Health (ASPH) MPH Core Competency Model (Version 2.3 August 2006). Competencies for the Community Health Education concentration competencies were developed in accordance with the *Responsibilities and Competencies for Health Education Specialists* identified by the National Commission for Health Education Credentialing, Inc. (NCHEC). Once selected the competencies were presented to the full public health faculty for discussion and then 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 competencies are made available to student through information on the program website, and in information provided in the new student orientation materials. In addition, each course now has added the competencies addressed or reinforces by that particular course to its syllabus and/or on the Canvas course site.

2.6.f Description of the how the program assesses changing practice or research needs and uses the information to establish the competencies for its educational programs.

The core competencies for the MPH program and for each specialty area will be reviewed on an annual basis. The MPH 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.

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

This criterion is met.

Strengths

- Program competencies are based on established public health and concentration specific criteria, including the criteria laid out by the Association of Schools and Programs of Public Health and the National Commission of Health Education Credentialing, and designed to build from lower level competencies to higher, more applied, competency levels within the concentration of Community Health Education.
- Student data and other feedback has been used to assure 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.

Weaknesses

- Beyond this self-study process, the program has not conducted routine evaluation of competencies. The self-study process has enabled us to begin and plan for ongoing assessment of competency development, to assure that the “level” of competencies from knowledge to mastery of and application of skills is appropriate.
- Although 3 of the 8 core competencies are specifically based on knowledge demonstration, using the word “describe”, the applications of this knowledge base is expanded in the concentration competencies, where they demonstrate the planning and implementation of programs that build on the core knowledge

Plans

The program has scheduled our first annual review of the program competencies, which will include the primary faculty, as well as elected student representatives, for the Fall 2014. In addition, the use of ongoing student surveys, and the changes to the curriculum to include the HLTH 606 capstone course, which will require students to specifically reflect on and provide evidence of specific competencies, will assist us in assuring that the competency matrix is appropriate, and that the program effectively builds these competencies.

2.7 ASSESSMENT PROCEDURES.

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

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

For each of the program competencies, the primary course(s) in which that competency is developed and assessed is identified. Generally, competencies are primarily assessed in at least one, but no more than two specific courses. The MPH program was developed with the integration and assessment of competencies throughout the curriculum using direct measures such as examinations and student projects. Students' progression toward mastering expected competencies is primarily monitored through course assignments, class grades, and students' performance in field work experiences. Students are required to maintain a "B" or above average grade (> 3.0 GPA) in the MPH core courses. The Graduate School further requires students to maintain grades of B or higher in most 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."

As part of our Middle States accreditation, the Department Administrator, Ann Schurmann, sends out a request for data for each faculty member teaching a course in which at least one of the core or concentration competencies is assessed. For each competency, the faculty reports the percentage of students in that class who passed the assessment measure. This data is then entered into a database maintained by the Department Administrator and is reviewed and evaluated by the MPH Steering Committee annually. However, to date, these data have not been specific to the MPH core and concentration competencies because the Middle States Assessment plan predates our work on this accreditation (see resource file).

Faculty members regularly review overall student progress; for example, if students do not demonstrate prerequisite understanding from earlier courses. In addition, the MSU online GALAXY reporting system, and the College of Education and Human Services new advising system (described later) provides access to student statistics, which serve as verification of each student's progress including courses enrolled, GPA, and credits completed. Information from GALAXY is available to the MPH GPC, who then brings any academic difficulties to the MPH faculty as needed.

Students are currently required to complete two field experiences, Internship and Community Project, and submit a field experience summary with program objectives and a final evaluation. In addition, the student's preceptor is required to submit a student evaluation for the field experience. The preceptor evaluation, completed by the agency supervisor, includes a competency assessment. For competencies built into the HLTH 604 or HLTH 605 practicum requirements, students need to satisfactorily meet the specified competency based on the judgment of both the agency preceptor and the faculty supervisor.

In the newly developed HLTH 606 Culminating Experience, students will be assessed upon completion of a final ePortfolio demonstrating mastery of core competence in Community Health Education. Each ePortfolio will include data on the student's professional/personal mission statement, evidence of mastery of identified public health competencies, description of the fieldwork experience including any work products, and evidence of leadership skills. The HLTH 606 course will also require a written peer review assessment of another student's ePortfolio, based on criteria provided by the instructor

As previously described, the MPH program surveys incoming, continuing and graduating students annually to determine their self-assessments of program competencies.

2.7.b Identification of outcomes that serve as measures by which the program will evaluate student achievement in each program, and presentation of data assessing the program's performance against those measures for each of the last three years. Outcome measures must include degree completion and job placement rates for all degrees included in the unit of accreditation for each of the last three years.

Table 2.7.b Outcome Measures for Student Achievement in the program				
Outcome Measure	Target	2011-2012	2012-2013	2013-2014
Cumulative GPA	80% of students will have GPA of 3.3 or above	88.0%	100%	92%
Internship grade	80% of students will have internship grade of B+ or above	NA (course was P/F)	100%	92.5%
Community Project grade	80% of students will have community project of B+ or above	NA (course was P/F)	100%	100%
Student Portfolio* assessment	80% of students will earn a B+ or above	Not collected	Not collected	Not collected
Student self-assessment	80% of graduating students will identify as being "competent or very competent" on at least 85% of the competencies	Not collected	80% of 2 nd year students	80% of 2 nd year students

* Data has not yet been collected for this outcome measure. This is a new measure for which data collection will begin in Spring 2016, for the first group of students completing portfolios as part of HLTH 606.

Student retention

Although not quantified as a goal, the program seeks to assure student retention in the program, once they are admitted. These efforts happen in many ways. The program prides itself on its intimate and personal nature. As a relatively small program, students get to know full-time faculty through coursework and one-on-one advising and contact. The GPC serves as the advisor for all MPH students, although it is anticipated that with program growth, the students will be divided between the GPC and one other full-time faculty member. Since all students take the HLTH 501 Public Health Seminar in the Fall of their first semester, the formation of a community among each cohort has occurred naturally. The course offers opportunities and encouragement to work in groups and to become involved in the MPH student organization and other student governance structures. Students who take at least two courses in their first semester generally take HLTH 504, Behavioral and Social Science in Health, as their second

course. Because these two courses are taught by the GPC and the Department Chair, respectively, students quickly become familiarized with the program and the department. Both faculty members consider the building of an MPH community and the “socialization” of the students to the program’s community-based social justice focus as critical components of program retention. Students with concerns are encouraged to meet with faculty in person, and the full-time faculty are generally accessible via phone and email, as well.

Student retention has also been served well by some flexibility in course sequencing. Particularly for students who do not attend full-time, the intended sequencing is not always possible. Decisions about course sequencing and course substitutions are made by the GPC on a case by case basis, with careful assessment of each students’ progress. Other aspects of the program that have encouraged retention include encouragement to identify specific interest areas on which they focus their class projects, choose electives, and select internships and community projects . Students have also been encouraged to join local professional organizations. Recently 13 students, 5 recent alumni, and two faculty members attended the NJSOPHE annual meeting together.

When a student is struggling, either personally or academically, the GPC and/or other faculty who know them reach out to provide personal assistance. The program has prided itself on its personal level of support for students who are experiencing challenges. Students have been referred to the campus Counseling and Psychological Services (CAPS) program, to the Office for Student Disabilities, connected with alumni or others whose interests they share, and are informed about other resources to meet their needs.

Graduate Research Assistants within the department further connect with one another through their work. Beginning in fall 2012, the program began requiring GAs to complete all assigned hours on campus unless explicitly assigned elsewhere, and to meet regularly as a group and participate in ongoing professional training (library training, IRB training, SPSS training, CBPR training, as examples). Students who have struggled academically in a particular course have been offered one-on-one assistance by faculty or other graduate students, for example with statistics projects.

One of the procedures that has been particularly successful, in terms of retention, has been the deferred matriculation acceptance policy. Students with borderline credentials who appear promising, or students who have strong credentials but are unclear in their public health commitment, have been offered admissions on a deferred matriculation status. In order to fully matriculate, they must take two specific required courses, HLTH 501 and HLTH 504, and earn a B or better in both courses. Our experiences suggest that several students who did not meet these criteria and left the program, were likely to have been students who, if accepted directly into the program, might not have completed it. The vast majority of the students admitted under this process have met the requirements and gone on to succeed in and graduate from the program.

In addition to department efforts, the Graduate School assists in reaching out to students who have not enrolled for one or more semesters and cannot be reached. In one case, a student who did not register and was non-responsive (likely due to a personal crisis of which we were unaware), ultimately responded to a letter from the Graduate School and returned to the program.

Thus far, a total of 81 students have been full matriculants in the program since its inception in 2009. Of those, we have achieved a retention rate of 93%, with only 6 students having left the program (three for personal reasons: moving, change of career plans, family tragedy; and two for academic dismissal¹².) Among the 81, 13 had originally been admitted as deferred matriculants, 12 of whom have graduated or are making good progress in the program. (One recently left the program due to a family tragedy.) Four additional students who were admitted as deferred matriculants, did not meet the academic criteria for full matriculation and therefore are not included in retention, graduation rate or other calculations.

Table 2.7.1. Students in MPH Degree, By Cohorts Entering Between 2009-10 and 2013-14

	Cohort of Students	2009-10	2010-11	2011-12	2012-13	2013-14
2009-10	# Students entered	14				
	# Students withdrew, dropped, etc.					
	# Students graduated	0				
	Cumulative graduation rate	0%				
2010-11	# Students continuing at beginning of this school year	14	16			
	# Students withdrew, dropped, etc.	0	1			
	# Students graduated	7	0			
	Cumulative graduation rate	50%	0%			
2011-12	# Students continuing at beginning of this school year	7	15	13		
	# Students withdrew, dropped, etc.	0	0	2		
	# Students graduated	5	11			
	Cumulative graduation rate	86%	69%	0%		
2012-13	# Students continuing at beginning of this school year	2	4	11	19	
	# Students withdrew, dropped, etc.	0	0	0	1	
	# Students graduated	2	2	5	0	
	Cumulative graduation rate	100%	81%	38%	0%	
2013-14	# Students continuing at beginning of this school year	0	2	6	18	19
	# Students withdrew, dropped, etc.		1	0	0	1
	# Students graduated	0	1	5	7	0
	Cumulative graduation rate	100%	87.5%	77%	37%	0%
2014-2015	# Students continuing at beginning of this school year	NA	0	1	11	18
	# Students withdrew, dropped, etc.	NA	0	0	NA	NA
	# Students graduated	NA	0	NA	NA	NA
	Cumulative graduation rate	100%	87.5%	NA	NA	NA

*The cumulative graduation rate includes students who are not yet eligible to graduate, due to part-time status in the program. Part-time students take from 3 to 4 years to complete the program, with a maximum allowable time to graduate of 6 years.

** The number of students entered for each cohort include the following number of students who were initially admitted under the deferred matriculation status, and ultimately fully matriculated:
 2009-2010: 5

¹² The Graduate School policy allows students to receive no more than two grades of C to retain matriculation. Students who receive three or more grades of C or lower may appeal the dismissal under extenuating circumstances. Both students who were dismissed had been well-qualified applicants who were fully accepted, were offered assistance throughout the semester, but received 3 grades of C in their first semester.

2010-2011: 1
 2011-2012: 0
 2012-2013: 3
 2013-2014: 4 (one of whom is the person who has recently left the program)

Job Placement

Thus far, graduates of the program have been employed at rates that exceeded program expectations of at least 65% of graduates employed in a public health-related position. Counting graduates who have continued their education or are engaged in a public health-related service activity, in accordance with the table below, the criterion has been exceeded among 2012 and 2013 graduates (78%, and 70%, respectively) and is currently at 53.8% of the most recent 2014 graduates, most of whom are less than 6 months post-graduation.

Table 2.7.2 Destination of Graduates by Employment Type	
2011-2012	
Employed	17
Continuing education/training (not employed)	1
Actively seeking employment	3
Not seeking employment (not employed and not continuing education/training, by choice)	
Unknown	2
Total	23
2012-2013	
Employed	6
Continuing education/training (not employed)	1
Actively seeking employment	2
Not seeking employment (not employed and not continuing education/training, by choice)	
Unknown	1
Total	10
2013-2014	
Employed	6
Continuing education/training (not employed)	1
Actively seeking employment	3
Not seeking employment (not employed and not continuing education/training, by choice)	1*
Unknown	2
Total	13

* Currently in an overseas volunteer position.

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

Each year, a survey of students who have graduated is conducted by the MPH program. (see resource file). Prior to Spring 2014, employment data was collected informally, by the GPC, who sent out occasional emails to alumni to find out where they were and to gather up-to-date email addresses. 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). This address is used for periodic check-ins to maintain an up to date list for survey use.

In Spring 2014, email surveys using Survey Monkey were sent formally by the program to all program graduates. Table 2.7.3 below indicates the number of graduates surveyed, informally in 2012, and formally in 2013. 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. Data are compiled to consider employment by year of graduation, in order to determine length of time until employment. The College survey, however, will seek only graduates who are 3-5 years post-graduation. Thus the program will continue to administer its survey to graduates beginning with their graduation year and continuing to their third year post graduation.

Table 2.7.3 Survey responses by year	
2011- 2012*	
Surveys sent	22
Surveys completed	19
2012-2013	
Surveys sent	29
Surveys completed	12
2013-2014	
Surveys sent	32
Surveys completed	5**

* Survey not conducted, alumni were contacted via email by GPC.

** This survey is currently open for data collection

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

The program has not formally collected data on student performance on professional certification exams to date, as there has not been a sufficient number of students on which the certification agency (NCHEC for CHES certification) will report. We have informally asked students to let us know if/when they pass the CHES exam. Thus far, three students who took the exam in Spring 2014 reported that they passed the test. In addition, about one quarter (5) of the students who entered the 2013 cohort came into the program with CHES certification.

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

Internship and community project preceptors complete an assessment of each student that they supervise in the HLTH 604 or HLTH 605 course at the end of each semester that the student is engaged in this fieldwork. In addition, the faculty supervisor for the HLTH 604 and HLTH 605 practicum courses monitors competencies on the basis of the student portfolio and a final presentation of the students' work (poster session for HLTH 604 and a formal oral presentation for HLTH 605). 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.

Program graduates are surveyed within one year of graduation to provide a self-assessment of their competencies once they have left the program. Alumni (N=17) have indicated they felt most confident in their abilities to:

- Work collaboratively with diverse communities and constituencies while demonstrating high levels of personal and professional ethics and cultural competency,
- Describe the applications of social and behavioral sciences in public health research and practice,
- Plan and perform community health needs assessments,
- Describe the role of social, behavioral, and policy interventions in advancing the public's health,
- Interpret and evaluate the findings of public health studies and be able to communicate their implications to lay and professional audiences,
- Plan effective community health interventions, drawing upon established theories and empirical evidence,
- Utilize current research findings in community health education practice, and
- Use a variety of effective educational strategies, methods, and techniques to develop and deliver health messages to diverse audiences.

These findings are supported by data collected from program preceptors and employers of our alumni who were surveyed in Fall 2014 regarding student/employee competencies. Respondents (N=17) rated our students highest in their ability to:

- Describe the applications of social and behavioral sciences in public health research and practice,
- Describe the role of social, behavior, and policy interventions in advancing the public's health,
- Interpret and evaluate the findings of public health studies and be able to communicate their implications to lay and professional audiences,
- Describe the direct and indirect human, ecological and safety effects of major environmental and occupational agents,
- Plan and perform community health needs assessments,
- Implement community health interventions,

- Identify strategies for developing partnerships, community organizing and coalition building to create and sustain public health interventions,
- Develop and adapt culturally appropriate approaches to community health education and health promotion, and
- Engage in advocacy efforts to improve community health education policies and programs.

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

This criterion is met with commentary.

Strengths

- We closely monitor students' development throughout the program and make midcourse adjustments as needed. Program faculty maintain contact with students and with one another, and continually monitor students' performance and skills. When concerns arise about individual students' progress, faculty confer with one another and with the student to attempt to understand and remediate.
- When concerns arise about programmatic issues – e.g., common concerns about students' experiences in the biostatistics course – the program faculty elicit feedback and use creative problem-solving to attempt to remediate for the current cohort and remedy the situation for future cohorts.
 - STAT 500, has been an ongoing challenge, which the department has now successfully addressed. One challenge was the appropriateness of the STAT 500 course for the needs of our MPH students. Consistent concerns about understanding the material, use of a data analysis program that was not well-established or recognized within the field (e.g. at subsequent fieldwork sites, or typical in public health research or evaluation projects), and unresponsiveness of the faculty to the needs of the public health students, led us to seek an alternative approach. FCST 506- Statistical Methods in Family and Child Studies has been substituted for STAT 500. The instructor for FCST 506, Dr. Steven Lee, is well-qualified to offer this course, which now includes students in both the MPH and the Family and Child Studies MA degrees. Dr. Lee uses SPSS in the course, and provides specific public health literature and examples throughout the course to assure relevance and appropriateness of the course for the MPH students. Student feedback to the GPC and other faculty for the STAT 500 course had been consistently negative, mostly due to frustration that their needs were not being met, and notably, that despite achieving reasonably good grades they did not understand the material or feel that they could use it in their work. Informal feedback among those who have taken the FCST option has been positive, with praise for Dr. Lee and his approach. Although always worried about their grades, particularly those who go into the course expecting difficulties (the "I'm not good at math" students.), the level of stress and frustration has been limited. When they have felt challenged, and raised concerns with the GPC, these have generally been to seek information about tutoring and course assistance, rather than to

complain about the class. In short, we believe that this course has dramatically enhanced the statistics learning experience for our students.

- Similarly, issues arose with HLTH 555 Health Disparities and Social Justice in Spring 2013, when the course was led by an adjunct instructor. Informal feedback from students, along with formal course evaluations and student's lower self-assessed competencies associated with this course, led the GPC to make the decision not to re-hire that particular adjunct instructor. This course is once again being taught by a primary MPH program faculty and there is preliminary evidence that student competency assessments have improved as a result.
- Results of assessments across the curriculum are discussed in biweekly meetings of the public health program faculty, to promote on-going adjustments.
- There is an infrastructure in place for assessment of competencies based on previous Middle States accreditation work.

Weaknesses

- There are some data that were not collected in a systematic fashion for a number of recent years.
- Some of the data collected were not specific to the MPH core and concentration competencies.

Plans

The College of Education and Human Services pilot tested an alumni survey in Spring 2013 for two specific degree programs. In Spring 2014, the survey was sent to alumni of all CEHS programs, with sections of the survey for all respondents, as well as targeted questions for students in each specific degree programs. Graduate Program Coordinators for each degree program provided the degree-specific questions and the full survey was compiled in March 2014. The survey was sent in early May to all graduates who are three to five years out since graduation (i.e. received their degrees between 2009 and 2011). In addition to the data from this new survey, CEHS Career Services, in conjunction with the Graduate School, collects data on employment prospects annually, from graduates as they register for convocation. All of this information (the 3-5 year survey and employment info at graduation) will be accessible to all the departments once the database is developed. The development of the database has been on hold until the survey was completed. This will now take place, and departments (Chair and the GPC) will have access to all data for the general questions and to their department data for the degree-specific questions. CEHS Career Services will work with the CEHS database developers to develop the database that will send out the survey and store the information so it can be used for reporting purposes. CEHS Career Services will also collect information and update the database on an ongoing basis in collaboration with departments and faculty as they receive information from their graduates. As noted, however, this survey will only reach out to graduates who are 3-5 years post-graduation. Thus we will continue to collect data internally about our more recent graduates using our program survey.

In the Fall 2014 we conducted a survey of our community partners who serve as preceptors who are also potential employers for our graduating students, to assess their perception of our students' competency. We plan to formalize this process to survey our community partners and employers each spring moving forward.

In order to collect additional information on student progress through the core and concentration competencies, and in keeping with our current Middle States accreditation process, the Department Administrator will send out requests for data for each faculty member teaching a course in which at least one of the core or concentration competencies is assessed. For each competency, the faculty will report the percentage of students in that class who met the assessment measure and this will be entered into a database maintained by the Department Administrator. This data will be reviewed and evaluated by the MPH Steering Committee annually.

As more students have expressed interest in learning more about the CHES certification, we intend to incorporate a discussion of professional credentialing/certification as part of the newly developed HLTH 606 Culminating Experience Seminar course. This will include a description of certifications available including CHES, Certified in Public Health (CPH) and others as well as an assignment that will ask students to consider which credential/certification they would like to pursue with a rationale for why. As part of this experience students, will be made aware that, upon graduation, they will be eligible to pursue the Masters level CHES certification (MCHES) as well. In addition, the faculty will continue to encourage students to pursue appropriate credentials/certifications, such as Registered Environmental Health Specialist, Certified Diabetes Educator, Certified Lactation Consultant, etc, through academic and career counseling. Finally, we are exploring mechanisms by which the program can create scholarships to support students in pursuing these credentials/certifications.

2.8 BACHELOR'S DEGREES IN PUBLIC HEALTH

N/A

2.9 ACADEMIC DEGREES

N/A

2.10 DOCTORAL DEGREES

N/A

2.11 JOINT DEGREES

N/A

2.12 DISTANCE EDUCATION OR EXECUTIVE DEGREE PROGRAM

N/A

SECTION 3: CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE

3.1 RESEARCH

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

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

The MPH program seeks to contribute to the knowledge and evidence base of public health through faculty and student research. With over 75% of full time faculty engaged in public health related research activities, the program both contributes to the field and provides students with opportunities to participate in faculty research endeavors.

The full time faculty has a strong record of seeking and obtaining external funding from both federal sources and national and local foundations as well as obtaining funding from University sources. The faculty are actively engaged in a diverse research agenda, including the areas of:

- Promoting healthy eating and active living in families and communities through social, environmental, and policy changes
- Exploring socioeconomic barriers to accessing healthy foods
- HIV/AIDS
- Infant mortality and adverse birth outcomes in women of color
- Racial/ethnic disparities in cancer stage at diagnosis
- Epidemiology and energy balance
- Scientific literacy
- Program evaluation for services for pregnant teens in the foster care system
- Young adults' early sexual experience
- Assessment of NJ abstinence education programs
- Dietary/lifestyle factors and cancer risk
- Tobacco prevention and control
- Sexuality education, teacher training, and curriculum development & evaluation

The College of Education and Human Services commits substantial resources to support faculty travel to attend conferences and present research. Each faculty member may receive funds of up to \$1,500 for travel to one conference or \$1,000 for travel to each of two conferences annually, at which papers are presented. The department allocates a portion of its discretionary budget to supplement faculty research and scholarship as well. For each of the past several years, the department has reimbursed each faculty member for \$100 towards travel or professional association membership fees, on top of the college support. In addition, if the department provides matching funds, the Dean's Office will consider providing up to \$500 additional support for travel to international conferences.

Institutional Support for Research

Montclair State University, over the course of the last decade, has focused specifically on increasing scholarly outputs of faculty. Faculty members are encouraged to seek out both internal and external funding.

Office of the Provost and the Office of Research and Sponsored Programs

The Mission of the Office of Research and Sponsored Programs (ORSP), which is under the direction of the Office of the Provost, is to encourage, facilitate and support MSU faculty and staff in their pursuit of external funding for their research, education, training, and other scholarly activities. ORSP provides high-quality services to the MSU community with the goal of increasing externally-sponsored funding for research and other programs while also protecting the University's interests in assuring compliance with federal and state laws, rules, and regulations. The ORSP provides a wide breadth of services for the MSU community including both pre- and post-award assistance.

Pre-award support includes:

- Identifying, assisting and training faculty and staff in locating possible funding sources
- Assistance with institutional, as well as sponsor policies and procedures
- Developing budgets that comply with agency and institutional guidelines
- Reviewing proposals for formatting, accuracy and adherence to sponsor requirements and guidelines
- Completing agency forms, assurances and certifications, providing institutional statistics
- Assistance with online proposal application and electronic submission
- Sponsoring educational workshops and training activities on proposal development
- One-on-one meetings with faculty and staff to discuss funding search strategy, proposal development best practices, and feedback from submitted proposals
- Negotiating award terms and conditions with federal and non-federal sponsors

Post-award support includes:

- Assistance with understanding and interpreting complex agency requirements, e.g. prior approval requests
- Revising grant award budgets in accordance with sponsor guidelines
- Negotiating continuing awards with federal and non-federal sponsors
- Assisting with non-financial post-award matters, e.g. no-cost extension requests
- Assisting with the timely submission of interim and final programmatic reports
- Help in understanding employment procedures and forms, and processing travel requests
- Guidance and assistance in sourcing and purchasing equipment
- Sponsoring regular workshops and training activities on non-financial post-award administration
- One-on-one meetings with faculty and staff to discuss aspects of post-award management

Finally, the ORSP provides internal funding to assist faculty-conducted grants and research projects. These internal grants include (grant descriptions provided by Montclair State University):

Separately Budgeted Research awards support faculty projects involving scholarly, creative, and/or research efforts. The primary purpose is to provide faculty members time to engage in scholarly or creative activities in the summer months. Any full-time tenured or tenure-track faculty member is eligible to apply for a Summer Stipend of no more than \$4,000 to pursue a scholarly, creative or research project.

Student Faculty Scholarship awards support projects, which involve students working cooperatively with faculty. The purpose of the Student Faculty Scholarship program is to provide research experiences for undergraduate students in the form of data gathering, data entry and analysis, library research, and field research. Awards will be also made for activities in the creative arts that appropriately involve undergraduate students.

Any full-time tenured or tenure-track faculty member is eligible to apply. Awards will be limited to a maximum of \$2,000, with the major portion of the award being allocated for student(s) stipend.

Summer Grant Proposal Development awards provide funds for faculty to work during the summer on developing grant proposals to be submitted to foundations or government agencies for programs, research, training or creative activity. Any full-time tenured or tenure-track faculty member of the faculty is eligible to apply for a Summer Grant Proposal Development summer stipend of \$4,000/person or \$6,000/team to prepare a grant proposal which may lead to funding of \$40,000/year or more. For proposals which lead to funding of \$25,000-\$39,999, the award will be for 10% of the funding requested.

University Distinguished Scholar is a program to recognize faculty with a distinguished record of scholarly or creative achievement. The award provides twelve (12) credit hours of released time to pursue a scholarly or creative project that will result in a significant contribution to the field. A single award will be provided during each academic year.

Research Sabbaticals

Montclair State University values and seeks to support continuing professional development as a means to increase the professional knowledge and skill of faculty and staff. Montclair policy (see resource file) makes specific provision for research sabbaticals. By institutional policy, faculty interested in pursuing sabbatical leave must prepare a proposal that is reviewed at the college/school level and a recommendation is forwarded through the Department Chair and Dean to the Provost for consideration. Research leaves are for one semester at full pay or two semesters at 50% of pay.

In addition to these supports, as an incentive to seek external funding, the University has a policy that the principal investigator shall be eligible to use a minimum of 10% of the total indirect cost recovery of the program for which she/he is responsible. If it is the judgment of the department chair and dean that the principal investigator should be entitled to more than 10%, the additional resources would be provided from the 25% departmental indirect cost share (See resource file on Indirect Cost Recovery).

College of Education and Human Services Grants Office

CEHS further supports faculty research endeavors through its own grants office that provides both pre- and post-award support. The CEHS Grants Coordinator assists faculty in identifying potential sponsors for research and/or special projects. The Grants Coordinator also helps the Principal Investigator (PI) in the application process by interpreting guidelines, developing budgets, and completing the application requirements as well as assists in coordinating with ORSP or the Development Office in submitting proposals.

Types of support include:

- Assisting in the identification of possible funding opportunities for a project or program.
- Registering faculty with the SPIN database for funding announcement notifications.
- Assisting in the interpretation of sponsor's guidelines.
- Completing necessary forms, assurances, certifications, etc. necessary for submission.
- Advising and assisting applicants in structuring, sequencing, and packaging a proposal.
- Reviewing proposal for formatting, accuracy, and adherence to agency objectives.
- Acting as the administrative liaison between the funding agency and the investigator.
- Coordinating CEHS approvals and signatures for proposal submission.
- Collaborating with ORSP and/or the Development office.
- Providing educational resources through ongoing trainings, workshops and one-on-one meetings.

The post-award facilitator works collaboratively with faculty to

- Provide post-award support to external grant recipients and account management.
- Ensure accurate and timely preparation of expenditure reports in conjunction with Grants Accounting.
- Work with appropriate departments to gather data for reports and to ensure that proper records are maintained.
- Coordinate purchasing, perform online requisitioning, and ensure prompt payment when merchandise is received or services rendered.
- Track and retrieve budget information.
- Apply and interpret University policies relevant to control of external grant awards.
- Maintain grants calendar and advise faculty & staff of their account status.
- Provide training and assistance to grant recipients regarding procedures and guidelines for the expenditures of grants.
- Communicate relevant grant information with agency departments and all appropriate internal users.

Center for Research and Evaluation in Education and Human Services (CREEHS)

The Center for Research and Evaluation in Education and Human Services has its home in the College of Education and Human Services. Two of the primary MPH faculty, Drs. Birnbaum and Lieberman, have been founding advisory board members of CREEHS and worked with the center to identify research and evaluation support that faculty can access. For example, if a programmatic proposal requires an evaluation research component, CREEHS will work with the faculty proposal writer to create that component and serve as the program evaluator, if funded. As a stand-alone center, this enables CREEHS to serve as an external evaluator, thereby providing an invaluable service for faculty engaged in their own applied program research. In addition, MPH faculty have served as consultants to CREEHS on evaluation and research projects of other units within and outside the university, for which CREEHS is the evaluation research contractor. For example, Dr. Birnbaum has provided research on the Shaping NJ evaluation, which is the statewide obesity prevention program. Dr. Lieberman served as the research consultant for a project with the Bloomfield Health Department, and for the NJ Council on Education for Young Children on an early childhood mental health project. Thus, through CREEHS, faculty can both receive research and evaluation support, and have provided such support for other units or organizations.

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

The MPH program presently works with a number of community groups and organizations, as well as state, federal, and international agencies to conduct research that addresses the needs and interests of the community (Table 3.1.b). Faculty routinely participates in research with varying research methodologies. Research support since 2011 has totaled \$3,078,747 among seven faculty members.

Table 3.1.b Research Collaborations with Agencies and Organizations	
Agency/Organization	Description of work
National Cancer Institute NJSNAP-Ed/EFNEP, funded by the National Cancer Institute, NIH	Dr. Silvera has partnered with SNAP-Ed/EFNEP in NJ to recruit limited resource women into a study of socio-demographic factors associated with breast and cervical cancer screening behaviors. Funding for this work is provided by the National Cancer Institute.
Penn State Hershey Medical School, funded by the National Institute of General Medical Sciences, NIH	Dr. Kaelin consults on a project called “Early Preparation and Inspiration for Careers in the Biomedical Sciences” with colleagues at Penn State Hershey Medical School that is funded by the NIH’s National Institute of General Medical Sciences in a program called Research to Understand and Inform Interventions that Promote the Research Careers of Students in Biomedical and Behavioral Sciences. Specifically Dr. Kaelin will prepare teachers from five Hershey-area high schools to coach their students in year-long after-school clubs so that they can complete an adaptation of the Think Like an Epidemiologist Challenge (http://www.teachepidemiology.org/SO.html).
Partners for Health – Eat, Play, Live... Better	Dr. Birnbaum is collaborating with the Partners for Health Foundation (Montclair, NJ) and CREEHS on the evaluation of the Eat. Play. Live... <i>Better</i> initiative. She has been a co-investigator or PI on some of the evaluation protocols.
Academy of Nutrition and Dietetics	Dr. Birnbaum is working with colleagues at the Academy of Nutrition and Dietetics (AND) and the AND Foundation to analyze data collected as part of the RD Parent Empowerment Program, a four-city pilot intervention. She was the evaluation consultant on a work-for-hire basis for the intervention evaluation and is now in the planning stages for a project with them to do secondary data analysis of focus group data about the contexts and experiences of home food and physical activity environments of lower-income families.
Inwood House, funded by the US Office of Population Affairs, Office of Adolescent Pregnancy Programs and by the Conrad Hilton Foundation	Dr. Lieberman is engaged in research and evaluation of a perinatal support program for pregnant and parenting foster care teens, with Inwood House, a NYC Administration for Children’s Services contract agency.
Rockland Alliance for Health	Dr. Lieberman has an informal research agreement to provide evaluation research support for the Rockland Alliance for Health (a 501 c(3) organization). Dr. Lieberman is a board member of this organization.
Rockland County (NY) Department of Health	Dr. Lieberman, until recently, served as the tobacco evaluator for the county’s decade long tobacco control initiative
New Jersey Dept. of Child & Adolescent Health Programs	Dr. Donnelly is serving as Project Evaluator for the New Jersey Dept. of Child & Adolescent Health Programs, where he is evaluating and overseeing research efforts for all Title V grantees throughout the state of New Jersey.
Hyacinth Foundation, NJ funded by the National Institute of Mental Health, NIH	Dr. Amutah is working with the Hyacinth Foundation of NJ, located in Newark, on Project DASH, a research study that focuses on HIV prevention in adolescents of color.
Well of Hope, funded by the Paterson Department of Social Services	Dr. Amutah is working with the Well of Hope Social Services Agency in Paterson NJ on an HIV intervention for women of color. This intervention, titled Project THANKS, is aimed at improving the medication adherence of women who are also currently using substances.
Witness for Peace	Our program has partnered with this organization to send student delegations to Nicaragua & Cuba for the past five years. As a result, several students have conducted program planning, curriculum development, and program evaluation at two different sites in Nicaragua.
CREEHS	Both Dr. Lieberman and Dr. Birnbaum have been on the faculty advisory committee of CREEHS since its inception. In that role, they have worked with the CREEHS staff in connecting community agencies, such as the Partners for Health, with the Center. They have served as liaisons and project consultants on a number of these collaborative projects with a range of community agencies, including the Partners for Health, Shaping NJ, Bloomfield Health Department, the NJ Committee for Early Childhood Development, and Montclair Senior Services.

3.1.c A list of current research activity of all primary and secondary full-time faculty in HLNS identified in Criteria 4.1.a and 4.1.b, including amount and source of funds, for each of the last three years.

Table 3.1.c. Research Activity from 2011 to 2014									
Project Name	Principal Investigator	Funding Source	Funding Period	Amount				Community -Based	Student Participation
				Total Award	2011-12	2012-13	2013-14		
Project Thanks	Ndidi N Amutah	City of Paterson, NJ	1/2013 – 7/2013	\$8,000		\$8000		Y	N
Research Education Institute for Diverse Scholars	Ndidi N Amutah	Center for Interdisciplinary Research on AIDS, Yale University	2013-2014	\$20,000			\$20,000	Y	Y
EPLB Project Coordination	Amanda Birnbaum	Partners for Health Foundation	10/2012 – 12/2015	386,888	0	133,592	125,137	Y	Y
RD Parent Empowerment Program evaluation	Amanda Birnbaum	Academy of Nutrition and Dietetics Foundation; Healthy Children Healthy Futures	2011 – 2014	\$5,500	\$2000	\$1500	\$2000	N	N
Exploring Socioeconomic Barriers to Accessing Healthy Foods: A Mixed Methods Study	Amanda Birnbaum & Stephanie Silvera	MSU Office of Research and Sponsored Projects	7/2012 – 6/2013	\$4000	0	\$4000	0	N	N
Adolescent Family Life program: Evaluating programs and services for Pregnant Teens in the NYC Foster Care System	Lisa Lieberman	US Office of Adolescent Pregnancy Programs through a sub-award with Inwood House	2010-2012	\$130,282	\$52,386	\$77,896		Y	Y
Adolescent Family Life program: Evaluating programs and services for Pregnant Teens in the	Lisa Lieberman	Conrad Hilton Foundation through a sub-award with	2012-2015	\$50,000		\$17,209	\$32,791	Y	Y

NYC Foster Care System		Inwood House							
Does it Really Just Happen? (Young Adults reflect on their first sexual experience)	Lisa Lieberman & Eva Goldfarb	Montclair State University internal award	2010-2012	\$6000*	0	0	0	N	Y
Exploring Sociodemographic and Behavioral Factors Underlying Racial/Ethnic Disparities in Cancer Stage at Diagnosis in New Jersey	Stephanie Silvera	NIH/NCI	2012-2016	\$555,159	\$137,618	\$139,734	\$139,607	N	Y
Epidemiology and the Energy Balance Equation	Mark Kaelin	NIH - SEPA	2008 – 2013	\$1,298,816	\$268,506	\$265,821	\$239,553	Y	Y
Scientific Literacy Instrument	Wendy Huebner (Birnbaum collaborator on sub-study Instrument Development)	NIH – SEPA	2010-2013	\$255,035	\$129,068	\$125,967	-	Y	Y
New Jersey Title V: Abstinence Evaluation Assessment.	Joseph Donnelly	New Jersey Dept. of Adolescent and Child Health	2011-2014	\$365,067	\$175,505	\$94,781	\$94,781	Y	Y
New Jersey Statewide Abstinence Evaluate Assessment	Joseph Donnelly	NJ Family Policy Council	8/2014-12/2014				\$44,926	Y	Y
Totals				\$3,123,673	\$765,083	\$868,500	\$698,795		

*Shades cells indicate secondary faculty

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

Table 3.1.d Outcome measures for research activities					
Outcome Measure	Target	2011-2012	2012-2013	2013-2014	2014-2015
Engagement in research and/or evaluation activities focused on public health issues and problems.	At least 75% of primary faculty members will be engaged in PH research/evaluation	80%	88.3%	88.3%	83.3%
Participation in university's faculty scholarship program.	At least 75% of primary faculty will have a university-approved faculty scholarship agenda (FSP)	80%	88.3%	88.3%	83.3%
Participation in externally funded research.	At least 30% of primary faculty will be engaged in externally funded research projects.	40%	50%	66.7%	66.7%
Student participation in faculty research.	At least 15% of MPH students will be engaged in activities related to faculty research	24.3%	30.6%	23.9%	18.4%
Faculty will present their research at public health professional meetings.	At least 50% of primary faculty will present their research at public health professional meetings.	80%	66.7%	83.3%	83.3%
Faculty will avail themselves of university research support such as re-assigned time, internal grant awards, the services of the College grants coordinator and post-award specialist.	At least 75% of primary faculty will avail themselves of university/college research support.	80%	83.3%	83.3%	83.3%

3.1.e. Description of student involvement in research.

During the past 3 years, a number of students within the MPH program (see Table 3.1.e) have worked (or are working) with five faculty members on eight different research projects. Student participation in research reported here includes both those students with formal graduate assistant positions, as well as paid and unpaid student volunteers. Opportunities to participate in research are often communicated through individual contact with faculty members and are also often posted on the MPH program listserv as well as announced in classes. As a result, students have had diverse experiences across a range of research activities.

The nature of the students' work has included: work on IRB protocols (two students), instrument development (three), data collection (six), focus group/interview data collection (seven), data coding/compilation (five), data entry (two), assistance with presentations (two), literature reviews (six), and writing of scholarly papers (two). Many of the students continued to work on these projects beyond the idea creation and data collection, and assisted and lead in writing for publication.

For example, three graduate students assisted Drs. Lieberman and Goldfarb in focus group implementation, data compilation and coding of the qualitative data for a study on *First Sexual Activity Decision-Making*. One student, who working on the project since it began, submitted to and won the Graduate School's 2012 Student Research Symposium, and is a co-author on several papers which are under review for publication.

Additionally two students have collaborated with Dr. Silvera on a literature review summarizing what is currently known about racial/ethnic disparities in breast and cervical cancer stage at diagnosis and will be co-authors on a manuscript that will be submitted this fall. Six MPH students have also worked with Dr. Silvera on her NIH/NCI K01 award to *Explore Sociodemographic and Behavioral Factors Underlying Racial/Ethnic Disparities in Cancer Prevention in New Jersey*. These students have conducted structured interviews with low-income women throughout the state.

Dr. Lieberman has also worked with several students on her research on *Pregnant and Parenting Teens in the NYC Foster Care System*. MPH students have been integral to the project since its inception, with two students serving as research assistants, setting up databases, protocols, assisting with IRB applications, and compiling data for presentations. An additional student is currently serving as the data collector, administering surveys to the pregnant and parenting teens. Thus far, students have been co-authors on several presentations and will begin working on papers for publication soon.

Two MPH students worked with Dr. Amutah on a review of the literature about HIV positive women, substance abuse and chronic diseases. From this literature review, the graduate assistants were able to assist with the creation of the qualitative instruments that

were later used with participants. Additionally, the graduate assistants were an integral part of the coding of the focus group data from *Project THANKS*. Finally, both of the graduate students are authors on a manuscript that is currently under review detailing the intervention.

Graduate students have also worked with Dr. Kaelin on his work *on* Epidemiology and the Energy Balance Equation. One MPH student reviewed the literature about project-based learning and reported on its alignment with the curriculum's methodology while another was integrally involved in the post-test of our field-test; administering the post-test evaluation instruments and managing and performing quality assurance on all pre- and post-test data. This student served as the coordinator of the *Think Like an Epidemiologist* high school event at the finals of the New Jersey Science Olympiad (<http://www.teachepidemiology.org/SO.html>). As volunteers, five other MPH students served as judges for the event. Dr. Kaelin also had several MPH students working with him on his development of a scientific literacy instrument. One student explored, evaluated, and reported on the feasibility of performing the validation test using both paper and electronic versions of the scientific literacy instrument and identified vendors who could scan completed hard copies of instrument and three others administered the scientific literacy instrument, interacted with the middle school students taking the test, and returned completed tests to the PI.

The College provides some support for student travel for professional presentations. Additionally, this inclusion of students on research projects by leading projects and providing meaningful assistance on others has demonstrated the achievement of objective 3.3 of our research goal regarding student involvement in faculty research.

Table 3.1.e Number of Students Involved in Public Health Related Research Projects (2011-2012)	
2011-2012	9
2012-2013	11
2013-2014	11
2014-2015	9

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

This criterion is met.

Strengths

Faculty research efforts are consistent with the mission of the MPH program, CEHS, the Graduate School, as well as Montclair State University. The overwhelming majority of primary MPH faculty members are pursuing scholarly projects, have received external funding, and/or collaborate extensively with other program faculty, MPH students, and

faculty at Montclair and other institutions to pursue research that is directed at improving health outcomes.

Most of the stated measurements for the program's research objectives were met or exceeded. A plurality of faculty members has received external funding, including federal funding and funding from various foundations. A plurality of MPH faculty members publish regularly in peer-reviewed journals (see resource file) and make numerous presentations at national and international scientific and professional conferences. Five faculty members have worked with MPH students in various research projects. In AY 2013-2014, 11 graduate students were engaged in research collaborations with faculty members.

Given MSU's primary mission of teaching (typical load is three courses each fall and spring semesters), the program's productivity is excellent.

Weaknesses

The university, consistent with its state university teaching contract, requires a particularly high teaching load for faculty. Although faculty can reduce this load through the faculty scholarship program and/or external grant funding, a significant increase in scholarly outcomes can only be achieved with a further reduced teaching load.

Although the program encourages student participation in research projects outside of course requirements, most students hold full-time employment that does not allow for participation in research projects.

Plans

The faculty will continue to infuse research projects through the curriculum and to work with MPH students on research projects and outcomes when possible. We will continue to publish and present with MPH students at national/international conference and journals. The program faculty plan to continue seeking out external funding to support research that will involve students.

3.2 SERVICE

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

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

The university, college, and department value service as a part of our mission. Faculty members are expected to perform service to the department, the university, the community and the profession. This includes the recruitment and mentoring of students.

Consequently, maintaining strong ties with community based agencies and public health practitioners is a priority for the MPH program, given our emphasis on applied public health. Service is one of the ways we are able to maintain these connections. Faculty members serve on local and regional advisory boards of agencies and professional organizations to contribute public health expertise while also maintaining strong relationships on behalf of our MPH program. In addition, we work with community and voluntary service organizations to create mutually-beneficial fieldwork experiences for students. The full-time Academic Clinical Coordinator, who facilitates placements and maintains relationships with agencies and preceptors, also connects sites with faculty for particular service needs (e.g., providing feedback on a survey instrument), and with MPH students to fulfill volunteer service needs (e.g., supporting all aspects of an on-going town wellness challenge).

The MPH student listserv is a primary venue for disseminating service opportunities within the program. Students, faculty, and the Academic Clinical Coordinator all use the listserv to post opportunities to volunteer for activities such as the NJ AIDS Walk, health education sessions at local community organizations, benefits for populations in need such as refugees or homeless youth, and events conducted by professional organizations.

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

Expectations for community and professional service activities for faculty are specifically articulated in the Faculty Roles and Expectations document (see resource file) that serves as a guide for tenure and promotion. Faculty members are expected to contribute their disciplinary expertise to address issues of importance in the region, state, and nation. Of particular importance are activities in the regional, state or national organizations beyond the University, and to deliberations about important regional, state and national issues of public health significance. The university expects that faculty members will become increasingly active in service, assuming increased responsibilities over the course of their

careers at the University. Conversely, it is essential that non-tenured faculty focus on establishing their program of teaching and scholarship, and that service activities should be carefully selected. As such weighting of service in the tenure process is specifically identified as 20%, with teaching and scholarship at 40% each. Assessment of Service activities in this process include the identification of clear goals, understanding, and commitment to service; appropriate methods such as academic leadership and responsibility in the department, school/college, university, appropriate for rank and expertise; academic leadership in his/her discipline; tangible products as a result of the service, such as whether or not the faculty member is called upon for their expertise by government, community, school or professional organizations; evolving engagement and responsibility for service over time.

3.2.c. A list of the program's current service activities, including identification of the community, organization, agency or body for which the service was provided and the nature of the activity, over the last three years.

Table 3.2.1. Faculty Service from 2011 to 2015				
Faculty member	Role	Organization	Activity or Project	2011-2014
Ndidi Amutah	President	Society for the Analysis of African American Public Health Issues	President of a national organization that focuses on the epidemiological and public health issues of African Americans in the African diaspora.	2012-2014
	Section Councilor	Maternal and Child Health section of the American Public Health Association	Serve as a leader of the maternal and child health section and provide governance and leadership to other sections of the association.	2012-2014
	Journal Reviewer	Journal of Progress in Community Health and Partnerships International Journal of Women's Health Journal of HIV/AIDS, Research and Palliative Care Journal of Maternal and Child Health International Journal of Maternal and Child Health, HIV/AIDS Journal of Health Disparities Research and Practice	Manuscript reviews	2014-present
				2013-present
				2013-present
				2013-present
				2012-present 2014-present
Mary Jo Belenski	Abstract reviewer	American Public Health Association Society of Behavioral Medicine	Abstract reviews	2010-present 2012-present
	Member	Morris County Medical Reserve Corps	Member of team that trained and prepared for disasters and emergency situations	2011-2012
	Member	Community Emergency Response Team	Member of team that trains and prepares for MSU campus emergencies	2011-2014
	Consultant	Fairleigh Dickinson University	Reviewed program proposal, advised and made recommendations to administration regarding new bachelor of science degree program	2012-2013
	Member	Social Concerns Committee, St. Luke Church, Long Valley NJ	Plan for and meet nutritional needs of teens on retreat weekends	2011-2014
	Guest Speaker	Villa Walsh Academy, Morristown NJ	Guest lectured on disease topics to high school biology students	2011-2012

Amanda Birnbaum	Advisory Board Member	Healthy Directions, Inc. 501(c)3	Advisor for national initiative focused on obesity prevention in underserved, intergenerational populations.	2011- present
	Coordinating Council Member	Eat Play Live Better...Montclair initiative funded by Partners for Health Foundation	Advisor for multisector, collective impact initiative to promote healthy eating and active living in Montclair	2011-2013
	Editorial Board Member	American Journal of Health Behavior	Manuscript reviews and journal contributions	2011-present
	Editorial Board Member	International Journal of Behavioral Nutrition & Physical Activity	Manuscript reviews and journal contributions	2012-present
	Journal Reviewer	Journal of Nutrition Education & Behavior; Preventive Medicine; Pediatric Exercise Science; Health Education & Behavior	Manuscript reviews	2011-present
	Abstract Reviewer	American Public Health Association Society of Behavioral Medicine	Abstract reviews for conference submissions	2011-12 (SBM & APHA) 2012-13 (APHA)
Eva Goldfarb	Editorial Board Member	American Journal of Sexuality Education	Manuscript reviews and journal contributions	2011-present
	Sexual Health Consultant	Montclair Public School District	Provide direct education to K-12 as well as provide technical assistance/training to educators	2011-present
	Sexual Health Consultant	Washington, D.C. Public School District	Provide ongoing technical assistance and direct training to teachers/administrators in teaching and curriculum development related to sexual health education	2011-present
Lisa Lieberman	Editorial Boards	Health Education & Behavior;	Editorial advising on content, manuscripts and direction for the journal	2011-present
	Editorial Advisory Board	Perspectives on Sexual and Reproductive Health	Editorial advising on content, manuscripts, and direction for the journal	2011- present
	Journal Reviewer	Health Education & Behavior; American Journal of Public Health; Perspectives on Sexual and Reproductive Health; Journal of Children and Poverty;	Manuscript reviews	2011-present 2013-present 2011-present 2012-present

		Journal of School Health; Health Promotion Practice; Sage Open		2011-present 2012-present 2013-present
	Vice President	Rockland Alliance for Health	Founding board member and Vice- President of local 501 c(3) organization	2011-2014
	Member	Rockland County Public Health Priorities Steering Committee	Member of priority and agenda setting coalition, spearheaded by the county health department	2011-2014
Stephanie Silvera	Secretary	APHA Cancer Forum	Serve as a member of the leadership team for the Cancer Forum.	2011 - present
	Program Committee Member	American Public Health Association Cancer Forum	Work with other members of the program committee to draft the call for abstracts and work with committee members and APHA leadership to schedule oral and poster presentation sessions.	2012
	Abstract Reviewer	American Public Health Association	Abstract reviews for conference submissions	2011-2013
	Academic Advisory Board Member	NJSOPHE	Provide feedback to NJSOPHE leadership regarding the needs of students at MSU	2011 - present
	Membership taskforce	American Society of Preventive Oncology	Work with other committee members to consider and enact plans to increase ASPO membership.	2013 – present
	Junior Members Organizing Committee member	American Society of Preventive Oncology	Work with other committee members to plan sessions for ASPO annual meeting that focus on the needs of early career members.	2013 – present
	Junior Members Organizing Committee Chair			2014-2015
	Journal Reviewer	Journal of Nutrition Education & Behavior Environmental Health Cancer Causes and Control	Manuscript reviews	2011-2012 2012-2013 2013-2014
Mark Kaelin	With others: Creator, administrator, advocate, judge	Science Olympiad	Think Like an Epidemiologist Challenge	2009 - 2013
	With others: Creator, advocate, instructor	Penn State Hershey College of Medicine	DSI Chocolate Town: Careers in Epidemiology and Public Health	2011 - 2013
Joseph	Journal Reviewer	Journal of School Health	Manuscript reviews	2006-present

Donnelly		Journal of Health Behavior Journal of Drug Education, Substance Abuse and Prevention		2014-present 2014-present
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Shaded cells indicate secondary faculty

Table 3.2.2. Funded Service Activity from 2011 to 2014									
Project Name	Principal Investigator	Funding Source	Funding Period	Total Award	2011-12	2012-13	2013-14	Community-Based	Student Participation
Teach Epidemiology	Mark Kaelin	Robert Wood Johnson	2006 - 2012	\$428,462	\$41,500	\$41,500	\$41,500	Y	N
R-TIPS	Amanda Birnbaum	NCI Research Tested Intervention Programs	2011-2014	\$1,575	\$450	\$450	\$675	N	N

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

Table 3.2.d. Outcome Measures for Service					
Outcome Measure	Target	2011-2012	2012-2013	2013-2014	2014-2015
Primary faculty members will be engaged in University service activities that advance the MPH program (e.g. curriculum committees, faculty searches, graduate council, etc.)	75%	100%	100%	100%	100%
Primary faculty members will hold positions on community agency boards or committees	40%	80%	83.3%	100%	80%
Primary faculty members will be members of public health professional organizations at the national, international, or state levels	75%	100%	83.3%	100%	100%

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

Students have been involved in service to the community in various ways. This has occurred with respect to their involvement with individual faculty projects and connections, and, as a result of connections they have made with community organizations as a result of their required fieldwork.

Students are also involved in service through participation in the MPHSO and on an as-needed basis with faculty who seek their assistance. For example, the MPHSO 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
- 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. The MPHSO, in 2013, created a facebook page (Montclair Public Health Student Organization) and a twitter account (@mphsmedia), which they seek to expand to followers across the campus to receive up to date health information and news.

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

This criterion is met.

Strengths

- As evidenced by the narrative and tables regarding outcome goals for service for faculty, the faculty have a commitment to service at the university, local, and national level.
- Students have demonstrated a commitment to service on an individual basis and in collaboration with their faculty mentors.
- The university has demonstrated its commitment to faculty promotion and tenure as evidenced by the weighting of service in the larger tenure process.

3.3 WORKFORCE DEVELOPMENT

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

3.3.a Description of the ways in which the program periodically assesses the continuing education needs of the community or communities it intends to serve.

Although the program and individual faculty have been informally involved in workforce development since the program began, the formal workforce development goals and objectives were created in Spring 2014, with a primary focus on professionals and individuals who promote public health in the communities we serve, primarily New Jersey, both with and without formal public health training.

We began a formal assessment of the communities we serve in Spring 2014, at which time a survey was distributed to fieldwork preceptors and community partners. (See resource file). Responses to the first survey conducted have provided us with guidance for what will be the formal rollout of our professional workforce development series (described in plans, below.) Findings from the survey are in the resource file. We will continue to send this survey out to preceptors and community partners every other year.

3.3.b A list of the continuing education programs, other than certificate programs, offered by the program, including number of participants served, for each of the last three years.

A summary of the workforce development programs that faculty have led or participated in is listed in Table 3.3 below.

Table 3.3 Workforce Development Activities

Who	What	When	Where	Other agencies	No. served	Students
Ndidi Amutah	Rethinking the C in MCH: the Role of Community in Addressing Health Disparities	5/23/13	In class & online	Rutgers University School of Public Health, Public Health Seminar Series	~35	5
	Rethinking the C in MCH: the Role of Community in Addressing Health Disparities	8/13	Online	West Virginia Home Health Quality Improvement	100	
Joseph Donnelly	Workshop for all Title V grantees on overview of statewide evaluation of the Abstinence Education programs being offered throughout NJ	7/31/2012		NJ Dept of Child & Adolescent Programs	~30	0
Eva Goldfarb	Training/Workshop: "Working with LGBTQ Adolescents: Specific Challenges and Opportunities for Youth-Serving Professionals	10/16/13	MSU	Center for Child Advocacy, MSU	~75	
	Connecting the Dots: Strategic Planning	9/27/13	Lexington, KY	Kentucky Teen Pregnancy Prevention Coalition	200	
	Working effectively with boys on pregnancy prevention	9/26/13	Lexington, KY	Kentucky Teen Pregnancy Prevention Coalition	~200	
	Who speaks up for Sexting? Half-day professional development training workshop for educators/ administrators	9/5/13	Perth Amboy, NJ	Perth Amboy Public School District	~50	
	Too Sexy Too Soon" Half-day professional development training workshop for educators/ administrators	9/5/13	Perth Amboy, NJ	Perth Amboy Public School District	~50	
	Five day intensive residential training program in sexual health education for educators from agencies across the country (Public School district, teachers, administrators, Planned Parenthood, etc.)	8/13	Reisterstown, MD	Teaching Institute in Sexual Health Education (TISHE)	~40	
	Working with the "B" in LGBTQ: What is Bisexuality?	4/13	MSU	LGBTQ Center & Department of Health Promotion, MSU	45	4 (MPH students)
	"Raising Sexually Healthy Adolescents" - Workshop for parents and teachers of middle school adolescents	3/28/13	Montclair, NJ	Renaissance Middle School	30	
	Baby Steps: Teaching Sexuality Grades Pre K - 3", Half Day professional development training for Garfield school district, early elementary teachers and staff	3/19/13	Garfield, NJ	Garfield school district	~125	
	Working with LGBTQ Adolescents: Specific Challenges and Opportunities for Youth-Serving Professionals	2/27/13	MSU	Center for Child Advocacy, MSU	~75	
	What About the Boys? Teaching about Sexuality Accurately and Effectively with Teen Boys" Training Workshop for High School Teachers, Counselors and Administrators	12/12/12	East Orange, NJ	--	~50	

	Sexting: Flirting or Felony?" Workshop for NJ public school teachers and school nurses	10/27/12	Union City, NJ	--	~50	
	Teaching to the DCOSSE Health Education Standards" Full day workshop, DCOSSE	9/24/12	Washington, DC	District of Columbia Public School District	~150	
	Six-day residential training program for school teachers, community health educators, administrators and policy-makers, from United States and Internationally	8/6-8/12, 2011	CT	Teaching Institute in Sexual Health Education (TISHE)	~40	
	Contraception Update: New methods, new lessons, Full day workshop	3/15/11	Washington, D.C	District of Columbia Public School District		
Lisa Lieberman	Evaluation Workshop	10/12	MSU	CREEHS	29	
	Unnatural Causes: Is Inequality Making us Sick? Film series facilitation	9/12 through 10/13		Public Health Priorities Steering Committee, Rockland County, NY	30	
	Ethical & practical issues in evaluating ideological programs	5/14	Webinar	Society for Public Health Education (SOPHE)	20	
	Presentation of PRIDE survey data to professionals and community stakeholders	4/14	Rockland County, NY	Rockland County Youth Bureau	~50	
Stephanie Silvera	Negotiation skill development for junior investigators in the academic environment	3/9/14	Arlington, VA	American Society for Preventive Oncology	~40	~5
Department Sponsored	Marion Nestle: Food Politics: From Personal Responsibility to Social Responsibility	4/8/14	MSU	Montclair State Dietetics Organization Office of the Provost PhD Program in Environmental Management Dining Services Health Promotion Center for Quantitative Obesity Research	300	200

Table 3.3.1 Funded Training/Continuing Education Activity from 2011 to 2014*									
Project Name	Principal Investigator	Funding Source	Funding Period Start/End	Amount Total Award	Amount 2011-12	Amount 2012-13	Amount 2013-14	Community -Based Y/N	Student Participation Y/N
Continuing Education	Stephanie Silvera	Montclair State University, CEHS Professional Development Grant	2011	\$1000	\$1000	-	-	-	-
Exploring Sociodemographic and Behavioral Factors Underlying Racial/Ethnic Disparities in Cancer Stage at Diagnosis in New Jersey*	Stephanie Silvera	NIH/NCI	2012-2016	\$555,159	\$137,618	\$139,734	\$139,607	N	Y

***This grant provides funding for both research and training/continuing education. Of the total award, roughly \$66,404 was budgeted for training/professional development. This includes graduate level coursework, attendance at professional development workshops/seminars, and attendance at conferences.**

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

The MPH program does not currently offer any certificate programs or non-degree offerings. However, beginning in September 2014, the Center for Research and Evaluation in Education and Human Services will be offering a new certificate in Program Evaluation. Both Amanda Birnbaum and Lisa Lieberman are contributing faculty to this new certificate program, which is a 12-credit continuing education opportunity for education and public health professionals. We anticipate perhaps the enrollment of 5-10 individuals in the first year, with roughly half being public health students and professionals.

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

In our role establishing ourselves as an MPH program in this region, strategic thought has been given to services provided to the communities in the area using our programmatic "Critical Success Factors" (see resource file) as a guide.

Through the accreditation process, as faculty discussed the workforce development activities performed on an ad hoc basis, a plan was determined for systematically offering such workforce development activities. A new "public health workforce development series" will be offered to the field, including topics that our partners have told us they are interested in, building on the expertise and experience of our faculty. The series will be offered on a regular, rotating basis, beginning in Spring 2014. Our first event was held during NPHW 2014, with the special presentation by Dr. Marion Nestle (Resource File). (Resource File for Flyer), Food Systems: From Personal Responsibility to Social Responsibility. This event drew over 300 participants, approximately 50 from community agencies and organizations outside the university.

Our Public Health Development Series, offered quarterly on Fridays, will kick off in November 2014. (see flyer in resource file).

To evaluate the effectiveness of this series, data will be collected from participants after each workshop, reflecting on the workshop they participated in and their interest in future workshops. This data will be analyzed each semester and used to plan the following year's professional development activities.

Table 3.3.d. Outcome measures for workforce development				
Outcome Measure	Target	2011-2012	2012-2013	2013-2014
The program will offer professional development and continuing education opportunities.	2 per year serving at least 20 health professionals in Greater Montclair and in New Jersey annually.	1	9	7

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

The following are educational institutions and public health practice organizations with which the program has collaborated for continuing education:

- CREEHS, MSU
- Shaping NJ
- Rockland County Department of Health
- Rockland County Public Health Priorities Steering Committee
- NJ Department of Child & Adolescent Programs
- Rutgers University Public Health Seminar Series
- West Virginia Home Health Quality Improvement
- Center for Child Advocacy, MSU
- Kentucky Teen Pregnancy Prevention Coalition
- Perth Amboy Public School District
- Teaching Institute in Sexual Health Education (TISHE)
- LGBTQ Center, MSU
- Department of Health Promotion, MSU
- Renaissance Middle School
- Garfield School District, Garfield, NJ
- District of Columbia Public School District
- Society for Public Health Education (SOPHE)
- Cancer Institute of New Jersey
- Rutgers University School of Public Health
- American Society of Preventive Oncology

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

The criterion is partially met

Strengths

The program has utilized every opportunity to be involved in local, state, and regional public health efforts that have enhanced our MPH program visibility and have led to opportunities to contribute to public health workforce development.

The program has been responsive to requests from our community partners to provide speakers/trainings with individual faculty responding to requests to deliver training to public health agencies. These interactions have been used to transfer skills to community agencies/entities.

Weaknesses

Workforce development that has been done to date has been done on an ad hoc basis. Until the spring semester 2014, we had not used primary or secondary data to assess the continuing workforce needs of the local public health community. Thus far, the program has not been a CEU credit-bearing institution

Plan

In preparation for our workforce development series, we plan to seek out status as a CHES credit-offering organization/institution, beginning in Summer 2014. We will be implementing the MSU Public Health Workforce Development Series in the Fall of 2014. The series will be offered on a rotating basis, one course per quarter or more, with participants invited to attend one session or the entire series, at a reduced rate. All agency partners, community partners, and others in the region are invited. The NJSOPHE, NJPHA lists will also be invited. Students, through the MPHSO, will be involved in the workshops, through promotion and assisting with logistics and assisting faculty with presentations, and, where appropriate, will be asked to present. We will utilize data routinely collected from fieldwork preceptors and agencies and other community partners to identify issues/topics that are of interest to the local public health workforce, beginning with topics based on a survey which was completed in April 2014 (see resource file).

SECTION 4: FACULTY, STAFF AND STUDENTS

4.1 FACULTY QUALIFICATIONS

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

4.1.a Summary data for primary faculty who support the degree programs offered by the program.¹

Table 4.1.a Summary data for primary faculty who support the degree programs offered by the program								
Name	Academic Rank	Tenure Status	FTE	Graduate Degrees Earned	Institution	Discipline	Teaching Area	Research Interest
Ndidi N Amutah	Assistant Professor	Tenure-Track	0.63	MPH	The George Washington University	Maternal and Child Health and Public Health	Introduction to Public Health, Research Methods, Applied Topics in Program Planning and Evaluation	HIV/AIDS, infant mortality, adverse birth outcomes in women of color, community based participatory research
				PhD	University of Maryland College Park	Maternal and Child Health		
Mary Jo Belenski	Assistant Professor	Tenured	0.50	EdM	Rutgers University	Allied Health Education Vocational/Technical Education	Internship & Community Project	
				EdD	Rutgers University		Gerontology	
Amanda Birnbaum	Associate Professor	Tenured	0.69	MPH	Columbia School of Public Health	Population & Family Health	Health behavior; program planning and evaluation	Social ecological approach to dietary and physical activity behaviors; urban adolescent health
				PhD	University of Minnesota School of Public Health	Behavioral Epidemiology		
Eva Goldfarb	Professor	Tenured	0.50	MA	University of Pennsylvania, Annenberg School for Communication	Communications	Human Sexuality and Gender & Health	Sexual health, sexuality education, methodology, teacher training, curriculum development & evaluation
				PhD	University of Pennsylvania Graduate School of Education	Educational Leadership in Human Sexuality Education		
Lisa Lieberman	Associate Professor	Tenured	0.88	MA	Kent State University	Health Education	Health policy, Program evaluation, Cultural competency and public health ethics	Sexuality education, pregnant and parenting teens, tobacco control and policy, program evaluation.
				PhD	University of Michigan	Health Education & Health Behavior		
Stephanie Silvera	Associate Professor	Tenured	1.00	MS	Rutgers University	Nutritional Sciences	Research Methods, Health Disparities and Social Justice, statistical methods in epidemiology	Cancer epidemiology; disparities in cancer outcomes; nutritional epidemiology;
				PhD	Yale School of Public Health	Chronic Disease Epidemiology		

¹ As of Fall 2014

4.1.b. Summary data on the qualifications of other program faculty.
Table 4.1.b Summary data on the qualifications of other program faculty

Department	Name	Title/Academic Rank	Title & Current Employer	FTE or % Time	Graduate Degrees Earned	Discipline for earned graduate degrees	Teaching Areas
HLNS	Mark Kaelin	Professor	MSU, Dept of Health and Nutrition Sciences	0.38	Ed.D.	Health Education	Epidemiology, Drug Education in the Schools
HLNS	Joseph Donnelly	Professor	MSU, Dept of Health and Nutrition Sciences	0.25	MS Ph.D	Health Services and Administration Community Health Education	Drug education in the schools, Mental Health Education in the Schools
Family & Child Studies	Steven Lee	Assistant Professor	MSU, Dept of Family and Child Studies	0.13	Ph.D.	Family Social Science	Statistical methods
HLNS	Mike Chung	Adjunct Professor	Strategic Client Development, Arcadis, US	0.13	MS MBA	Environmental Health Management Marketing	Environmental Health

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

Program faculty use various methods to maintain connections to local and international public health practice, and integrate these connections and experiences into the courses and the fieldwork. The program is also influenced by public health practitioners and community members who are invited to guest lecture, teach courses as adjunct faculty, and speak at departmental seminars. Examples include:

Dr. Lisa Lieberman spent 17 years, prior to coming to MSU, as an evaluation consultant for a wide variety of community and government agencies. These included: Rockland County Department of Health as the county tobacco control evaluator; Inwood House, a NYC child welfare contract agency, evaluating teen pregnancy prevention and parenting programs; the Women's Action Alliance in its multi-cultural prenatal drug and alcohol prevention program; the Northern Plains Healthy Start program providing prenatal and early childhood health programs in 16 tribal communities; American Health Foundation, creating and evaluating primary and secondary grade health education curricula; research on the StarLO and NiteStar HIV prevention programs; Bronx AIDS Services girls' mentoring program evaluator; Rockland County Youth Bureau mentoring program evaluator. Her work with these and other non-profit agencies and local health departments is included as rich material in the courses she teaches, in her work with students in planning for their fieldwork placements, and in identifying organizations which can serve as internship and field placement sites. In addition, she served for nine years as an elected Board of Education member, a unique experience in policy-making and advocacy, that enhances the Health Policy (HLTH 580) course she instructs.

Dr. Amanda Birnbaum has a significant amount of experience in public health practice, which she draws upon in the courses she teaches. Dr. Birnbaum has worked as a clinic-based reproductive health educator and counselor and uses her experiences there to give examples of structural and sociocultural factors that affect individuals' health behaviors and outcomes. (HLTH 504). She has also worked as a consultant providing technical assistance in needs assessment and process evaluation for a USAID-funded Central American network of 90+ AIDS-focused organizations, which provides real world examples and issues related to needs assessment and process evaluation, as well as cross-cultural evaluation (HLTH 528). In addition, she has, for over 10 years, been an evaluation advisor/consultant for a national initiative promoting healthy eating, physical activity, and screen time habits for families (Healthy Children Healthy Futures - HCHF). The initiative has included child, parent, and grandparent/grand-family programs and has provided examples and materials from HCHF that are used in teaching multiple aspects of program planning, implementation, and evaluation (HLTH 528). Dr. Birnbaum also uses examples from her role as advisor to multiple community public health initiatives (e.g., Bergen County CHIP Core group, former Mountainside Health Foundation's healthy living task force) to help highlight real-world issues, "gaps" between research and practice, opportunities and challenges for applications of theory and evidence, challenges of working across multiple constituencies with different ideologies, etc. (HLTH 504 and HLTH 528).

Dr. Stephanie Silvera worked as a Nutrition Educator for the Supplemental Program for Women, Infants and Children and has served as a consultant for the New Jersey Supplemental Nutrition Assistance Program – Education (SNAP-Ed)/Expanded Food and Nutrition Program (EFNEP). In the latter position she worked with limited resource communities to develop a handbook for accessing and distributing foods through soup kitchens and food pantries and worked with faith-based organizations who wanted to develop nutrition education programs for their communities (Faithfully Fit). Dr. Silvera draws on these experiences to highlight the need for community participation in the development of public health based interventions (HLTH 503) as well highlighting the importance of cultural competency in working with diverse communities (HLTH 555).

Dr. Eva Goldfarb worked as an intervention evaluator at the HIV Center for Clinical and Behavioral Studies at Columbia University and the New York State Psychiatric Institute where she worked with Black and Latina women's groups in Washington Heights, NY and Newark, NJ on HIV prevention and promotion of the female condom, as well as with young men of color in Harlem, NY on an audiovisual HIV intervention project. In addition, for the past 15 years she has been training community health educators from around the country to deliver effective sexual health education and interventions. This informs her mentorship of students working in community health education and sexual health education in particular, as part of their internship (HLTH 604) and Community Project (HLTH 605), as well as helping students to find suitable placements for these courses. In addition, she brings this experience to her teaching of her undergraduate Human Sexuality course (HLTH 290) and Gender and Health course (HLTH 347). Finally, Dr. Goldfarb was a co-author of National Guidelines for Comprehensive Sexuality Education (SIECUS) as well as National Curriculum standards for CSE, both of which allow her to bring a practical perspective of what is happening in the field of sexual health and sexuality education to her teaching and research.

Dr. Amutah has worked as a health educator at the Womens Collective, a non-profit social services agency in Washington DC for women who are infected and affected by HIV. In this capacity she served as a rapid tester for high-risk negative women. Additionally, she has worked as a program evaluator for the past 10 years in the field of HIV/AIDS and Maternal and Child Health. Additionally, she has mentored and worked with at risk African American girls in various community based settings in the Newark NJ area. Dr. Amutah brings these experiences as a program planner and evaluator to her HLTH 529: Applied Topics in Program Planning and Evaluation course where she works with students on applied topics in program planning and the application to courses in Community Health Education.

In addition to the many practice-based experiences that full-time faculty have had, the practical expertise of a wide variety of community health educators and other experts in the field, as well as guests from across the university is made available to students through guest lectures in various courses. Examples of these include:

- Rachel Lendner, NJ Breathes, American Cancer Society of NJ
- Toritsan Boyo- San Diego Hospital Center
- Megan Weir - San Francisco Department of Health, Healthy Transportation initiative
- Hila Berger- MSU IRB Compliance Officer

- Carol Nurse- MSU Library Health specialist
- Darren Sweeper- MSU Library Government Documents specialist
- Susan Stephenson-Martin – NJ SNAP-Ed/NJEFNEP
- Dr. Elizabeth Schroeder – Elizabeth Schroeder Consulting
- Dr. J. Alexander Navarro – Assistant Managing Director, Center for the History of Medicine, University of Michigan
- Dr. Sara Goldstein – Associate Professor, Family and Child Studies, Montclair State University
- Dr. Christine Price – Associate Professor, Family and Child Studies, Montclair State University
- Meredith Minkler – Berkeley School of Public Health
 - Class “field trip” to Long Island University to hear Meredith Minkler, give a talk on CBPR in 2011 and viewing her webinar on the same topic each subsequent year (Fall 2012, 2013).
- Dr. Marion Nestle - Paulette Goddard Professor, Department of Nutrition, Food Studies and Public Health and Professor of Sociology at New York University.
 - Dr. Nestle gave a talk, which was open to the public, on Food Politics: From Personal Responsibility to Social Responsibility, which was co-sponsored by our MPH SO and well attended by graduate students.

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

Table 4.1.3. Outcome measures for objectives by which the program assesses the qualifications of its faculty complement					
Outcome Measure	Target	2011-2012	2012-2013	2013-2014	2014-2015
100% of primary faculty will hold a terminal degree in public health or a related field or practical public health experience.	100%	100%	100%	100%	100%
40% of courses will incorporate a speaker with expertise in public health practice.	40%	50%	44.4%	44.4%	66.7%
85% of tenure-track faculty will earn tenure within 6 years.	85%	100%	100%	100%	100%
At least 50% of primary faculty will hold professional certification or licensure (CHES, MCHES, CPH)	50%	33.3%	42.9%	50%	50%

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

This criterion is partially met.

Strengths

- All primary faculty members have doctoral degrees that are deep, diverse and complementary, as well as research and teaching expertise within public health.
- Faculty members also have a wide range of experiences in various aspects of public health, including public health practice, from which to draw on, and incorporate into the curriculum.
- The faculty includes members who have been nationally recognized for their work.
- The faculty bring in guest speakers with practical public health experience to speak, both in classes and in seminars/workshops/presentations.
- The primary program faculty have met/exceeded our goal for faculty with professional certification or licensure for the past two academic years.

Weaknesses

- The program only began collecting data on students' perspectives on faculty's/curriculum's integration of perspectives from the field of public health in the fall of 2014.

Plans

- The department chair will investigate mechanisms to support the faculty interested in pursuing and maintaining professional certifications, for example, allocating departmental funds to support exam preparation materials and fees and continuing education opportunities.
- In light of our mission to prepare public health practitioners and leaders, we will continue to incorporate public health practice perspectives throughout the program. We will encourage faculty to bring guests and speakers into their classrooms to further enhance their courses. We will also seek to repeat high profile events, such as the presentation and book-signing by Dr. Marion Nestle, that infuse public health practice perspectives not only into classes, but also into extracurricular activities for MPH students and the larger campus and Montclair communities.

4.2 FACULTY POLICIES AND PROCEDURES

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

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

The MPH program adheres to the University faculty handbook, available online at <http://www.montclair.edu/provost/faculty-handbook/> (see resource file). It also follows the handbook for conducting faculty searches, with guidelines and policies for recruitment and hiring of new tenure-track faculty. Faculty teaching load, by contract, is 4 courses per semester (24 credits/year). Faculty are expected to apply for the Faculty Scholarship Program (FSP), which provides 2 courses of reassigned time per year to conduct research, thus a typical teaching load is 9 credits/semester. In addition, faculty may use grant funding to buyout additional time with one course release equal to 12.5% of annual base salary (resource file, see page 23 of Sponsored Programs Handbook).

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

There are a number of provisions, at the program, department, college, and university levels, for faculty development, including support for faculty categories other than regular full-time appointments. These provisions include both formal and informal mentoring of junior faculty. At the program level, junior faculty members work closely with mid-career and senior faculty to develop and enhance both their teaching philosophy and practice and their research agenda. As part of the reappointment process until tenure, junior faculty are observed in their classrooms by a tenured departmental faculty member as well as the department chair each year and receive collegial feedback, guidance and support. In addition, all first year faculty participate in the New Faculty Program, offered at the university level. This program welcomes new faculty members and underscores their importance within the University community by orienting new faculty to the University's culture. It further helps to develop lasting cross-discipline, cross-college collegiality within the new faculty cohort to complement that established within the department. The program also seeks to expose new faculty to the University's expectations on scholarship, teaching and service, provide a clear and unequivocal understanding of the expectations of the University for faculty, and establish the practice of regular participation in professional development.

Faculty may also apply to participate in the Engaged Teaching Fellows Program (ETFP), a year long program offered by the Research Academy for University Learning (RAUL). The ETFP is part of the University's commitment to cultivating the best of both teaching and research. Matching each faculty participant with a faculty mentor from their own or a different department or college, ETFP includes faculty participants from all colleges and schools and seeks to encourage deep learning using a holistic approach to student learning. This program focuses on

important teaching and learning theories and research, while helping participants to apply these ideas and findings to their own teaching while recognizing and supporting the significant and long-term contributions that faculty members will make to Montclair State University.

Faculty members are also encouraged to avail themselves of services offered by the Office of Research and Sponsored Programs (ORSP). This group facilitates and supports MSU faculty and staff in their pursuit of external funding for their research, education, training, and other scholarly activities. ORSP provides high-quality services with the goal of increasing externally sponsored funding for research and other programs while also protecting the University's interests in assuring compliance with federal and state laws, rules, and regulations. Through ORSP, faculty can also apply for Career Development Awards, which support projects that develop career enhancing skills, new areas of expertise, and enhance professional reputation.

Adjunct and visiting specialists benefit from both informal and formal mentorship and advising. Each semester the department holds multiple professional development and support sessions that allow for information sharing and support with adjunct faculty. Adjuncts are provided with electronic handbooks for their use (Resource File) and are also enrolled in an online Canvas community through which the primary and secondary program faculty can share ideas and secondary faculty can discuss concerns and seek advice. Adjuncts also benefit from the assignment of a full-time faculty mentor and all adjuncts are given sample syllabi from full time faculty teaching the same courses, from which they can develop their own syllabi.

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

The Master State Contract and MSU Local Selected Procedures Agreement provides information about the faculty reappointment, tenure, promotion, and evaluation policies and procedures. Annual tenure-track reappointment reviews and requests for tenure/promotion, submitted each September through November, are reviewed based on standardized Montclair procedures. Tenure-track faculty members prepare their reappointment dossiers annually, which are then submitted to the Department Personnel Advisory Committee (DPAC). This committee, made up of tenured faculty elected to serve by their departmental peers, assesses the dossier in comparison to the University's faculty roles and expectations for teaching, research/scholarship, and service. The department chair then reviews the materials and DPAC assessment and submits recommendations to the dean. The dean reviews the materials and submits recommendations to the provost regarding contract renewals. The provost then submits recommendations to the University President, who then makes recommendations to the Board of Trustees. A full tenure review occurs in the faculty member's fifth year of employment, (beginning in September 2014, tenure review occurs in the 6th year of employment) following the same procedures described above. Requests for promotion are processed similarly, with promotion requests submitted in January, with the appropriate rank of faculty members involved.
(<http://www.aftlocal1904.org/contracts/LSPA-MSU-2003.pdf>)

All adjuncts are observed once in their first year and then every three semesters by full-time tenured faculty members to assess their teaching expertise, and student evaluations of their teaching are used as data for rehiring decisions. Although we do not formally evaluate faculty in other departments who teach courses in our program (primarily biostatistics), we use informal

methods to assess the instructional quality and effectiveness. We seek feedback from our students both during and after the semester, and through our MPH coursework the full-time faculty also assess the extent to which our students seem to grasp concepts from the external classes.

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

Student evaluation forms are prepared by the department secretary for every course within the program. Near the end of the semester, faculty members bring the evaluation forms and directions to class, request a student volunteer to administer the evaluations, and leave the classroom while students complete the forms. The student volunteer collects the forms, seals them in an envelope, and returns them to the department secretary. The secretary brings the evaluation forms to be scanned in batches. Any hand-written comments that are written on the evaluation forms are typed verbatim by office workers and filed along with data reports on each class. Although the university policies do not require tenured faculty to conduct student evaluations annually, most of our program faculty participate voluntarily. The department chair and department administrator review the student evaluations and discuss any issues with the faculty involved.

Most faculty members also supplement the formal student evaluations with informal methods for each course, including anonymous mid-course and end-of-semester surveys, open-ended feedback questions, and in- and out-of-class discussions. Students also communicate feedback regarding faculty and instructional effectiveness in advising and mentoring sessions with core program faculty, the Graduate Program Coordinator, and the Department Chair. (Resource file Course evaluation form)

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

This criterion is met.

Strengths

- The policies and procedures to recruit, appoint and promote qualified faculty are clearly delineated in the University Faculty Handbook and are based on the state and local negotiated contracts.
- Evaluation of competence and performance of faculty and provision of faculty support are also guided by the faculty handbook. In addition, the University offers a number of opportunities for faculty members who are seeking additional support for professional development, including extensive mentoring opportunities, especially in the area of teaching, as well as help in seeking financial assistance for additional professional growth opportunities.
- The program offers both formal and informal mentoring for full-time faculty and adjunct faculty.

- There has been careful and deliberate growth of new faculty to allow for full support and mentoring of new faculty.
- Well proportioned faculty ranks from full to assistant professor offer substantial opportunities for mentoring, collaboration and sharing of best practices.
- Bi-weekly meetings of full-time public health program faculty provide opportunities for faculty members to share challenges as well as successes and provide peer support and co-mentoring and problem-solving.
- Student leader participation in monthly meetings with program faculty provide student feedback and evaluation to faculty members.
- Yearly, a 1-2 day strategic planning retreat of full-time public health faculty, with an outside facilitator, provides opportunity for faculty to continue to build cohesiveness, look at “big picture” issues, reassess current and future faculty priorities and goals, and recommit to advancing the program’s vision.

Weaknesses

- Few opportunities (though there are some) to provide support and mentorship to part-time and visiting specialist faculty.
- Less ability to promote program priorities and provide peer support and problem-solving among faculty from other departments teaching in our program.

Plans

Currently, the public health faculty meet every other week for two hours throughout the academic year to review program effectiveness, discuss challenges, and provide peer support. Once a month, elected student representatives attend these meetings to provide faculty with much needed feedback. Moving forward, it is important to set aside one meeting each semester to invite full time faculty from other departments, as well as adjunct faculty in our program, to attend these meetings in which we can offer support and guidance to one another as well as ensure that all faculty continue to be successful in the classroom, feel supported by their colleagues and the program and remain consistent with the program’s vision, mission, goals, and objectives.

4.3 STUDENT RECRUITMENT AND ADMISSIONS

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

4.3.a Description of the program's recruitment policies and procedures.

A variety of recruitment policies and procedures, in concert with the College of Education and Human Services, as well as the Graduate School, support the recruitment and admissions process. The GPC is the primary point person for recruitment, responding by phone and email to requests for information, maintaining ongoing contact with students who are beginning the application process and encouraging interested students to attend informational sessions. The GPC works closely with the Associate Dean of CEHS, to identify potential students for the program, as well as with the recruitment director for the Graduate School. The college, department, and graduate school website information is updated annually, and includes information about the program, practicum requirements, admissions requirements, course requirements, course descriptions, and information about our graduates.

The Associate Dean maintains and updates printed brochures and works closely with the Graduate School in planning open houses and informational sessions to attract potential applicants. The Graduate School holds several such sessions each year, the first of which is generally held in September on a weeknight and in October on a Sunday. The MPH program holds break-out informational sessions during at least one of these two events. In 2013, the MPH was the featured "spotlight" for the September event. In addition, the MPH was featured at an Idealist Job Fair held in NYC in September 2013, attended by the Graduate School recruitment representative and the MPH GPC.

Although the program serves students from outside the state of New Jersey, given its primary mission to increase the public health workforce of New Jersey, the majority of our active marketing efforts have been within the state. Examples of some specific activities include the following: The MPH program faculty and GPC work with the Graduate School to identify alumni who are willing to add their names to recruitment letters, materials, and the website; New Jersey institutions with undergraduate health education and related degrees receive information about the program and the informational sessions; undergraduates from several programs at MSU who have graduated in the past five years, serve as a specific target population. In 2013, the Graduate School mailed letters to over 600 former MSU graduates from undergraduate programs in public health, anthropology, psychology, biology, social justice, and environmental science; furthermore, email was sent to all current undergraduate MSU students about the MPH program prior to the special informational session. In addition, the Graduate School mailed program flyers to all NJ health departments, relevant community agencies, and organizations who could post the flyer, and/or identify individuals serving in a community health education capacity without the MPH degree. The GPC also sent personal email with the flyer to faculty at three NJ institutions from which undergraduate students have applied and/or enrolled

in the MPH program to date- William Paterson University, Rutgers University, and Monmouth University. Many of these activities took place for the first time during 2013-2014, and this year, the program saw a 56% increase in its completed application pool.

Notably, the program recently graduated its first International student, a Fulbright Scholar from Afghanistan. He was recently appointed as a consultant to the Afghanistan Ministry of Public Health with the Johns Hopkins Program for International Education on Gynecology and Obstetrics to provide expertise on perinatal health. Subsequently, the Institute of International Education (IIE), the US organization that oversees Fulbright applicants, placed two additional scholars (one from Indonesia and one from South Africa) in our program. IIE works closely with MSU's Global Education Center, which in turn, works closely with the GPC, to identify international students who are seeking MPH degrees and seem a good fit with the MPH program. The GPC personally reached out, via email and Skype, to the two promising scholars to encourage their attendance at MSU. One, for whom financial considerations were critical, subsequently interviewed with the MSU Center for Research and Evaluation in Education and Human Services (CREEHS), for a graduate assistant position. That position enabled her to finance her degree and she is currently serving as an assistant on several public health projects at CREEHS, while successfully enrolled in the MPH program. The other, who is also enrolled in the program, has already secured a summer fieldwork placement at the United Nations for an international breast feeding initiative.

The GPC maintains personal contact with the program officers of the international scholars to assure that their needs are being met, and to encourage IIE to consider Montclair for students seeking MPH degrees in community health education. Of note, a program officer sought out the GPC at an Idealist Grad School Fair in October 2013, to say hello and let her know that IIE really appreciates how well the MPH faculty and staff "take care of" our Fulbright scholars, and assure a successful program experience. A total of eight Fulbright applicants were referred to our program for 2014 admissions. We accepted seven of these applicants and are currently working with IIE to bring several of them here in the new Fall 2014 cohort. Notably, one has already agreed to attend, based on contact with one of our current Fulbright scholars from her home country.

4.3.b Statement of admissions policies and procedures.

Applications are submitted through the Graduate School website, with a formal application deadline of March 1 for September enrollments. Applicants are required to take the GRE, and submit an application, personal statement, transcripts, and two letters of reference. Materials can be sent to the Graduate School until the deadline, after which the Graduate School generates the full application package, which is sent to the GPC. In the past three years, as the deadline approached, the number of nearly completed applications suggested that extending the deadline would yield a larger pool of applicants. The deadline was extended to March 15th with a resultant increase in completed applications. As noted, the Fall 2014 applicant pool increased by 56% from the previous year.

In 2011, the program moved from a rolling admissions policy to a specific deadline of March 1 of each year, for admissions for the September class. This policy has enabled the admissions

committee to set priorities within each applicant pool, by looking at the entire set of applicants for a given year. Such priorities included seeking a diverse student body across the identified objectives of gender, race/ethnicity, and age. In addition, we have looked at factors that have helped to assure diversity of experiences, opinions, and personal goals, such as varied undergraduate disciplines, time (and experience) away from college, and whether or not they graduated from our own institution.

The GPC is able to monitor applications as they are “building” in the application system. This enables her to determine the likely number of final completed applications, to reach out to applicants who are missing materials, or to encourage incomplete applicants to complete their applications. Once an application is complete, the GPC compiles information about each applicant on a spreadsheet, which is shared with the MPH Admissions Committee. The Admissions Committee is comprised of three primary MPH faculty members and the GPC. The admissions committee members review the full applications and the spreadsheet, and meet during the last week of March each year to review applicants and make determinations.

The Graduate School requires a minimum 2.5 GPA for admissions to MSU graduate programs, but the admissions decision is made at the program level. The program considers the entire package of scores, grades, and materials, seeking to compile a well-rounded cohort each year, consisting of a wide range of experiences, interests, and backgrounds. Applicants are considered who provide a compelling commitment to improving population health, reducing health disparities and working with communities, as demonstrated by past coursework and experience, personal statement, and recommendations.

Admissions decisions can be:

1. Full acceptance
2. Deferred matriculation
3. Wait list
4. Rejection

Deferred matriculation is a special status, which enables the student to take two specific courses during the Fall semester, HLTH 501 and HLTH 504, the first two required courses in the program. They must achieve a B or better in both courses in order to be fully accepted into the program. Deferred matriculation is used for students who may have been out of school for a particularly long time, are changing careers and/or have something in their application that raises a specific concern about their ability to succeed, while still demonstrating commitment to the field and potential as a graduate student. To date, since the program began, 16 students have been admitted with deferred matriculation status. Only three students did not meet the criteria for full matriculation, after beginning their coursework.

Wait list is a second option for students who the committee is not certain will be successful and wishes to gather more information, or to wait until students who have been accepted make their decisions. To date, the wait list option has been used infrequently. The majority of students who are “borderline” have, instead, been offered deferred matriculation.

4.3.c Examples of recruitment materials and other publications and advertising that describe, at a minimum, academic calendars, grading, and the academic offerings of the program.

These materials are provided in the resource file and include:

- Brochures
- Weblinks
- Graduate School letters, open house announcements and break out session materials (see resource file).

4.3.d Quantitative information on the number of applicants, acceptances and enrollment, by concentration, for each degree.

Table 4.3.1 Quantitative Information on Applicants, Acceptances, and Enrollments, 2012 to 2015			
	Year 1 (2012-2013)	Year 2 (2013-2014)	Year 3 (2014-2015)
Applied	46	38	56
Accepted	28	27	34
Enrolled	19	19	20

4.3.e Quantitative information on the number of students enrolled in each specialty area of each degree.

Table 4.3.2 Student Enrollment Data from 2011 to 2014								
	Year 1 (2011-2012)		Year 2 (2012-2013)		Year 3 (2013-2014)		Year 4 (2014-2015)*	
	HC	FTE	HC	FTE	HC	FTE	HC	FTE
Degree & Specialization								
MPH/CHE	37	21.3	36	25.4	46	26.1	49	30.2

*Data for Fall 2014 only. FTE calculated as Student Semester Hours/12

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

Table 4.3.f. Outcome Measures for measureable objectives by which the program may evaluate its success in enrolling a qualified student body				
Outcome Measure	Target	2012-2013	2013-2014	2014-2015
At least 18 students will be enrolled in the program each year	≥ 18	19	19	20
80% of those accepted will have GPA >3.0	80%	59%	92%	68%
At least 60% of those accepted will choose to enroll	60%	68%	74%	59%

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

This criteria is met

Strengths

- The program has a strong, consistent plan for recruiting students.
- The Graduate School has committed to highlighting the MPH program in its recruitment efforts for the past year and for the upcoming application cycle. A specific staff member, who is now familiar with the program, and with the characteristics of students who tend to be interested and successful in public health, continues to be assigned to the recruitment efforts for the program.
- The program and the GPC have longstanding relationships with the Graduate School, other agencies across NJ, other degree-granting institutions across NJ, professional organizations, and other venues where potential applicants may be reached. The GPC has cultivated and continues to have a strong and ongoing relationship with the specific Graduate School staff member assigned to the MPH recruitment.
- To date the majority of students that are accepted have chosen to enroll in the program.
- Students who enroll in the program have reported that they were attracted by the program's practice-based approach, and social justice values. We are the only practice-based program in community health education in the state.

Weaknesses

- Recruitment is a labor intensive and expensive process. In this academic year, the Graduate School highlighted the MPH program as one of its key targeted recruitment efforts. Although data suggests that these added efforts paid off in terms of increased number of applicants, the overall quality of the applicant pool did not improve dramatically. Further, such recruitment decisions at the college and university levels are made on an annual basis, thus we are not certain of the level of recruitment support from year to year. However, as the staff in the College and the Graduate School have become more and more familiar with the special aspects of the MPH, the types of potential students who seek us out, they continue to incorporate this into their overall Graduate student recruitment efforts. For example, the Graduate School staff member who works with the GPC consistently seeks out updated information about the program before she attends college fairs and other recruitment venues and is responsible for recruitment for several different graduate programs at the university.
- Notably, accreditation has been a question that many prospective students have asked. Our ability to state that we are well along the way in the accreditation process has been helpful, but we anticipate that full accreditation will increase our ability to recruit students and improve our applicant pool. As shown in the table, this year's incoming cohort was below the GPA target of 80% with GPAs of 3.0 or higher. Although we increased our overall number of applicants, as overall awareness of the program has increased, particularly within the state of NJ, we did not sufficiently improve the quality of the applicant pool.

Plans

- The program will continue to work with the college and the graduate school to actively recruit top students and will provide recruitment, admissions, and enrollment data to encourage their continued financial and material support.
- We plan to enhance recruitment drives for the 2015 cohort, with the Graduate School and the College providing support to recruit at external graduate fairs (e.g. Idealist.org), displaying recruitment materials at local and national professional meetings (e.g. NJSOPHE and National SOPHE) and advertising in select NJ publications (e.g. NJ Nurses Association).
- The program anticipates favorably completing the accreditation process, a question that many higher quality applicants or potential applicants ask about. It is anticipated that upon becoming accredited the program will have a higher quality applicant pool from which to admit students.

4.4 ADVISING AND CAREER COUNSELING

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

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

Formal academic advising in the MPH program is the responsibility of the Graduate Program Coordinator (GPC). With the assistance of additional program faculty, the GPC engages in the following formal advising activities:

- Emailing material to students about registering and procedures immediately after they are accepted to the program (resource file welcome letter)
- Organizing and running the new student orientation during the month of May, before their formal program entry (resource file, on orientation materials)
- Organizing and running the new student welcome reception in September of their first semester, in which students meet faculty members and receive a Who's Who document that orients them to important faculty and staff within and related to the program (See resource file).
- Utilizing the MPH program listserv to send emails to the student body regarding coursework being offered before each semester's registration period, including general guidelines for students at various points of the program (new, continuing, full-time, part-time). (see resource file materials)
- Hold individual meetings, phone calls, emails with students, whenever needed
- Direct students to the Academic Clinical Coordinator (ACC) for fieldwork planning

In addition to advising from the GPC and program faculty, students receive additional advising support for their practical experiences from the ACC. The ACC engages in the following activities:

- Organizing and running formal informational sessions the first month of every semester (fall and spring) with the GPC.
- Helping students to complete their interest form in the semester before they register for fieldwork and then meet with the ACC to begin the process.
- Working one-on-one with students through a variety of ways, including email, phone, and in-person contact to assist in identifying an appropriate placement and completing all fieldwork paperwork.

Faculty advisors have always had access to individual student's "degree audits" in an online system. Students access that database through WESS (web-enabled student services), and faculty access it through the Web for Faculty system, for all of their advisees. In Fall 2013, the College of Education and Human Services launched its new advising database. Since September 2013, faculty advisors and GPCs can use this system for a variety of activities such as individual course advisement, for making course substitutions (for example, if a student selects an elective that is not on the formal program listing), and to maintain advising notes for individual students. In

addition, the system enables the faculty advisor to run searches that are useful in planning. For example, in determining scheduling for specific course offerings, the GPC can easily go to the database to determine how many students among the existing MPH students have not yet taken a specific required course in the program, or how many students have at least 18 credits and are thus eligible for internships. The new advising database was developed within the college, specifically to meet the needs of college faculty and GPCs. Development took place following lengthy meetings and discussions among faculty advisors and the technology specialist hired to create the system, thereby making it more user-friendly and better able to meet the advising and planning needs of individual programs. This easy to use system has dramatically improved the advising process for the graduate advisor, as well as for the students, who have benefited from a system in which information and necessary changes can be accessed or fulfilled more quickly.

Informal advising, both related to coursework and the MPH program, as well as resumes, fieldwork interests, career interests and prospects, and personal advising takes place on an ad hoc basis. Often the GPC recommends a particular faculty member who students might speak with about a particular issue, and/or students identify faculty whose research they are interested in, or whose courses they have taken. Program faculty participate in the May new student orientation, as well as a welcome reception each September.

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

Career counseling services are available from departmental and college sources. The Graduate Program Coordinator and other MPH department faculty provide ongoing career counseling for individual student internships and job placements. The MPH program faculty also provide letters of support and announce employment openings during their classes and interactions with students.

Another avenue for MPH students to receive career counseling is through the university's Graduate School, as they sponsor a semi-annual university-wide Graduate Student Development Conference. In collaboration with the five colleges and schools, they provide students with workshop sessions that cover topics for academic and professional development. Notably, the GPC has presented a session on finding research mentors for the Graduate Development Conference in each of the last two years.

Students also have access to career counseling and placement services provided by the College's Career Services, which provide a comprehensive approach to career development. Through one-on-one counseling, interest testing, online tools, workshops, job fairs, CEHS Career Services helps students prepare for their future and continue steps in their professional development.

Example of services offered to graduate students:

- Career and self-exploration, including individual counseling sessions with a staff member
- Online access to Focus (i.e., the University's licensed, self-assessment and career research program)

- Access to Vault Online Library (provides information on hundreds of organizations); contact information for finding mentors in the alumni network; access to quizzes and self-assessments related to professional career selection and development.
- Employment opportunities including Career Directions (i.e., the University's web-based job listing service)
- Online and in person resume critique sessions
- Career Planning and Job Hunting Workshops offered every spring and fall
- Career Fairs offered every fall and spring

Program-level

Within the MPH program, we have engaged in a variety of career development activities with our students.

- *Finding Jobs in Uncertain Times* (Spring 2013) - current students and alumni had a networking session that included a talk by a recent graduate serving in Americorp, as an HIV educator, and several other graduates sharing information about their current jobs and their job search process. Faculty were also in attendance to share insights and advice on how to conduct an effective job search. This event was repeated with a new group of current students and alumni in Spring 2014 and included a panel of alumni who discussed their own job search experiences.
- Students receive informal mentoring from both faculty members and the Academic Clinical Coordinator on a regular basis. Beginning with the Fall 2014 cohort, each student will be assigned to a faculty member for group meetings. That is, in addition to the formal academic advising conducted for all MPH students by the Graduate Program Coordinator, students will be matched, based on their initial interests (as determined by their applications to the program) with one of the primary program faculty. Each program faculty member will then hold informal group sessions for their small group to improve acquaintances with individual students and to provide ongoing support and an additional faculty mentor, from the beginning of the program. To date, due to the scheduling of specific required courses, students often did not have contact with certain key program faculty until their second year of the program, thereby limiting the potential for support and influence of various faculty members with whom they might have shared important interests. This informal, small-group mentoring is designed to directly address this concern.

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

We began systematically collecting information on student satisfaction with advising and career counseling services in the fall of 2013. At that time we began surveying our second year MPH students (those having completed at least 18 credits in the program). Of the twenty-two second year students, we received twelve complete responses. Of those, only three had formally sought out career counseling within the program, though all three stated that they were satisfied with the level of career counseling they received. Six students had sought out academic advising and all were very satisfied with the advising they received. Additionally, eight students responded that they sought out advising/assistance with finding an internship placement. Two of these students were unsatisfied with the assistance they received in this area due, in large part, to feeling that the internship coordinator was overworked and had difficulty responding in a timely manner due

to her multiple responsibilities within the department. In 2014, ten second year students responded to the survey, with complete data for n=7. Of the respondents four reported that they had formally sought out career counseling within the program, all of who stated that they were highly satisfied with the level of career counseling they received. Seven students had sought out academic advising of which six were satisfied with the advising they received. One student reported that they would have liked more timely responses to emails. Additionally, eight students responded that they sought out advising/assistance with finding an internship placement. One of these students was unsatisfied and felt that information regarding internships could have been communicated more effectively.

The student advisory committee was also asked about where they received advisement and career counseling and their satisfaction with those approaches. The advisory group indicated, nearly universally, they felt they received satisfactory advisement on courses from the GPC, both via the listserv, in classes, or individually. Further, they felt that seeking career advisement was the responsibility of the students. Despite that response, the faculty believe that increased exposure to more of the primary faculty from the beginning of the program will provide the students with additional options for seeking such advisement.

Notably, in the fall 2014, Dr. Amanda Birnbaum was selected from a pool of over of the 100 nominees to receive the Montclair State University Outstanding Academic Advising Awards. Sponsored by the Center for Academic Advising and Adult Learning (CAAAL). This award recognizes outstanding work and excellence in the area of academic advising, administration and faculty advising.

4.4.d Description of the procedures by which students may communicate their concerns to program officials, including information about how these procedures are publicized and about the aggregate number of complaints and/or student grievances submitted for each of the last three years.

Any student who has a complaint and/or grievance concerning the program or a course is strongly encouraged to first speak with their individual instructor, or to the Graduate Program Coordinator. If that is not sufficient, then the student is encouraged to speak with the department chair and then the Dean of the College of Education and Human Services. Aside from such formal mechanisms for student grievances, students have the opportunity to voice their concerns in the end of semester course evaluations, which program faculty are committed to providing every semester. Additionally, two students are elected by the student body to serve as representatives to the program faculty governance process, invited to attend faculty meetings, and are encouraged to reach out to faculty at any time. Finally, the faculty convened a larger student advisory committee which includes the elected student representatives and students selected by the faculty to represent both full and part-time students, first and second year students, and a wide range of interests. This group meets quarterly with the MPH program committee, and is encouraged to seek feedback from their fellow students and bring it to the attention of faculty at any time. Overall, students generally are encouraged and welcomed to talk with faculty at any time regarding their concerns, suggestions, or issues. The MPH program open door policy is a hallmark of our commitment to faculty/student collaboration in graduate education.

In terms of formal academic appeals, students who do not meet academic criteria of the Graduate School may appeal the graduate school decision. They receive a letter from the Graduate School indicating the policy that they have violated, and they may ask for appeal by writing a letter, with supporting documentation. The letter is forwarded to the Program, via the GPC, who makes the ultimate decision in collaboration with relevant faculty.

There are several categories of academic dismissal, in which appeals are possible. Appeals are made directly to the Graduate School, in accordance with the policies and procedures available to students. There is no formal form. They need only to submit a letter of appeal to the Graduate School (which then reaches out to the GPC). That process is explained the letter that students receive when they are informed of their dismissal. Thus far, we have had three students who received academic dismissal letters, appealed and were ultimately dismissed.

A single grade of F for graduate students is considered grounds for dismissal by the Graduate School, with a process for appeal to the department. We had one such case, in which the student appealed. As he was past the mid-point of his program, and was generally a student with sound academic performance, his appeal was granted. He was given the opportunity to repeat the course, which he passed, but unfortunately, subsequently failed an additional course. He did not appeal again.

The second category for dismissal is for graduate students who receive more than two grades of C throughout their programs. When a student receives a second C, they automatically receive a letter from the Graduate School alerting them to this rule. The GPC receives a copy and reaches out to the student to assure that they have the support they will need to succeed in subsequent courses.

We have not had a case where a student received the third C after being in danger. In two cases, however, we had full-time students who received three grades of C or below in their first semester in the program. In both cases, these were well-qualified students who were fully matriculated and whose work was problematic in multiple courses early in the semester. In both cases, their course instructors expressed concerns to the student, encouraged them to seek assistance, and reminded them of their responsibilities. In both cases, the C level grades were in core courses with full-time program faculty. Each of the students formally appealed. The GPC and relevant faculty felt that they did not have grounds for their appeals and they were dismissed.

Deferred Matriculation students who have not earned the minimum grade of B in two courses for full matriculation do not have an appeals process. A total of four students, thus far, did not meet the criteria, and met with the GPC to discuss their dismissal from the program. In all cases the GPC and/or the student's individual instructor for a particular course had already met with or discussed their concerns with the student during semester. In no case did the final grade on which the student was not accepted to the program come as a surprise. It has generally been our policy to assess the deferred matriculation students' progress with relevant faculty at about the mid-point in the semester, and to discuss concerns with those students while they still have time to improve.

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

This criteria is partially met

Strengths

- The strengths of the program are the responsiveness to the students' needs and the commitment of the faculty to meeting each student at their individual level of need.
- The MPH program has policies and procedures in place that allow for students to have consistent and direct communication with faculty members to ensure that they receive assistance with their coursework, field placement, and career development.
- The university has resources in place to allow for students' development and support throughout their academic career.
- To date the primary critique regarding internship advising related to the amount of time the Academic Clinical Coordinator (initially a part-time position) had available to meet with students. As a result, the Academic Clinical Coordinator position was increased to a full-time position, which we believe will positively impact these interactions.

Weaknesses

- To date, due to the scheduling of specific required courses, students often did not have contact with certain key program faculty until their second year of the program, thereby limiting the potential for support and influence of various faculty members with whom they might have shared important interests.
- Only the GPC has formal advising responsibilities and students may not meet or come into contact with some key program faculty until their second year in the program.

Plans

Beginning with the Fall 2014 cohort, each faculty member will hold an informal seminar or discussion group, during the first program year, to discuss their interests, research and expertise, to which students will be invited. These sessions are designed to enable students to identify and connect with other faculty outside of their academic course instructors and beyond the formal academic/course advising provided by the GPC. Thus, in addition to the formal academic advising conducted for all MPH students by the Graduate Program Coordinator, students will be introduced to all other faculty members to determine shared interests and potential for informal mentoring. Program faculty member will continue to hold informal group sessions each year to better get to know individual students and to provide ongoing support.