

**Council on Education for Public Health
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REVIEW FOR ACCREDITATION
OF THE
PUBLIC HEALTH PROGRAM
AT
THOMAS JEFFERSON UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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Table of Contents

Introduction.....	1
Characteristics of a Public Health Program	2
1.0 THE PUBLIC HEALTH PROGRAM.....	3
1.1 Mission.....	3
1.2 Evaluation and Planning.....	4
1.3 Institutional Environment	4
1.4 Organization and Administration	6
1.5 Governance	6
1.6 Fiscal Resources	8
1.7 Faculty and Other Resources.....	10
1.8 Diversity	11
2.0 INSTRUCTIONAL PROGRAMS.....	13
2.1 Degree Offerings	13
2.2 Program Length.....	13
2.3 Public Health Core Knowledge.....	14
2.4 Practical Skills	14
2.5 Culminating Experience.....	15
2.6 Required Competencies	16
2.7 Assessment Procedures.....	17
2.8 Bachelor's Degrees in Public Health.....	19
2.9 Academic Degrees	20
2.10 Doctoral Degrees.....	20
2.11 Joint Degrees	20
2.12 Distance Education or Executive Degree Programs.....	22
3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.....	22
3.1 Research.....	22
3.2 Service.....	23
3.3 Workforce Development.....	24
4.0 FACULTY, STAFF AND STUDENTS.....	25
4.1 Faculty Qualifications	25
4.2 Faculty Policies and Procedures	26
4.3 Student Recruitment and Admissions	27
4.4 Advising and Career Counseling.....	28
Agenda.....	30

Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the Public Health Program at Thomas Jefferson University (TJU). The report assesses the program's compliance with the *Accreditation Criteria for Public Health Programs, amended June 2011*. This accreditation review included the conduct of a self-study process by program constituents, the preparation of a document describing the program and its features in relation to the criteria for accreditation and a visit in May 2016 by a team of external peer reviewers. During the visit, the team had an opportunity to interview program and university officials, administrators, teaching faculty, students, alumni and community representatives and to verify information in the self-study document by reviewing materials provided in a resource file. The team was afforded full cooperation in its efforts to assess the program and verify the self-study document.

TJU is a private, non-sectarian, not-for-profit academic health center located in Philadelphia and founded in 1824 as Jefferson Medical College. The university comprises the Sidney Kimmel Medical College, the Jefferson College of Biomedical Sciences, the Jefferson College of Health Professions, the Jefferson College of Nursing, the Jefferson College of Pharmacy and the Jefferson College of Population Health. These six colleges offer bachelor's, master's, doctoral and first professional degree programs as well as pre-baccalaureate, post-baccalaureate and post-master's certificate programs. The university had approximately 3,650 students and 3,250 full- and part-time faculty in 2013-2014, the most recent year for which data are available.

Established in 2008, the Jefferson College of Population Health houses five degree programs, including the MPH degree. The MPH has been accredited by CEPH since 2006, and its last review in 2009 resulted in a seven-year accreditation term. The program submitted interim reports in 2010 related to core knowledge and the culminating experience and in 2011 related to evaluation and planning, student assessment and faculty and staff diversity. The Council accepted these interim reports as evidence of compliance with these criteria.

Characteristics of a Public Health Program

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

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

These characteristics are evident in the MPH program at TJU. The program is located in a regionally accredited university and has the same rights and privileges as other professional programs on campus. The program has a planning and evaluation process that is inclusive, timely and focused on public health research, instruction and service.

Faculty are trained in a variety of disciplines, and the program's environment supports interdisciplinary collaboration. Faculty and student connections with public health practitioners and local community members ensure that the program fosters the development of professional public health concepts and values. The program has a clearly defined mission, with supporting goals and objectives, and adequate resources to offer the MPH degree as well as joint degrees with the MPH.

1.0 THE PUBLIC HEALTH PROGRAM.

1.1 Mission.

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

This criterion is met. The program has a clear mission with supporting goals, objectives and values to guide its efforts. The MPH program most recently reviewed and revised its mission, values, goals and objectives in 2014-2015. The program created a 19-member MPH Accreditation Committee with three subcommittees (Instruction, Research, Service) to perform this review. The group met monthly, and Blackboard served as the open-source environment for sharing information. In 2015, the committee developed six core values to guide the MPH program's mission: quality, respect, curiosity, creativity, humility and initiative. The mission and core values are reviewed on an annual basis with input from other MPH stakeholders and constituent groups. The program's mission is as follows:

The mission of the Thomas Jefferson University College of Population Health MPH Program is to develop leaders committed to the improvement and sustainability of the health and well-being of communities and populations, and to nourish this commitment through multi-disciplinary and experiential education, research, practice and service.

Goals in instruction, research and service guide the program's three core functions. With the direction of the MPH Accreditation Committee, the subcommittees organized their objectives under three domains: faculty, students and program. The subcommittees developed at least one objective for each domain and set targets for each of the measures. As data were collected, the full MPH Accreditation Committee discussed and refined the goals, objectives and measures until consensus was reached. The program provided a variety of formal and informal opportunities to discuss and publicize the mission, goals and objectives. Preceptors, Community Advisory Board members and alumni who participated in the site visit discussed how the program operationalizes its core values. Humility, in particular, was noted as a value that distinguishes the program. A community partner and preceptor said that humility can be seen in student practice experiences, faculty interactions and in the curriculum. Community partners also said that many faculty members display these core values through their work in the Philadelphia community.

In 2016-2017, the program plans to review and revise the mission, goals, values and objectives. The self-study noted, and faculty confirmed, that ASPPH's Framing the Future documents will be used to help guide the planning process. The program also plans to increase attendance at in-person planning and review meetings.

1.2 Evaluation and Planning.

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

This criterion is met. The program has established a variety of ongoing efforts to monitor and evaluate achievement of its mission, goals, objectives and efforts toward future planning. Processes to evaluate the program's efforts in achieving its mission, goals and objectives include various student assessment tools, longitudinal surveys, instructional assessment, faculty assessment and informal open discussions with students. The Office of Institutional Research provides metrics and measures related to the MPH program.

The program engages with a variety of stakeholders, which is facilitated in part by its small student population. However, the program and community members who met with site visitors noted low response rates on alumni and employer surveys. The program director is leading a collaborative effort to improve student and alumni communication and assessment response rates. Program administrators are considering the development of an internal permanent assessment position/officer to coordinate all assessment/evaluation requirements and initiatives for the program.

The self-study provides the program's goals and outcome measures with corresponding targets and data for the last three years. The program has met most of its targets during this period. For targets that have not been met, the program is generally moving in a positive direction or had one anomalous year when a target was not met. These measures appear appropriate to guide the program toward achieving its goals and mission.

In summer 2014, the program director and the associate dean developed a draft timeline for the self-study process and an outline of responsible faculty and staff for each criterion. The associate dean, MPH program director, assistant dean of student affairs, MPH clerkship coordinator, MPH capstone coordinator, academic projects coordinator and the admissions coordinator obtained and developed needed data for the self-study tables and drafted responses to the criteria. These responses were vetted by the dean and the Community Advisory Board and approved by the MPH Accreditation Committee.

1.3 Institutional Environment.

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

This criterion is met. TJU has been accredited by the Middle States Commission on Higher Education since 1976. The university was last reviewed in June 2014 and received an accreditation term of 10 years. The university also responds to 11 specialized accreditors in addition to CEPH in fields such as

medicine, pharmacy, nurse anesthesia, nursing, family therapy, occupational therapy and physical therapy.

TJU is a private, non-profit academic health center located in Philadelphia. The university comprises six colleges in the areas of medicine, biomedical sciences, health professions, nursing, pharmacy and population health. The university partners with the Thomas Jefferson University Hospital, which is an incorporated member of the Jefferson Health System, a nonprofit regional healthcare system. The university offers bachelor's, master's, doctoral and first professional degree programs, as well as pre-baccalaureate, post-baccalaureate and post-master's certificate programs.

The deans of the colleges report to a single individual who serves as the provost, executive vice president of academic affairs and dean of the Sidney Kimmel Medical College. This individual reports to the president, who in turn reports to the Board of Trustees. The current president was appointed to oversee both TJU and the Thomas Jefferson University Hospital in 2013; this decision reunited the two entities under a single leader.

The MPH program is housed in the College of Population Health. The college has five program directors who oversee degree programs in population health sciences (PhD); health policy (MS); public health (MPH); healthcare quality and safety/management (MS-HQS/M); population health (MS); and applied health economics and outcomes research (MS). The academic program directors report to the associate dean of academic and student affairs. The college also houses the Center for Population Health Innovation.

The MPH program director, in consultation with the associate dean and other program directors in the college, determines the necessary resources for the program. The dean submits a consolidated budget that represents the needed resources for all academic programs within the college to the provost.

The college's Executive Council includes the dean, all program directors and two at-large faculty members who serve two-year terms. The council meets at least five times each year and acts for the General Faculty (ie, all TJU faculty with full-time appointments in the College of Population Health) on matters relating to the academic affairs of the college. The council consults with the General Faculty and is the final college authority and approval mechanism for issues related to faculty, curricula and research.

Faculty appointed within the college have input regarding personnel recruitment and selection. The dean consults with college faculty, including those involved with the MPH program, about potential hires. MPH faculty establish academic standards through their involvement on standing college committees and the college's Executive Council.

Site visitors heard strong support for the program from college and university leaders. The provost and president described how the MPH program and the larger College of Population Health are at the nexus of the transforming healthcare landscape.

1.4 Organization and Administration.

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

This criterion is met. The program has an organizational setting that is conducive to public health learning, research and service. The program is led by a director and includes a clerkship coordinator, a capstone coordinator and an administrative assistant.

The program has varied opportunities to engage in interdisciplinary efforts related to instruction, research and service. The five academic program directors in the college meet every other month to discuss matters relevant to all disciplines. This group serves as an incubator for new initiatives throughout the college. MPH faculty attend and participate in annual conferences and workshops sponsored by the Jefferson Center for InterProfessional Education, which encourages interdisciplinary initiatives.

The self-study provides examples of faculty and student research that involves GIS experts, physicians, statisticians, architects and individuals affiliated with community organizations. The program has been involved in work that relates to urban planning, neighborhood-based correlates of cancer and health literacy. On-site discussions with faculty, students and community partners highlighted research and service activities with a strong interdisciplinary focus.

The program also participates in TJU's College within a College program at the Sidney Kimmel Medical College. This program is an effort to expand and reform the traditional medical curriculum and includes tracks in clinical translational research, design and population health. Medical students who choose the population health track learn about the social determinants of health and address factors that impact health on a population level such as environment, literacy, ethnicity, social structure and resource distribution throughout the four years of medical school. Students can earn 15 credits toward the MD-MPH joint degree through this program.

1.5 Governance.

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

This criterion is met. The program has clearly defined rights and responsibilities concerning program governance and academic policies. Governance of the program is overseen by the MPH Community Advisory Board, the MPH Faculty Subcommittee, the MPH Curriculum Subcommittee and the ad hoc MPH Accreditation Committee.

The MPH Community Advisory Board meets twice a year to provide external, objective assessment, advice and feedback for MPH program improvement. The committee considers the current and future needs of the public health workforce in the greater Philadelphia region. The committee includes approximately 20 members who represent public and private health and social service sectors. Members of the Community Advisory Board who met with the site visit team said that the program fosters an open environment that welcomes feedback and suggestions. For example, community partners identified a need to address emergency preparedness more extensively in the curriculum, and a course is being considered.

The MPH Faculty Subcommittee convenes as a subgroup of the college's General Faculty and includes full-time faculty with appointments in the college and affiliated faculty who teach in the MPH program. The committee addresses faculty issues and quality improvement strategies related to instruction, research and service. The committee meets every other month and makes recommendations to the college leadership, the General Faculty or an appropriate college-level faculty committee, depending on the topic.

The MPH Curriculum Subcommittee of the college's Curriculum and Academic Policy Committee initiates reviews of and makes recommendations about the MPH curriculum. The subcommittee oversees the clerkship, the capstone research project, new course development, significant changes to existing courses and course sequencing. The subcommittee makes recommendations to the Curriculum and Academic Policy Committee, which reviews and approves changes before submitting them to the college's Executive Council for a final decision. Primary and affiliated MPH faculty, MPH alumni and MPH students serve on the subcommittee, which meets every other month.

The MPH Accreditation Committee provides ongoing review of the MPH program—specifically its mission, goals and objectives—and includes subcommittees on instruction, research and service. The committee is chaired by the program director and includes full-time, affiliated and adjunct MPH faculty as well as MPH staff, students and alumni. The committee meets at least twice each year and more often prior to and following CEPH accreditation site visits.

In addition to participating in program-level governance, MPH faculty also serve on many college and university committees. The self-study lists faculty participation on the college's Student Affairs Committee, the Faculty Research Committee, the Academic Strategic Research Committee and the Academic

Strategic Planning Committee as well as on the university's Academic Services Committee, the Grade Appeals Board, the Faculty Senate, the Health and Wellness Committee, the Community Benefits Initiative and the Judicial Board.

In accordance with the college's bylaws, students serve on most program- and college-level committees. MPH students are well represented on these committees. In addition, the Student Association for Public Health Education (Jeff SAPHE) serves as a venue for MPH students to meet and discuss issues within the program as well as plan and conduct community service activities. This student group helps recruit MPH students to serve on college and university committees. Students who met with the site visit team said that the faculty are readily available to them, value their insights and involve them fully in the governance of the program.

1.6 Fiscal Resources.

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

This criterion is met. The program has adequate fiscal resources to make progress toward its goals and mission. Funding for the MPH program comes from Jefferson College of Population Health revenues and include MPH tuition and fees, MPH faculty grants and indirect recoveries and university-provided scholarship funds earmarked for the MPH program. As a private entity, TJU does not receive government funding or appropriations.

MPH tuition dollars are able to cover MPH expenses. Program funding pays for MPH faculty and staff salaries and benefits, student support (scholarships), travel and conferences and general operating expenses. General operating expenses include faculty development, student support (other than scholarships), teaching supplies, office supplies, books/periodicals, copyright fees, ASPPH dues, membership fees for faculty and students, repairs and maintenance, technology expenses, audio-visual fees, printing of program brochures and other promotional materials and general administrative expenses. At the end of the fiscal year, all excess funds are allocated to the university. The program's budget from 2009-2010 to 2014-2015 is shown in Table 1.

Table 1. Sources of Funds and Expenditures by Major Category, 2009-2010 to 2014-2015						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Source of Funds						
Tuition & Fees	\$876,480	\$1,194,900	\$1,482,894	\$1,711,308	\$1,177,458	\$1,338,399
University Funds (Scholarships)	---	---	---	---	\$27,000	\$52,333
Grants/Contracts	\$25,804	\$77,712	\$134,746	\$133,392	\$114,853	\$107,229
Indirect Cost Recovery	\$6,456	\$14,827	\$41,086	\$42,457	\$35,032	\$29,715
Total	\$908,740	\$1,287,439	\$1,658,726	\$1,887,157	\$1,354,343	\$1,527,676
Expenditures						
Faculty Salaries & Benefits	\$248,385	\$291,741	\$307,998	\$472,813	\$483,785	\$537,689
Staff Salaries & Benefits	\$197,842	\$262,150	\$271,608	\$290,102	\$225,382	\$255,019
Operations	\$67,400	\$74,000	\$80,660	\$88,440	\$78,655	\$60,927
Travel	\$2,900	\$6,000	\$8,400	\$8,778	\$6,639	\$10,806
Student Support	\$2,400	\$28,000	\$30,000	\$25,000	\$27,000	\$52,333
Total	\$518,927	\$661,891	\$698,666	\$885,133	\$821,461	\$916,774

Scholarship funding increased 35% to 50% annually since 2013. During the site visit, program leaders discussed securing scholarship support from the university's Office of Institutional Advancement. A comprehensive strategic development plan, which will include a major emphasis on student scholarships, is in development. The dean works with the President's Office to secure college-level scholarships. During the site visit, several students remarked on receiving scholarships and financial support (eg, jobs) from the university.

The MPH program maintains affiliation and articulation agreements with other institutions (eg, Bryn Mawr College, Rutgers University, Franklin & Marshall College, Dickinson College, Widener University and the Philadelphia College of Osteopathic Medicine) to encourage applications from these institutions. The university has an upcoming planned merger with Philadelphia University. The program plans to increase the availability of earmarked scholarships for students coming through these institutional partnerships.

1.7 Faculty and Other Resources.

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

This criterion is met. The program has the faculty, staff and other resources needed to fulfill its mission, goals and objectives. The program has six primary faculty members who contribute between 0.5 and 1.0 FTE (5.05 FTE total) and four non-primary faculty (0.9 FTE total). In spring 2016, the program had 67 students with a total FTE of 23.11. The program maintains a low student-faculty ratio below 5:1.

The program receives additional staff support from four individuals: the associate dean for academic and student affairs, an admissions coordinator, an academic projects coordinator and an administrative assistant.

The College of Population Health, including the MPH program, occupies the entire tenth floor of a building constructed in 2012 as well as more than half a floor in the adjoining Edison Building, which was renovated in 2012 to provide additional office and classroom space for the MPH program. These spaces provide office space for faculty and staff, three conference rooms, an adjunct training room, a kitchen and waiting area. The program has access to ample classroom and study spaces—many of which are new constructions and recent renovations.

The university's Scott Memorial Library manages a variety of computer spaces for use by faculty and students. In addition, computer labs in Edison Hall were relocated to renovated space in Jefferson Alumni Hall in 2011. This space includes two 40-seat computer stations, a video editing suite, hardware to copy and edit recordings and specialized development applications such as Adobe Captivate. All computer classrooms include wireless access and LCD projectors.

The program has ready access to electronic and print versions of public health books and journals. Students and faculty also have information resources such as the Center for Teaching and Learning, the Educational Technology Advisory Group and Student IT Services.

The program has identified three measures by which it assesses the adequacy of its personnel and other resources: the number of primary faculty members, student-faculty ratio and use of tools such as self-assessments and ePortfolios to promote self-directed student learning. The program met or exceeded its targets in each of the last three years.

1.8 Diversity.

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

This criterion is met. The MPH program has adopted the Association of American Medical Colleges' designation of under-represented populations by race and ethnicity within its faculty, staff and student body, adapting it to reflect the Philadelphia metro area by adding people of Vietnamese descent. Self-designation as black or African American, Native American or Alaska Native, Native Hawaiian or other Pacific Islander, Vietnamese descent, Cuban, Mexican American, Puerto Rican, other Hispanic, multiple Hispanic or multiple race defines racial and ethnic minorities at TJU. To assess its success in achieving and maintaining diversity goals, the MPH program reviews the campus-wide climate survey, works to sustain an accurate database of representation of underrepresented minorities by implementing university-wide policies and by developing MPH-specific goals, objectives and strategies.

To encourage diversity in student life and recruitment, the MPH program encourages student engagement in diversity and cultural activities throughout the campus. Faculty noted that they are enhancing the inclusion of cultural competence in MPH courses as courses are reviewed. During the site visit, students cited numerous ways in which the program fosters opportunities to engage with minority community members and the organizations that address their health needs. However, students also noted the challenge of participating in activities focusing on diversity and culture due to work obligations and evening class schedules.

Students who met with site visitors noted that African American and Latino students are under-represented in the MPH program. During the site visit, the team learned about the pending merger with Philadelphia University, which may support the program's effort to enroll more racially and economically diverse students. The president and provost also told the site visit team that TJU is focusing more heavily on philanthropy and expects to double the recruitment and scholarship support for the college in the next year; however, these scholarships are not designated for recruiting African American and Latino students specifically.

To encourage diversity among the faculty, the program relies on the university's recruitment/retention policies and national and regional benchmarks. The program also intends to develop an enhanced mentoring program to meet the needs of a diverse faculty. During on-site meetings with faculty, there was widespread agreement that diversity is an important value. Program faculty members are engaged in many community-based interventions that work with diverse populations, and they engage students in these activities as well.

The university takes the lead on maintaining a climate free of harassment and discrimination. College policies also address unacceptable conduct and re-iterate the dedication to a climate supporting working and learning in a diverse setting.

The college has a detailed policy for faculty recruitment and is supported by the university's Office of Enterprise Diversity, Inclusion and Community Engagement. Faculty and staff participate in specific aspects of the office's work. The Jefferson Diversity and Inclusion Leadership Steering Committee oversees the implementation of policy. The MPH program monitors its commitment to diversity and cultural competency through course content on cultural and socio-economic factors in health status, reflection on one's own beliefs and practices and application of this material to practice. The campus-wide climate survey provides quantitative assessment of the experience of students with regard to exposure to culture diversity and experience of participation in all of campus life. Site visitors noted that the survey's validity is limited by some respondents' unwillingness to self-identify as a member of a protected group.

In addition to underrepresented populations, the program has also set student body diversity targets for males and persons over 35. In fall 2015, the program included the following percentages of students: 9% over the age of 35; 47% males; 26% underrepresented minorities. Among the faculty, 8% identified as Hispanic/Latino and 68% were female. Among the staff, 25% were male. The self-study indicates some fluctuations in these percentages year-to-year; however, the program's small size makes the loss or addition of one individual appear quite significant.

The program participates with the university in efforts to develop pipeline programs to the health professions that complement the usual recruitment activities. In addition the program has articulation agreements with local undergraduate institutions that have significant underrepresented minorities. These agreements target URM and provide tuition reduction incentives for seniors who take JCPH MPH courses and for students who matriculate in the MPH program. The university has developed an agreement with the United Negro College Fund to facilitate recruitment by establishing a pipeline to health professions from middle schools and high schools; however, additional, more timely initiatives would also be helpful to increase the diversity of the student body in the more immediate future.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

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

This criterion is met. The program offers a single generalist MPH and five joint degrees, as shown in Table 2.

Table 2. Instructional Matrix – Degrees & Specializations		
	Academic	Professional
Master's Degrees		
General		MPH
Joint Degrees		
Law		MPH-JD
Medicine		MPH-MD, MPH-DO
Pharmacy		MPH-PharmD
Social Work and Social Research		MPH-MSS

In addition to the core coursework, the clerkship and the capstone, MPH students take courses in health research methods, public health policy and advocacy and program planning and evaluation. Students also choose three electives from an approved list. Elective options include qualitative research methods, dimensions of global health, GIS mapping, health communication and social marketing, advanced statistics, advanced epidemiology and advanced social and behavioral theory.

The program determined that a three-credit course in program planning and evaluation was not sufficient to meet all the competencies and generate practice-based skills. Beginning in spring 2017, this required course will become a two-term sequence.

Site visitors reviewed the advanced coursework for the MPH degree and determined that it has an appropriate breadth and depth for students. Students told site visitors that they appreciate the general focus of the curriculum, which allows them to tailor the program to their own professional interests and career goals.

2.2 Program Length.

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

This criterion is met. The MPH program requires 45 semester credits, and no MPH degrees have been awarded for fewer than 42 credits in the last three years.

A semester credit is equivalent to one hour of classroom instruction for 14 weeks. During the 11-week summer term, class sessions are three hours and 20 minutes.

2.3 Public Health Core Knowledge.

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

This criterion is met. The five public health core knowledge areas are addressed through five courses for a total of 15 credit hours, as shown in Table 3.

Core Knowledge Area	Course Number & Title	Credits
Biostatistics	PBH 504: Basic Public Health Statistics	3
Epidemiology	PBH 506: Fundamentals of Epidemiology	3
Environmental Health Sciences	PBH 507: Fundamentals of Environmental Health	3
Social & Behavioral Sciences	PBH 502: Social & Behavioral Foundations of Public Health	3
Health Services Administration	HPL 500: US Health Care Delivery & Organization	3

The learning objectives listed in the core course syllabi are appropriate in each area for students to learn skills important for understanding and engaging in the broad practice of public health.

Courses provide in-class practice and experiential learning opportunities. Faculty remarked on using real-world examples to enrich students' content, technical and soft skills. Syllabi are reviewed each time the course is taught. During the site visit, faculty shared how the small size of the program helps to ensure that they are all aware of what content is being covered in each class. Faculty stated that sharing course information helps to reinforce key public health content areas.

2.4 Practical Skills.

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

This criterion is met. The MPH practice experience is structured to provide a supervised field-based experience within a health/human service organization. Students must work a minimum of 120 hours to complete the clerkship, and stipends are not permitted. According to the MPH Clerkship Handbook, the clerkship preceptor must be a professional (MPH or related health professional) working at the clerkship

site and willing to provide ongoing supervision and oversight of the MPH student's work during his/her clerkship experience. The handbook and related materials are easy to find and clearly stated.

The means for evaluating the clerkship experience includes both student and preceptor assessments. A unique agreement is developed for each clerkship so that there is every opportunity for assuring that the clerkship will meet the expectations of the student, the MPH program and the hosting site. Documentation includes clerkship progress reports, a final paper and surveys from both preceptors and students.

According to the recent clerkship evaluation report, about 40% of survey respondents completed their clerkships at a hospital. About 25% completed their clerkship experience with local Delaware Valley organizations such as the Maternity Care Coalition, Pathways to Housing PA, The Food Trust and Public Citizens for Children and Youth. About 13% completed clerkships at local or federal government health agencies. Other notable clerkship sites include international medical corps in South Sudan, the US Forest Service and the Philadelphia chapter of the United Nations.

Most students reported that they agreed or strongly agreed that their clerkship experiences allowed them to apply skills they had learned and that the clerkship sites and their preceptors met their needs. Most students (97%) also felt that they gained a better understanding of the political and social forces that influence public health work from their clerkship experiences. A minority of students (17%) reported that disorganization or other obstacles reduced the quality of their clerkship experiences.

During the site visit, Community Advisory Board members and other community agency representatives complimented the performance of students in clerkships at their agencies. Preceptor evaluation forms show that preceptors are asked to evaluate students' application of public health knowledge to practical situations, acquisition of skills needed to work in the public health field and understanding of public health policy. Preceptors are also expected to rate students on active participation in a project useful to the host organization, ability to work with the staff of the organization and ability to work with the clientele of the organization.

2.5 Culminating Experience.

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

This criterion is met. MPH students complete an experience that allows them to demonstrate skills and integrate knowledge gained throughout the curriculum. The program's capstone experience has two parts: a three-credit capstone seminar and a three-credit capstone project, normally taken serially. Students are expected to complete their core courses, at least three electives and at least one-third of their clerkship experience before registering for the capstone seminar. The capstone seminar is designed to support the development for the capstone project. Students complete the design of the project, plan

data collection, satisfy IRB and other institutional requirements and strengthen specific skills. The course provides support for the literature review, the identification of the research question, the design of the project and of the methodologies for carrying it out. Upon completing the seminar, the student is ready to conduct the project, write the paper and present the results to faculty and, preferably, to the host agency.

Some adjustments in timing are needed for students pursuing the One Year Plus option or a joint degree; however, these adjustments do not materially change the requirements for the capstone experience. Timely completion of the capstone project is a priority of the program, especially if the student's work extends beyond completion of the other degree requirements. The program has been experimenting with tracking, support and training for capstone chairs and balancing the assignments/choices of capstone chairs to assure that capstone projects are completed in a reasonable time that allows students to graduate.

The student handbook for the capstone seminar and project is clear and detailed. Students are informed of the requirements and timelines that must be met to complete the project and graduate. The types of projects that are acceptable for credit may involve community assessment; program planning and evaluation; secondary data analysis; original research; policy analysis; strategic planning; or a grant proposal. The grading rubric is also clearly spelled out. The challenges discussed in the self-study show thoughtful efforts to streamline the process in favor of substance and efforts to assure every student has the opportunity to succeed and that faculty members can be effective mentors.

Site visitors' review of sample capstone projects showed rigorous work products that are an appropriate culmination of the MPH curriculum.

2.6 Required Competencies.

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

This criterion is met with commentary. The program has adopted some of the June 2014 Council on Linkages Between Academia and Practice competencies as its set of core competencies. In addition, seven content domains guide all programs within the college. These domains are as follows: fluency of content knowledge; critical thinking; research methodology and information literacy; communication; technical proficiency; and contribution to the discipline/profession. The self-study lists the most relevant Council on Linkages competencies under each of these content domains.

In 2014-2015, the MPH Accreditation Committee determined that all MPH courses, clerkship experiences and capstone projects should include skill-based competencies. The committee elected to use Council on Linkages competencies, and the faculty reviewed and revised their course syllabi using a standard template. The program revised the clerkship handbook and the capstone guidelines in July 2015 to better describe how competencies are used in these experiences.

The program assesses changing practice needs through attendance at professional meetings, participating in continuing education opportunities, receiving input from the MPH Community Advisory Board and preceptors and participating in professional service activities.

The commentary relates to the need for faculty to ensure that all course syllabi are updated to reflect the edited competency set presented to the Council after the site visit.

The program uses a common syllabus template that indicates which Council on Linkages competencies are addressed by each graded assignment. Site visitors' review of syllabi found consistent use of this format, and site visitors recognized the conscientious efforts of the faculty to standardize the competency mapping exercise.

After mapping each Council on Linkages competency to the program's courses, faculty identified that it was difficult to adequately address all of the competencies mapped to the program planning and evaluation course in one semester. Therefore, this course will become a two-semester sequence beginning in spring 2017, as noted in Criterion 2.1.

2.7 Assessment Procedures.

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

This criterion is met. The program assesses student attainment of competencies in a variety of ways including through coursework, the clerkship and the capstone experience.

The program has mapped each of the graded assignments in its courses to Council on Linkages competencies. Students complete writing assignments, exams, presentations, group projects and other course-based activities to learn and demonstrate competencies. Students must earn a B- or better to receive credit for a course. Students may earn a maximum of two B- grades; if a third B- is earned, the student must retake the course and earn a B or better.

Students self-assess their mastery of competencies through the clerkship, the capstone seminar and the capstone project. In addition, the clerkship preceptor assesses competency development through the

clerkship; the capstone seminar instructor and the capstone coordinator conduct this assessment in the capstone seminar; and the capstone committee chairperson makes this assessment for the capstone project.

At the time of the site visit, reviewers noted limited assessment of competencies through the clerkship, since the program relied on student self-assessment through a reflective paper and the preceptor's (non-standardized) evaluation of the student's performance. After the site visit, the program implemented a new practice in which the clerkship preceptor will assess competency development using a recently developed grading rubric with public health competencies, the capstone seminar instructor and the capstone coordinator will conduct an assessment in the capstone seminar and the capstone committee chairperson will makes an assessment for the capstone project.

The capstone project evaluation form includes the seven program competencies described in Criterion 2.6. The capstone committee chairperson rates each competency as substandard, proficient or distinguished using an assessment rubric. Students must have an overall score of proficient to successfully complete the project.

The MPH program has a five-year maximum allowable time to graduate. Students who entered in 2010-2011 achieved a graduation rate of 78%. The graduation rate for 2011-2012 is 82%, and four students are still enrolled. The program is on track to exceed the 70% graduation threshold for its more recent cohorts.

The program achieved a 100% job placement rate for each of the last three years. In 2011-2012, seven graduates were employed and three were continuing their education. In 2012-2013, 20 graduates were employed and two were continuing their education. In 2013-2014, 16 graduates were employed and 10 were continuing their education. The destination of graduates was unknown for three, nine and eight graduates, respectively, in the last three years. The program surveys alumni two months and 12 months after graduation to collect information about their employment status.

The program identifies outcome measures in addition to graduation and job placement rates such as average GPA at graduation, percent of students who elect to take advanced courses in research skills, percent of students who publish a manuscript within one year of graduation and percent of students who participate in program or university governance. The program met nearly all of its targets for each of the last three years.

To date, four graduates have taken the Certified Health Education Specialist (CHES) exam; all have passed. One graduate has taken and passed the Certified in Public Health (CPH) exam.

The program sends alumni a Recent Graduate Survey 12 months after graduation. Alumni are asked to rate their ability to perform skills learned in the MPH program on a four-point scale where 1=poor and 4=excellent. Students are asked to rate how well the program prepared them, for example, in the foundational skills of their profession; to understand client needs; to work in and with communities; to problem solve and make decisions; to think critically; to set professional goals; and to work with culturally diverse clients and colleagues. Most graduates in 2011-2012 and 2012-2013 rated their abilities on each question as good or excellent. The program only received four responses in 2013-2014 and did not analyze the results due to the low response rate. The program is working with the university's Office of Institutional Research to identify ways to improve the response rate. In addition, this office will administer a five-year post-graduation survey in September 2016.

In February 2016, the program administered a survey to employers of graduates from the last three years. The program received 13 responses, which was a 41% response rate. Employers rated the following abilities highest: 1) conduct, participate in or apply research to practice, 2) work as part of a team 3) and work interprofessionally. Employers identified program planning and evaluation skills as areas that could be improved among program graduates. The program also conducted individual interviews with two employers. One employer emphasized the need to provide students with the skills to conceptualize an entire program, including developing objectives and implementation plans to achieve the objectives. The second employer had hired a more recent graduate and noted the employee's strong application of public health knowledge, survey design, research methods and management skills.

2.8 Bachelor's Degrees in Public Health.

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

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

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

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

Capstone Experience: students must complete an experience that provides opportunities to apply public health principles outside of a typical classroom setting and builds on public health coursework. This experience should be at least equivalent to three semester-credit hours or sufficient to satisfy the typical capstone requirement for a bachelor's degree at the parent university. The experience may be tailored to students' expected post-baccalaureate goals (eg, graduate and/or professional school, entry-level employment), and a variety of experiences that

meet university requirements may be appropriate. Acceptable capstone experiences might include one or more of the following: internship, service-learning project, senior seminar, portfolio project, research paper or honors thesis.

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

This criterion is not applicable.

2.9 Academic Degrees.

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

This criterion is not applicable.

2.10 Doctoral Degrees.

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

This criterion is not applicable.

2.11 Joint Degrees.

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

This criterion is met with commentary. The MPH program offers five joint degree programs, as shown in Table 2. Each program is small, with a total of one to five students having enrolled in each since their inception. At the time of the site visit, the program had four joint degree students enrolled; the program did not have any MSS-MPH students. Two programs are part of TJU (MD-MPH and PharmD-MPH) and three are partnerships with other institutions.

The MD-MPH joint degree with TJU's Sidney Kimmel Medical College is a five-year program in which students take a leave of absence after their third year of medical school to complete the coursework and clerkship for the MPH program and return to the medical school to complete their capstone project and the fourth year of the MD curriculum. Students may transfer up to nine MD elective credits (six from the Introduction to Community Medicine course and three from one of six designated experiential fourth-year medicine electives) to the MPH degree. To date, the program has enrolled five MD-MPH students.

The PharmD-MPH joint degree is structured as a post-graduate degree for PharmD graduates and involves a separate admissions process within three years of completing a PharmD at TJU. The collaboration allows these students to substitute 21 PharmD credits for MPH course requirements, including the MPH core courses in biostatistics and healthcare organization and the MPH clerkship. Site visitors reviewed these 21 credits and determined that most appear to meet the requirements of the MPH program.

The commentary relates to the many options available for the PharmD-MPH clerkship. Site visitors could not confirm that all options would be appropriate applied public health experiences without seeing examples or hearing about student experiences. No student has completed a PharmD-MPH in the program's history, and one PharmD student was enrolled at the time of the site visit, thus only one student has participated in a clerkship. Future student participation in clerkship options and their ability to provide public health experiences will need to be monitored.

The DO-MPH program is based on an agreement with the Philadelphia College of Osteopathic Medicine. The program is similar to the MD-MPH program and has designated three osteopathic medicine electives as acceptable electives for the MPH degree. The DO program has developed a specific clerkship experience for its students, including DO-MPH students, and the MPH program grants clerkship credit for its completion. During the site visit, the team was able to confirm that course leaders at the Philadelphia College of Osteopathic Medicine have the requisite public health training and experience.

The MSS-MPH program is based on an agreement with Bryn Mawr College's Graduate School of Social Work and Social Research. To date, one student has enrolled in this degree. Students may earn this joint degree in one of two ways:

- 1) Bryn Mawr students may take a leave of absence after their first year of the MSS degree and enroll at TJU. These students are expected to complete all MPH courses except the capstone project and the clerkship in one year, then return to Bryn Mawr to complete the remaining MSS requirements and their MSS field experience. Students may transfer up to 12 credits (nine hours of specified courses and three hours of the field education practicum) to the MPH degree, enabling completion of the dual degree in three years.
- 2) Students may matriculate into the MSS degree at Bryn Mawr upon completion of the MPH degree. These students may transfer a maximum of nine MPH credits in specified courses to the MSS degree.

The JD-MPH joint degree is based on an agreement with the Family Health Law & Policy Institute at the Delaware Law School, which has been in place since 2007 and was updated in 2014 when the institute and law school became part of Widener University. According to the self-study, the MPH program accepts JD candidates after they complete the second year of law school. Students complete their required MPH courses and the MPH clerkship in their third year. Students may transfer up to nine credits of approved law school coursework to complete the MPH requirements. In addition, effective April 2016, the MPH program will accept two required JD practicum courses in lieu of the MPH clerkship. Site visitors reviewed these requirements and determined that they produce an equivalent experience. Students return to the

Delaware Law School for the remaining JD coursework and to complete their MPH capstone project. The agreement also creates an opportunity for MPH students to transfer credits from the MPH program to meet some law school requirements should the student desire to complete a JD after completing the MPH. To date, four students have enrolled in the JD-MPH program.

2.12 Distance Education or Executive Degree Programs.

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

This criterion is not applicable.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

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

This criterion is met. The program values and encourages involvement in research and scholarly activities. During the site visit, faculty remarked on the college-endorsed 20% protected time to provide release time and support for faculty research. New faculty work with more experienced faculty mentors to help enhance their research agenda. Program faculty participate in internally-funded research programs, submit extramurally-funded research grant applications, attend professional conferences and participate in various research committees.

University research focuses on glaucoma, geriatric patient education, cancer, patient care, smoking behaviors, medical-legal partnerships, community health literacy, urban food programming, program evaluation and patient-centered outcomes, as some examples. Program faculty members disseminate information through article publications in professional journals, textbooks, book chapters and professional association conferences. Community research partners include the Philadelphia Department of Public Health and the Philadelphia Business Coalition on Health.

During the site visit, faculty remarked that research opportunities are shared with students in specific courses. The opportunities allow students to increase research and methodology skills. Faculty discussed the Community-Driven Research Day: most recently, two students collaborated with a community partner to develop a proposal to secure funding. Students discussed various opportunities to work on research focused on medical oncology and structural determinants of health. Student discussions highlighted their eagerness to be involved in research.

The program is currently conducting an assessment of students who are engaged in non-capstone research opportunities. Faculty plan to engage students in more community-based research opportunities that examine social, environmental and behavioral projects through coursework and engagement with other program stakeholders.

The program has identified seven outcome measures by which it assesses the success of its research activities. These measures relate to faculty involvement in public health-related scholarship initiatives, participation in research development activities, presentations and publications; student involvement in faculty-led scholarship, enrollment in advanced courses in research, presentations and publications; and financial support to allow students to disseminate scholarship findings. Nearly all measures were met in the last four years. In 2013-2014, the program did not reach its target of 50% of primary faculty members serving as an external reviewer and of 75% of primary faculty providing students with opportunities to engage in scholarship. However, both measures exceeded the targets (60% and 80%, respectively) in the following year. Related to students, the program did not meet its targets for enrollment in advanced-level research courses or percent of students publishing manuscripts within one year of graduation every year, but these targets appear appropriate and the trends are unlikely to continue downward.

3.2 Service.

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

This criterion is met. The program engages in service activities that support its mission and contribute to the advancement of public health practice. The program's service goal is to foster a culture that embeds service in all aspects of the public health experience—education, research and practice. The outcome measures and targets for service focused on this goal include increasing faculty participation and leadership in public health-related boards, committees, task forces and other community organizations; increasing student participation in public health-related service activities; and providing opportunities for workforce development. Nearly all of the program's targets were met—and often significantly exceeded—in the last four years. The self-study lists faculty involvement in professional and community service with organizations such as the Philadelphia Department of Public Health, the Philadelphia

Corporation on Aging, the International Union for Health Promotion and Education and the Philadelphia Re-entry Coalition.

Faculty report on their service activities in an annual performance review. The outline for the review distinguishes among service activities and requests information that allows for assessment of the level of engagement.

The student engagement target of 20% was met in two of the past four years. A second student engagement goal (20% of students will participate in a college or university task force) has been met in each of the past four years. The Student Association for Public Health Education includes students from other colleges at TJU as well as MPH students. Its activities include public health community-based programs. Other student activities through TJU also provide opportunities for student engagement with community and global health.

3.3 Workforce Development.

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

This criterion is met. The MPH program supports the professional development of the public health workforce in collaboration with other programs within the Jefferson College of Population Health. Thus, the agenda for workforce development is set at the college level with regular input and involvement from MPH faculty members. The college has an expanded definition of the workforce and includes traditional public health workers as well as current and future healthcare providers and medical students.

In 2010, the MPH program and Jefferson Hospital's Center for Urban Health collaborated with the Health Care Improvement Foundation to initiate the Southeastern Pennsylvania Regional Enhancements Addressing Disconnects (SEPA READS) health literacy project with hospitals and community organizations in the five-county region of southeastern Pennsylvania.

In 2013, the Thomas Jefferson University Hospital led a community health needs assessment for non-profit hospitals. The MPH program's faculty and students were involved in the more than 60 interviews that were conducted with individuals representing health care and community-based organizations that have knowledge of the health and underlying social conditions that affect the health of the people in their neighborhoods and in the broader community. This needs assessment identified five domains of health care as crucial to population health objectives: chronic disease management; access to care; healthy lifestyle behaviors and community environment; internal organizational structure; and healthy screening/early detection. The self-study provides a list of the events and activities that the MPH program has been involved in delivering that demonstrate these topics. Some examples include an obesity

prevention presentation, a health literacy training, a symposium about HIV/AIDS and seniors and a webinar about careers in global public health.

MPH faculty members are actively engaged in developing and delivering workforce development offerings to prepare workers to succeed in interventions and actions to improve health. MPH faculty lead the college-initiated certificate program for community health workers, which was started in 2014-2015. This certificate is housed in the new Institute of Emerging Health Professions. The 40-hour, continuing education Population Health Academy arose from a population health survey that the college conducted. Three of the modules in the five-day series involve the foundations of public health practice. The program also offers a post-baccalaureate certificate in public health. This certificate comprises six courses of the MPH program (the five core courses listed in Table 3 plus PBH 501: Introduction to Public Health). Only three students have enrolled in the last three years. Limited enrollment in this certificate may be due to the admission requirements: these students must meet the same standards as those applying to the full MPH program (eg, GRE scores, three letters of recommendation, interview, etc.).

Overall, the college has invested in a staff of 5.5 FTEs to support workforce and continuing education needs assessment, program development and evaluation. MPH faculty are fully engaged in this work.

The college's Center for Population Health Innovation provides the formal structure for continuing education activities. The MPH program director is the chair of the committee that gives input on non-credit activities; this committee was established to ensure that faculty have opportunities to contribute ideas. The center's bylaws state that two MPH faculty members must serve on the committee, and two students (and possibly some alumni) will be added in fall 2016. Faculty who met with site visitors spoke highly of the center and the more formalized processes that have been put in place to ensure that the MPH program has a role in incorporating population-based and community interventions into the college's workforce development efforts.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

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

This criterion is met. The program's faculty complement is robust in both quantity and public health expertise. The self-study and site visit confirmed extensive, diverse and broad faculty involvement in public health research and practice. Faculty have collective expertise and diverse educational and experiential capabilities with which to implement the mission of the program. Part-time, adjunct and

community-based lecturers bring extensive experience in public health education and practice. All have terminal degrees and experiences appropriate to the field of public health or relevant core disciplines.

Substantial expertise is evident in community-engaged and applied public health research. Many of the primary faculty members possess wide-ranging experience designing, implementing and evaluating health programs within the Philadelphia community. Faculty quality is enhanced through mentorship and support through various university and college mechanisms.

During the site visit, faculty spoke about their public health practice and research work with many local, state, national and global organizations. Students remarked on their awareness of faculty expertise and on faculty members' passion for the topics that they teach. On-site discussions with community preceptors, Community Advisory Board members and alumni highlighted their roles in providing expert lectures and supervision in areas not consistently represented by the program curriculum or faculty.

4.2 Faculty Policies and Procedures.

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

This criterion is met. The program's policies and protocols ensure that faculty performance is of the highest quality. Various resources are available for faculty to continually improve their teaching, research and service activities. Policies and procedures that govern faculty appointments are published in the college's faculty handbook. All program faculty members must follow the rules and regulations in this document.

Various college-level supports exist for faculty development. The college employs a full-time doctoral-level staff member to direct online learning and faculty development. The Provost's Office has an entire division devoted to faculty development and sponsors workshops and seminars that span the entire academic year. Sessions focus on teaching, learning, research and grant writing/funding. The university's Committee on Faculty Development includes membership from all six TJU colleges. This group oversees an annual cycle of 40 to 50 workshops, two annual conferences, a robust series of lunch-time learning and an annual faculty performance review.

Formal procedures for review include teaching portfolios and the annual performance review. The teaching portfolio requires that faculty prepare, maintain and update a portfolio that highlights teaching strengths and accomplishments, includes self-reflection and clarifies desired areas for improvement. The annual performance review reviews activities, accomplishments and goals from the previous year and establishes goals for the new academic year. The review builds and maintains academic culture,

encourages and rewards competency-based instruction, supports various forms of scholarship and promotes leadership and service to the university and the profession.

During the site visit, university leaders and program faculty discussed university- and college-level expectations. Various supports were discussed and highlighted as useful. Program leadership discussed a desire to increase the consistent review of part-time/adjunct lecturers. Future plans include incorporating all teaching faculty in a formal evaluation process through use of the teaching portfolios and evaluating course design using the Quality Matters rubric.

4.3 Student Recruitment and Admissions.

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

This criterion is met. The MPH program uses ASPPH's centralized application system (SOPHAS) as its primary recruitment platform. Several aspects of the program are highlighted in the SOPHAS profile, including its three-term academic year and its One Year Plus format for completing the degree in a single academic year. The criteria for admission are clearly stated in promotional materials. Interested, qualified students are invited to on-campus and online opportunities for further information. The assistant dean for student affairs meets with qualified applicants to discuss goals and to determine whether there is a good fit with the MPH program. From 2013-2014 to 2015-2016, the number of applicants has increased from 90 to 203, and the percentage of applicants meeting the GRE and GPA requirements has also increased. The number of accepted students has increased from 44 to 113 over these three years, which indicates that the applicant pool is both larger and better qualified. As a result, the number of matriculating students increased from 25 to 34 to 39 in the last three years.

The MPH program operates a three-term academic year, which has proved especially useful for attracting students pursuing a gap year before entering medical school. Students may matriculate in the fall and spring terms. Degrees are awarded three times per year: May/June, August and December. The commencement ceremony is held only once per year in May/June.

The program invites well-qualified applicants who were not accepted at the Sidney Kimmel Medical College to consider the MPH program before potentially reapplying to medical school. Several students who met with site visitors found out about the MPH program in this way and said that the invitation was helpful and encouraging. In fact, it resulted in some changes in expectations about medical careers. The university president said that this recruitment effort is an example of the forward-looking workforce development that TJU's combination of public health, population health, health professions and health systems management offers the community.

The College of Population Health has its own admissions coordinator and holds informational events for prospective students several times a year. The joint degree programs are marketed to accepted medical students or potential candidates for other joint degree programs through on-site meetings and materials distributed by MPH faculty. The College within a College program, described in Criterion 1.4, allows students to spread public health and population health coursework and content throughout the four years of medical school but does not award a joint MD-MPH degree. As such, this program may be competing with recruitment into the MD-MPH joint degree.

4.4 Advising and Career Counseling.

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

This criterion is met. The program has a clear academic advising system and appropriate career counseling for its MPH students. The assistant dean for student affairs is the academic advisor for all students in the MPH program. She meets with each applicant prior to matriculation, coordinates two new-student orientation sessions each year and provides advice and support to students as needed. The assistant dean for student affairs is responsible for addressing student concerns and complaints and works with the MPH program director to resolve problems. She also serves as the MPH clerkship coordinator and manages clerkship site recruitment and assists students in establishing their individual clerkship plans. A second faculty member teaches the capstone seminar and serves as the capstone project coordinator. Other faculty members play an active role in helping students find a suitable internship. Discussion during the site visit confirmed that the current administrative structure for advising functions well. Despite the reliance on only a few faculty members, students and alumni expressed strong satisfaction with the program's advising functions.

The new student orientation is held twice a year, in September and January. The dean, associate dean, assistant dean, program director and MPH faculty attend and review program policies and procedures. Students learn about the program's Student Community website, where information is regularly communicated to MPH students.

TJU's Registrar's Office instituted new academic advising software (DegreeWorks) in January 2016. The software provides students and advisors with real-time curriculum and course-completion information and also identifies any outstanding requirements needed for graduation.

MPH students have access to career counseling resources at the program, college and university levels. The TJU Career Development Center sponsors career fairs; tracks employment trends and contemporary issues in hiring; counsels students and alumni on resume, CV and cover letter writing; conducts mock interviews and LinkedIn profile reviews; and administers career inventories/assessments. Leadership

LIVE is a series of workshops and community service opportunities to further leadership development skills. The curriculum focuses on six core areas: diversity; integrity; personal and professional development; principles of leadership; service; and teamwork. The assistant dean for student affairs is a member of the development committee.

The ePortfolios that MPH students are required to develop are intended to support students in their post-graduation plans. Students can include their public health career goals, paid and volunteer experience in public health, major written and oral work from courses, the clerkship paper, leadership activities, research involvement and capstone research projects.

Students and alumni who met with site visitors said that individual faculty members are a valuable source of career counseling. They said that faculty take the time to learn about the career goals of each student.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

Thomas Jefferson University Public Health Program

May 5-6, 2016

Thursday, May 5, 2016

- 8:30 am Request for Additional Documentation
Katherine Puskarz
- 8:45 am Executive Session
- 9:45 am Meeting with Program and College Administration
David Nash
Caroline Golab
David Glatter
Rob Simmons
Jennifer Ravelli
Katherine Puskarz
April L. Smith
- 10:45 am Break
- 11:00 am Meeting with Faculty Related to MPH Curriculum
Rob Simmons
Jennifer Ravelli
John McAna
Martha Romney
Russell McIntire
David Delgado
Amy Leader
Rickie Brawer
James Plumb
Lucille Pilling
- 12:00 pm Break
- 12:15 pm Lunch with Students
Vincent Basile
Brittany Haltzman
Thomas Nowlan
Jonathon Paul
Huma Qamar
Alia Salam
Sydney Shuster
Alyssa Sipes
April W. Smith
Junaid Yasin
- 1:15 pm Break
- 1:30 pm Meeting with Faculty Related to Research, Service, Workforce Development, Faculty Issues
Caroline Golab
Rob Simmons
Martha Romney
David Delgado
Amy Leader
Rickie Brawer
James Plumb
Marianna LaNoue
Lucille Pilling

2:30 pm Executive Session

3:00 pm Meeting with Alumni, Community Representatives, Preceptors
Eli de Armas
Jennifer Reibsane
Shannon Doyle
Mahak Lalvani
Mark Austerberry
Susan Choi
Christina Miller
Marjie Mogul
Colleen Payton
Anthony Stanowski
Amy Cunningham
Linda Davis Moon
Joseph Hill

4:00 pm Adjourn

Friday, May 6, 2016

8:30 am Meeting with University Leadership
Stephen Klasko
Mark Tykocinski

9:15 am Executive Session and Report Preparation

12:30 pm Exit Interview