

**Council on Education for Public Health
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REVIEW FOR ACCREDITATION
OF THE
COLLEGE OF PUBLIC HEALTH
AT
KENT STATE UNIVERSITY

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:

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Introduction

This report presents the findings of the Council on Education for Public Health (CEPH) regarding the College of Public Health at Kent State University. The report assesses the college's compliance with the *Accreditation Criteria for Colleges of Public Health, amended June 2011*. This accreditation review included the conduct of a self-study process by college constituents, the preparation of a document describing the college and its features in relation to the criteria for accreditation, and a visit in February 2015 by a team of external peer reviewers. During the visit, the team had an opportunity to interview college 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 college and verify the self-study document.

Kent State University's eight-campus system was founded in 1910. The university enrolls over 41,000 students, with 37,588 undergraduate students and 6,233 graduate students. The university includes nine colleges, the most recent being the College of Public Health and the College of Podiatric Medicine. Kent State University is an affiliate of the National Association of State Universities and Land Grant Colleges and the American Association of State Colleges and Universities.

The College of Public Health (KSUCPH) was founded in 2009. The college offers the MPH in 5 specialty areas, biostatistics, environmental health sciences, epidemiology, health policy and management and social and behavioral sciences. The college offers a BSPH in seven concentration areas, the MPH in the five public health core areas, the PhD in three specializations and a certificate in healthcare facilities. Public Health program courses are available both online and on-campus. The college has experienced substantial growth in enrollment and resources. As of December 2014, student enrollment is 826 students with 615 BSPH, 160 MPH and 51 PhD students. The college was accepted as an applicant for CEPH accreditation in October 2012 and this is its initial review for accreditation.

Characteristics of a College of Public Health

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

- a. The college shall be a part of an institution of higher education that is accredited by a regional accrediting body recognized by the US Department of Education.
- b. The college and its faculty shall have the same rights, privileges and status as other professional colleges that are components of its parent institution.
- c. The college 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 college of public health should provide a special learning environment that supports interdisciplinary communication, promotes a broad intellectual framework for problem-solving, and fosters the development of professional public health concepts and values.
- d. The college of public health shall maintain an organizational culture that embraces the vision, goals and values common to public health. The college 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 college's activities.
- e. The college shall have faculty and other human, physical, financial and learning resources to provide both breadth and depth of educational opportunity in the areas of knowledge basic to public health. As a minimum, the college shall offer the Master of Public Health (MPH) degree in each of the five areas of knowledge basic to public health and a doctoral degree in at least three of the five specified areas of public health knowledge.
- f. The college 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.

Most of these characteristics are evident in the College of Public Health at Kent State University. The college is located in a regionally accredited university and has the same rights and privileges as other professional colleges on campus. The college has a clearly defined mission with supporting goals and objectives. The college functions as a collaboration of disciplines, addressing the health of populations and the community through instruction and service.

The college plans, develops and evaluates its instructional 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 public health field. The college's faculty are trained in a variety of public health disciplines and they integrate research and field experience throughout their courses to foster development of public health content and values.

1.0 THE COLLEGE OF PUBLIC HEALTH.

1.1 Mission.

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

This criterion is met with commentary. The college has a clearly formulated and publicly stated mission with supporting goals, objectives and values. The college's mission is as follows:

To develop public health leaders and promote sustainable public health innovations in collaboration with community partners in northeast Ohio through teaching, research, and service.

The college's mission, values, goals, and objectives were developed by the faculty in 2009 and were adopted in 2010 and revised in August 2014. The approval process included faculty from each of the three departments, the college's Advisory Committee and the External Advisory Committee. During site visitors' meeting with the president of the university, she noted how well the college's mission fits with the over-arching mission of the university.

The college has six goals; two instructional, one research, one service and two organizational goals. The college has six core values related to student success, diversity, collaboration, professionalism and integrity, research and discovery, faculty and staff development. There are 11 measurable instructional objectives, two for research, three for service, and 10 organizational.

The commentary relates to the opportunity to strengthen the measurability of some objectives. For example, one objective is to increase externally-funded research annually, without a baseline measure or definition of the targeted amount of increase.

The mission, values, goals, and objectives are discussed, revised, and approved during annual retreats and college-wide meetings. The mission, vision and values are shared with community audiences via the college's website.

1.2 Evaluation and Planning.

The college shall have an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives; for assessing the college'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 college must conduct an analytical self-study that analyzes performance against the accreditation criteria.

This criterion is met with commentary. The college has an explicit process for monitoring and evaluating its overall efforts against its mission, goals and objectives. The Executive Committee is charged with

overseeing the evaluation processes. The Executive Committee coordinates quarterly evaluation activities among committees and staff and provides formal feedback to the faculty, staff, students and committees.

The undergraduate and graduate Curriculum Committees evaluate instructional goals and objectives. Each department's Retention, Tenure and Promotion Committee and Faculty Advisory Committee reviews and evaluates goals and objectives related to research. The Office of Public Health Practice and Partnerships and each department's Retention, Tenure and Promotion Committee and Faculty Advisory Committee evaluates all goals and objectives related to service. During the site visit, faculty mentioned that changes are often made to the curriculum and implemented the next time the course is taught. They also stated that the Curriculum Committee regularly reviews course rubrics to see how faculty may improve. The data, recommendations, and actions are discussed at the department's fall semester retreat and/or during the spring.

The commentary relates to the site visit team's observations about the college's limited progress in meeting some of its objectives. Subsequent to the site visit, 23 or 26 measures were met during AY14/15 (88%), a noteworthy increase. The college notes that by its third year, it had met initial objectives and faculty understood, through CEPH technical assistance, that new targets should be considered since the previous ones had been easily met or surpassed.

The self-study was developed and approved by the Executive Committee. Tasks for obtaining data and determining whether objectives were met or not, identifying strengths and challenges, and proposing any future plans were assigned to committees based on areas of expertise. The first draft was distributed in March 2014 to administrators, faculty and staff within the college for comments and edits on the document and feedback on the process. In August 2014 the second draft was sent again to administrators, faculty, staff and the External Advisory Committee whose members include community practitioners. The dean mentioned that the first and second drafts were also posted to the website for feedback/comments, and that an email to more than 3,000 individuals was sent to encourage their review and feedback. During the site visit, MPH and doctoral students, alumni, preceptors, and community partners said that they were given the opportunity to review and provide feedback on the document.

1.3 Institutional Environment.

The college shall be an integral part of an accredited institution of higher education and shall have the same level of independence and status accorded to professional colleges in that institution.

This criterion is met. The college has an equal level of independence and status afforded to other colleges, and the dean is an administrative equal among other deans at Kent State University. Kent State is accredited by the Higher Learning Commission in the North Central region. The university also

responds to 42 other specialized accreditors in areas such as psychology, nursing, law, education and medicine.

The university has an eight-campus system including Ashtabula, East Liverpool, Geauga, Salem, Stark, Trumbull and Tuscarawas. The College is located in Kent at the flagship campus. The university has ten colleges and one school, the College of Applied Engineering, Sustainability & Technology, College of Architecture and Environmental Design, College of the Arts, College of Arts and Sciences, College of Business Administration, College of Communication and Information, College of Education, Health, and Human Services, College of Nursing, College of Podiatric Medicine, College of Public Health and the School of Digital Sciences. The university employs over 1,500 faculty members, and approximately 37,588 undergraduate and 6,233 graduate students attend Kent State.

The reporting structure of the CPH is the same as all other colleges within Kent State University. The dean of the college reports to the senior vice president for academic affairs and provost, who reports directly to the university president.

The dean oversees the college budget and establishes priorities of expenditures in collaboration with the college Executive Committee. The annual college budget is also reviewed and approved by the college Advisory Committee, a committee mandated by the college's collective bargaining agreement.

Faculty and staff recruitment occurs within each department. The Faculty Advisory Committee makes recommendations to the department chair on recruitment and appointment of new faculty. The dean makes the final selection.

Faculty promotion and tenure guidelines are consistent with those of the university. The provost makes the final decision for faculty promotion and tenure, upon receiving recommendations from the dean and the Advisory Committee.

All major and minor curricular changes must be approved at the college level via the Faculty Advisory Committee, then the proposed changes are passed on to the college's Undergraduate Curriculum Committee or the Graduate Committee and then to the University Education Policies Committee before implementation can occur. New degree programs require the approval of the Board of Trustees and the advising bodies of the Ohio Board of Regents.

1.4 Organization and Administration.

The college 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 college's public health mission. The organizational structure shall effectively support the work of the college's constituents.

This criterion is met. The college has an organizational setting that facilitates interdisciplinary communication, cooperation and collaboration and contributes to achieving the college's mission. The college has three departments: Biostatistics, Environmental Health and Epidemiology; Health Policy and Management; and Social and Behavioral Sciences. Each is chaired by a department chair, who is recommended for hire by the dean to the provost.

The dean is assisted by an associate dean, an assistant dean and administrative staff including the directors of fiscal and business operations, advancement, student services and distance learning. The dean oversees the College Advisory Committee, Dean's Student Advisory Committee, College External Advisory Committee, Undergraduate Curriculum Committee and the College Inclusion and Diversity Committee. The associate dean oversees the Graduate Curriculum Committee and is a liaison to the regional campuses in regards to the undergraduate BSPH program; the assistant dean oversees the Office of Public Health Practice. The Dean's Student Advisory Committee coordinates the Public Health Student Alliance. Collectively, the deans and directors are responsible for overseeing policies and procedures, academic affairs, administration, external affairs, research, student affairs, distance learning and finance. The chairs of the biostatistics, environmental health and epidemiology department oversee a global health initiative and the Center for Public Health Preparedness. The chair of the department of health policy and management oversees the Center for Public Policy and Health.

The college supports collaborative efforts across departments within the college and across other colleges within the university including jointly funded research with the Department of Geography in the College of Arts and Sciences, a joint graduate certificate in health care facilities with the College of Architecture and Environmental Design and the College of Nursing, global immersion experiences with the World Health Organization through the College of Nursing, joint teaching and learning arrangements with the Cleveland Clinic and interdisciplinary collaborations with the colleges of education, health and human services, business administration and arts and sciences to implement the BSPH degree.

1.5 Governance.

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

This criterion is met. The college administration and faculty have clearly defined rights and responsibilities concerning college governance and academic policies. The college has 18 standing committees that

contribute to college's governance. The college is also advised by an External Advisory Committee. Faculty, staff, students, alumni and community partners are involved in the college's daily operation.

The Executive Committee consists of the dean who is the chair of the committee, the associate dean, the assistant dean and the chairs from the biostatistics, social and behavioral sciences and health policy and management areas. The College Advisory Committee consists of the dean and three faculty representatives. The dean develops the college-wide budget with input from the Executive Committee, the College Advisory Committee and each department's Faculty Advisory Committee. The College Advisory Committee makes the final approval and the final budget is presented in a college-wide meeting twice annually.

The Executive Committee oversees planning and evaluation for the college, with input from the three departmental Faculty Advisory Committees and all other committees. The committee reviews the college's progress toward achieving goals and objectives.

Departmental Curriculum Committees and the Faculty Advisory Committee provide the venues for most of the college's establishment of academic standards. New degree and certificate programs require the approval of the University Board of Trustees and the Ohio Board of Regents.

The College Advisory Committee oversees faculty retention, promotion and tenure. The College Advisory Committee, the department's Faculty Advisory Committee and Reappointment, Tenure and Promotion Committee, sends recommendations to the dean. The dean then makes a recommendation to the provost who has the final authority to confer tenure.

The Admissions Committee within each department oversees student recruitment, admission and certification for graduation. The Admissions Committee makes recommendations to the department chair that has the final authority for admission. The process of certifying students for graduation begins with student advisors who submit the approval of graduation to the department chair. The Dean's Office then certifies the student for graduation, and submits the recommendation to the university registrar for final approval.

The External Advisory Committee consists of professionals who are actively engaged in public health work and is the primary source of feedback from community partners and public health professionals outside of college faculty. The committee has played a role in reviewing the college's mission, goals, objectives and the self-study document.

Faculty members hold leadership positions and are members of 31 different university committees including the Diversity Action Council, University Requirements Curriculum Committee, Office of Research and Sponsored Programs Water Research Committee and the Academic Affairs Strategic Planning Committee.

Students play a role in governance by being members of several committees including the Undergraduate Curriculum Committee, the Graduate Curriculum Committee, the college Student Academic Complaint Committee and the Public Health Student Alliance. These committees allow students to vote on policies and procedures that impact the entire college. The Public Health Student Alliance is the student organization within the college that provides a way for students to collectively engage in community service, networking and professional development. The student association elects a faculty advisor annually who is also in continuous contact with the dean regarding students' activities.

1.6 Fiscal Resources.

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

This criterion is partially met. Including the current year, the college has operated with a deficit for the last three academic years (AY) but has received sufficient supplemental resources from the central administration to fulfill its mission. The university has adopted a Responsibility Center Management (RCM) method of budgeting. Under this method, each college is responsible for their own revenue production and expense management. The college's budget is based on six sources: 1) state appropriations, which supplement tuition based on a formula that considers degree completion, doctoral programs, access and course completion; 2) tuition and program fees; 3) university funds to cover shortfalls; 4) grants and contracts; 5) indirect cost recovery (IDC); and (6) restricted gifts and endowments. All college expenses, including faculty salaries, are funded through these categories. The college's funds and expenditures are shown in Table 1.

The university has established a formula for the distribution of IDC generated from grants and contracts. Thirty-seven percent of IDC is returned to the unit with 20% going to the college, 12% to the department and 5% to the principal investigator. The goal of these cost distributions is to stimulate faculty research.

Under the RCM model, the college is taxed 42% on the principal contributors to the revenue stream (tuition and state appropriations).

Table 1. Sources of Funds and Expenditures by Major Category Academic Years 2010-2011 to 2014-2015					
	AY2010-2011 Actual	AY2011-2012 Actual	AY2012-2013 Actual	AY2013-2014 Actual	AY2014-2015 Projected
Source of Funds					
Tuition & Fees	\$ 660,058	\$ 2,467,176	\$ 3,768,054	\$ 4,548,787	\$ 5,001,649
State Appropriation	\$ 41,572	\$ 528,089	\$ 1,387,553	\$ 1,387,553	\$ 3,308,441
University Funds	\$ 2,690,713	\$ 2,856,112	\$ 1,164,880	\$ 1,264,047	\$ 174,679
Grants/Contracts	\$ 1,378,697	\$ 948,076	\$ 1,061,541	\$ 1,246,374	\$ 1,144,326
Indirect Cost Recovery	\$ 51,745	\$ 59,611	\$ 57,033	\$ 63,874	\$ 89,611
Total	\$ 4,822,785	\$ 6,859,064	\$ 7,439,061	\$ 8,510,635	\$ 9,718,706
Expenditures					
Faculty Salaries & Benefits	\$ 2,238,784	\$ 2,997,929	\$ 3,428,125	\$ 3,639,468	\$ 3,223,981
Staff Salaries & Benefits	\$ 1,377,426	\$ 1,099,690	\$ 1,928,517	\$ 1,920,431	\$ 2,035,486
Advertising	\$ 279,333	\$ 134,754	\$ 130,445	\$ 78,205	\$ 59,865
Travel	\$ 108,514	\$ 143,140	\$ 269,555	\$ 201,211	\$ 129,091
Student Support	\$ 335,323	\$ 594,633	\$ 652,579	\$ 668,531	\$ 650,423
University Overhead		\$ 1,356,757	\$ 2,298,512	\$ 2,571,399	\$ 3,551,459
Supplies	\$ 146,954	\$ 208,527	\$ 276,790	\$ 262,942	\$ 358,317
Telephone, Postage	\$ 22,609	\$ 22,093	\$ 18,854	\$ 29,985	\$ 18,208
Participant Fees				\$ 7,381	\$ 2,505
Professional Fees	\$ 168,172	\$ 136,580	\$ 167,674	\$ 147,585	\$ 241,344
Equipment				\$ 109,378	\$ 13,185
Indirect Recovery Expense	\$ 145,670	\$ 164,961	\$ 160,541	\$ 206,148	\$ 196,634
Total	\$ 4,822,785	\$ 6,859,064	\$ 9,331,592	\$ 9,842,664	\$ 10,480,498
Operating Balance	\$ 0	\$ 0	(\$1,892,531)	(\$ 1,332,029)	(\$ 761,792)

As shown in Table 1, from AY 2010/2011 to AY 2014/2015, the college's total budget has grown significantly, paralleling the increase in student enrollment. Also shown is the significant operating shortfall for AY 2012-2013, AY 2013-2014, and AY 2014-2015. This annual shortfall is being reduced each year but remains over \$750,000.

Revenue from grants and contracts and indirect cost recovery has remained constant, and no revenue has been reported for restricted gifts and endowments. Nearly all of the budget increase from AY 2010-2011 to AY 2014-2015 is due to the increase in revenue from tuition and fees and state appropriations. These revenue increases directly follows the college's increase in enrollment.

The concern relates to the sustainability of the college's resources given the current funding model and the academic year shortfalls, although the college asserts it has a sustainable growth model. While growth in the size of the student body has led to additional revenue, the expenditures still exceed the revenue and are not sufficient to fully support the college under the university's RCM approach. The

central administration expressed support for the college, and this support is obvious, in that the deficits have been allowed to continue. While no specific plans or solutions have been offered, the president specifically stated that she supports the college and recognizes that the RCM model presents unique challenges for a new college, including an understanding that, for example, colleges with accreditation mandates may face challenges in affording the current RCM university overheads. While the college asserts modifications are expected, it also contends that until such time, the college has not been prohibited from growth decisions, including the hiring of additional faculty. The central administration also has not required the college to prepare a mitigation plan as required by the university for units operating with a continual deficit. The college does not appear to have a plan to grow and add new faculty without additional central funding. It would be beneficial if the college developed a research enterprise that could provide a stream of external funding and IDC revenues. Increasing supplemental funds from gifts and endowment income would also assist the resource situation.

1.7 Faculty and Other Resources.

The college 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. As of fall 2015, the college has a total of 34 36 faculty members, all of whom are primary faculty. The core area of biostatistics has three primary faculty members, environmental health has four, epidemiology has six, health policy and management has eleven and social and behavioral sciences has twelve. The complement of core faculty meets the minimum requirements for the three core areas that offer doctoral degrees (ie, health policy and management, epidemiology, and prevention science, which aligns with social and behavioral sciences). This increase of faculty resources addresses concerns identified during the site visit.

The student-faculty ratio (SFR) for primary faculty ranges from about 5:1 for biostatistics to over 30:1 for both social and behavioral sciences and health policy and management. These ratios are lowered somewhat by the FTE count of total faculty (part-time and non-tenure track) but the overall SFR still is well above 20:1 in health policy and management and social and behavioral sciences, and the SFR is above 10:1 in epidemiology. When the SFR is broken down by graduate and undergraduate students, only the biostatistics and environmental health concentrations meet the 10:1 SFR for graduate-level public health education. Many of the undergraduate and graduate students are part-time, but the time needed to advise them and support them through the various programs still remains and requires faculty support. Although student enrollment has increased significantly during the last four years, faculty head count has remained relatively constant. The size of the faculty complement in relation to size of the student body should support and encourage effective and regular student/faculty interactions. The college continues to add new academic programs (ie, online MPH) that further increases the SFR. The current

overall SFR of over 20:1, with some areas well above 30:1, is important for future considerations to assure quality.

The college submitted a new Template 1.7.2 that reflects a revision of the method for determining student/faculty ratios, as per technical guidance, through CEPH. An agreement for teaching services in Biostatistics and Epidemiology was entered into between Kent State University and the Cleveland Clinic Foundation; and an extension of this current agreement beyond July 31, 2015 is currently under review by both parties. A final copy of said agreement will be submitted to CEPH.

The college has recently completed a 6,000 square feet renovation of Lowery hall for faculty, staff, and student offices, as well as meeting rooms. The college has an additional 1829 square feet for student support services. The health policy and management department occupies half of two floors in Moulton Hall and additional computer space and teaching labs are located there. Plans are in place for the college to eventually occupy all of Moulton Hall. Classroom are available from the central control of the university and adequate for teaching needs.

The college faculty have approximately 3,750 square feet of wet lab space that is shared between three operational laboratories. These facilities are located in both the Centennial Research Park complex and the DeWeese Health Center building.

Computer facilities are adequate to serve the college's community of students, staff and faculty. Each faculty member has a standard workstation with connections to the university network and printing capability. The University Council on Technology provides assistances and maintains several general and special purpose computer labs across the campus.

The university library provides over \$50,000 annually for library resources to support the ongoing needs of the college. The library has budgeted funds to support the needs of each of the core areas of the college.

The college has identified four outcome measures through which it assesses the adequacy of its personnel and other resources. These measures include student to faculty ratios and satisfaction reports from students regarding facilities, equipment and technology support. The college meets its targeted goals, on average, but for specific programs, the student to faculty ratios are much higher than the overall averages. For example, the overall goal is a student to faculty ratio of 20:1 and the college reports meeting that goal for AY 2014-2015. However, two units have ratios of greater than 30:1 for primary faculty.

1.8 Diversity.

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

This criterion is partially met. The college follows the university's policies related to diversity. The university focuses on AALANA (African American, Latino American and Native American) populations for diversity objectives, and mandates diversity-related goals in performance evaluations. The president stated that these populations are underrepresented minorities as a whole and the university is trying to increase all underrepresented minorities. The college has adopted the targets set by the university. The university has a five-year equity action plan. As a part of the university's strategic plan, each college is required to develop annual diversity, equity and inclusion goals and progress is measured by a diversity scorecard. The scorecard presents college and university AALANA outcomes for total enrollment, undergraduate and graduate enrollment, and bachelors' and masters' degrees awarded.

The Diversity Plan was developed in fall 2010 by the college's Diversity and Inclusion Committee. The committee, which meets each semester, includes faculty representatives and a student representative. This committee reviews progress towards goals and makes recommendations for action. The dean shares concerns and plans with the Executive Committee, and the college plan is updated annually. Faculty meet at least once per academic year with the Diversity and Inclusion Committee to discuss how diversity, cultural competency and social justice are addressed in core courses. Diversity as a component of the curriculum is discussed at the department level. The university operates a Women's Center, Student Multicultural Center and LGBTQ Student Center. All centers provide resources and support for their respective populations.

The college has developed six objective measures for diversity, which include meeting the university percentage of AALANA students enrolled by degree and the percentage of AALANA faculty and staff hired. For the past three years, the college has exceeded the percentage of the university's AALANA total student enrollment. When broken down by specific population, the college has consistently met or exceeded the university's percentages with the exception of Latino Americans in 2012/2013 and 2013/2014, and Native Americans in 2013/2014. Currently, the college has 23% total of AALANA students compared to 12% enrollment university-wide. Eleven percent of the BSPH degrees were awarded to AALANA students versus 11% of bachelors' degrees awarded to AALANA students university-wide, and 20% of the MPH degrees were awarded to AALANA students versus the 8% of masters' degrees that were awarded to AALANA students university-wide.

Students expressed satisfaction with the fact that there was both cultural and career diversity throughout the program.

The concern is related to the lack of a systematic, coherent and long-term plan to recruit more diverse faculty and staff. The college’s faculty and staff do not reflect the diversity of the students enrolled in its BSPH, MPH and PhD programs. Also, the college has fallen short of its diversity objectives related to the percentage attainment of AALANA faculty and classified and unclassified staff. At the time of the site visit, the college had no AALANA primary faculty or staff, and 2.4% part-time faculty and graduate teaching assistants identified as AALANA: one term instructor out of 11, and five of 12 doctoral teaching assistants. Information provided after the site visit indicates that one of the five newly hired full-time faculty is AALANA, accounting for 20% of new faculty hires. The self-study noted that AALANA faculty applicants were few and were not competitive with founding faculty with tenure; long-standing university staff, none of whom were AALANA, applied as internal candidates with priority. While the college does indeed follow the college Diversity Plan and university guidelines on diversity, the college acknowledges challenges regarding faculty and staff diversification, its Diversity, Equity and Inclusion Committee has been charged with completing a long term plan for staff and faculty hires in the coming months.

2.0 INSTRUCTIONAL PROGRAMS.

2.1 Degree Offerings.

The college shall offer instructional programs reflecting its stated mission and goals, leading to the Master of Public Health (MPH) or equivalent professional master’s degree in at least the five areas of knowledge basic to public health. The college may offer other degrees, professional and academic, and other areas of specialization, if consistent with its mission and resources.

This criterion is met. The college offers instructional programs reflecting its stated mission and goals. As illustrated in Table 2, the college offers a BSPH degree with eight different concentrations, an MPH in the five core areas of public health and a PhD in epidemiology, health policy and management and prevention science.

In addition to coursework in the five core public health knowledge areas (19 credits), MPH students must complete a practicum, a culminating experience, 15 credits of concentration-specific coursework and six credits of appropriate electives.

Table 2. Instructional Matrix – Degrees & Specializations		
	Academic	Professional
Bachelor’s Degrees		
Allied Health		BSPH
Environmental Health Science		BSPH
Environmental and Occupational Safety		BSPH
Global Health		BSPH
Health Promotion and Education (online and on campus)		

Table 2. Instructional Matrix – Degrees & Specializations		
	Academic	Professional
Health Services Administration (online and on campus)		BSPH
Pre-Medicine, Dentistry, Osteopathy		BSPH
Prevention and Preparedness		BSPH
Master’s Degrees		
Biostatistics		MPH
Environmental Health Science		MPH
Epidemiology		MPH
Health Policy and Management (online and on campus)		MPH
Social and Behavioral Sciences		MPH
Doctoral Degrees		
Epidemiology	PhD	
Health Policy and Management	PhD	
Prevention Sciences	PhD	

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 degrees require a minimum of 46 semester hours for all five specializations. The college adhered to the Ohio Board of Regents’ definition of one semester credit hour as being a minimum of 750 minutes of formalized instruction over the course of the semester. Over the last three years, the college has not awarded an MPH degree to a student with fewer than 46 credits.

2.3 Public Health Core Knowledge.

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

This criterion is met. All graduate public health students complete sufficient coursework to attain depth and breadth in the five core areas of public health knowledge. As reflected in Table 3, the college offers courses in all five required areas of public health. All MPH students are required to complete 19 credit hours of core classes. Site visitors’ review of syllabi indicated an appropriate depth in each core area. The core competencies are incorporated throughout the core courses and are reinforced through the other concentration courses.

Alumni expressed that they felt prepared to enter the workforce after matriculating through the MPH program at Kent State. Non-traditional students who were already working in the field stated that the

program made them re-examine and improve upon what they were doing in their public health careers. They also stated that they implemented the material they learned through the program, at their jobs and saw a lot of beneficial changes. A few students who entered the MPH program without a public health background stated that they felt equipped to work in the field after graduating from the program.

Core Knowledge Area	Course Number and Title	Credits
Biostatistics	BST 52019 Biostatistics in Public Health	4
Epidemiology	EPI 52017 Fundamentals of Public Health Epidemiology	3
Environmental Health Sciences	EHS 52018 Environmental Health Concepts in Public Health	3
Social and Behavioral Sciences	SBS 50020 Social and Behavioral Science Theories	3
Health Policy and Management	HPM 52015 Emerging Issues in Health Policy and	3
	HPM 52016 Management Public Health Administration	3
TOTAL		19

All students that have matriculated from the BSPH to the MPH, or from the MPH to the PhD programs, state that the core courses increase in rigor as the program level increases. Both faculty and students expressed that the BSPH courses were more foundational and provided the basic knowledge of public health, and the graduate level courses were application courses and provided more depth.

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. All MPH students are required to complete a practice experience; no waivers have been granted. Students may register to begin the practicum after their first year of study.

Students must complete 300 contact hours during their practicum. The selection of the practice site is dependent upon the student's goals, career plans and faculty assessment of the suitability of the site to offer high-quality work. Practice experiences take place in a large number of agencies and institutions, such as local departments of health, health care settings, city government, research labs, the Cleveland Quality HealthNet Accountable care Organizations community-based organizations and non-profit organizations.

Students are supervised by a faculty member while participating in the practicum. The faculty member meets with students to help develop the project and objectives and approve the final project. The faculty

member receives updates from the student, assists students in preparing their final portfolio and presentation and assigns a final grade (pass/fail). The Office of Public Health Practice along with partnership ambassadors (retired public health officials who have numerous connections with public health agencies in Ohio) provide insight on suitable practicum sites. Students who met with site visitors expressed that they enjoyed the opportunity to have these discussions with someone with great experience in public health.

Student performance is based on the faculty member's assessment of the quality of the student's portfolio and presentation, completion of the 300 hours, attendance at practicum presentations and the preceptor's evaluation. The portfolio includes a copy of the approved practicum agreement, a 15 page narrative of the experience, other products developed during the practicum, signed bi-weekly time sheets and a self-evaluation.

Potential preceptors must have at least a master's degree; preceptors without a master's degree must have at least 10 years of professional experience. Potential preceptors must also submit a resume/CV to document their education and experience. A faculty member may serve as a preceptor if the host site does not have a qualified staff to serve as a preceptor. Preceptors are provided a copy of the college's practicum guidelines, which includes a section on preceptor responsibilities as a means for orientation. Faculty members provide support via telephone and email consultations to preceptors.

Students provide informal monthly feedback to their faculty supervisors about the practicum site and the preceptor. If problems arise, the faculty, student and preceptor work together to resolve the issue. The faculty mentioned there had been issues that had to be resolved and they were able to do so in order for each student to complete their practicum. To date, there is no formal process or a survey for students to evaluate their preceptor or the site.

Students and alumni who met with site visitors spoke highly of their practicum experience, including some who were hired in the agencies where they did their practicum. Community partners and preceptors reported that students are very well prepared and willing to learn when they begin their practicum. It was also noted that students from the college are rounded in their knowledge and bring real life skills.

According to the dean, the college had three types of practicums, one of which was deemed not to be an acceptable practicum model during the site visit. Approved models included experiences completed off campus with a community preceptor and experiences analyzing or working on a community-based project with a faculty preceptor who works collaboratively with the host site. Following the site visit, the faculty committee that governs practicums met and revised the college policy on practicums to prohibit faculty from being the sole preceptor for research projects serving as practicum, as had been customary, with

new wording that practicum settings may include health departments, non-profit organizations, hospitals and other community-based organizations.

2.5 Culminating Experience.

All graduate professional degree programs, both professional public health and other 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 with commentary. The culminating experience for all MPH students is a comprehensive exam. The exam is administered in a computer lab or as a take-home exam. The exam consists of two parts; part one tests student's overall public health knowledge, and part two tests concentration-specific knowledge.

The commentary relates to part one of the comprehensive exam. Students are asked to complete one of three questions. As a part of the answer, students are required to incorporate how each discipline (biostatistics, environmental health sciences, health policy and management, and social and behavioral sciences) could address a specific issue. One of the questions asked students to explain how the five core areas of public health relate to each other. The site visit team did not think that this type of question was at a masters' level nor would it provide a clear indication of students' mastery of the knowledge and competencies related to the five core areas. The other two questions, which the site visit team thought were appropriate, provided a hypothetical public health issue for the students to resolve using methods from the five core areas of public health.

Faculty in each specialization develop and revise questions and a rubric to identify the best and minimally acceptable responses for grading. The exams are blinded and coded by the exam coordinator before being randomly assigned to faculty for grading using a grade determination form (pass/fail). The department chair reviews exams that receive a failing grade. Students receive their grades before the end of the semester. The self-study document stated that if a student failed the exam, he/she has only one more opportunity to pass. In conversations with graduate faculty, then site visit team learned that MPH students may take the exam until they receive a passing score. The exam is administered once per semester, and students are only required to retake the part that they failed.

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 college must identify competencies for graduate professional public health, other professional and academic degree programs and specializations at all levels (bachelor's, master's and doctoral).

This criterion is met. The college has clearly stated competencies that guide the development of each degree program. The college has developed 13 BSPH core competencies, 12 MPH core competencies,

seven PhD core competencies and additional competencies specific to each concentration and program. The college's competencies were developed by reviewing those of other CEPH-accredited colleges.

Each concentration has developed competencies that cover specific skills and knowledge for each discipline. The BSPH allied health concentration has four competencies, and the other seven concentrations each have five competencies. The five MPH concentrations each have competencies ranging between four and six. Each PhD concentration has a set of four competencies.

Competencies were developed by all faculty members during a series of academic retreats, along with associate deans from other CEPH-accredited colleges. Courses were developed based on the competencies, to ensure that each competency would be addressed and reinforced in coursework. Final drafts of the competencies were presented at the time of formal degree approval to the University Educational Policies Committee, Faculty Senate, Board of Trustees and the Ohio Board of Regents.

Department-level and college-level Curriculum Committees review the competencies on a continuous basis and also conduct a formal annual review, which includes a review of the matrices and the curricula within each department. The review also includes feedback from community stakeholders, many of whom are also adjunct faculty, and assessment of data from the student exit and alumni surveys to determine if students feel that the competencies have been addressed effectively.

The college has appointed a core coordinator for the undergraduate, master and doctoral level core courses. The core coordinators are responsible for guiding the departments through a periodic review of core competencies. In spring 2014, learning maps were created for all BSPH core courses and MPH core courses to examine the core competencies, learning objectives and assessment processes. The undergraduate and graduate core coordinator presented recommendations to the Undergraduate Curriculum Committee and the Graduate Curriculum Committee for review and for appropriate action to revise and improve the core courses. The PhD core competency review occurred in fall 2014. Changes that need to be implemented to the BSPH and MPH competencies or courses will occur in fall 2015, and changes that need to be implemented to the PhD curriculum will be implemented in fall 2016.

The college uses a standardized template for all syllabi. Department chairs are responsible for ensuring that competencies are listed in all syllabi distributed to students. Faculty members are required to present the competencies that are addressed in each course and review them with students. Students are periodically asked to assess their progress toward competencies, informally in advising meetings, through exit and alumni surveys and at the time of the culminating or practicum experiences.

2.7 Assessment Procedures.

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

This criterion is partially met. The college has established procedures beyond course grades to assess student's mastery of competencies for each degree program and concentration. The college has also identified outcome measures used to evaluate student achievement in each program.

The Curriculum Committee for each department, the instructors and the college Executive Committee play roles in assessment and evaluation of students and competency attainment. The college uses several methods to monitor and evaluate all students' progress in achieving the expected competencies on a continual basis. These methods include student advisors closely monitoring student transcripts and successful completion of courses; the department chair reviewing and discussing data from course student surveys with instructors and the Curriculum Committee; practicum preceptors evaluating student performance via oral presentations and a paper after completion of the practicum; comprehensive exams; the college Executive Committee reviewing the aggregate data from the exit surveys for BSPH, MPH and PhD graduates; review of dissertations for the PhD students; the Department Curriculum Committee reviewing the data from alumni surveys to monitor student overall satisfaction with the program, students' self-assessments of achieving competency, and student plans after graduation.

A concern identified during the site visit, relating to the lack of a direct linkage between the core competencies and the practicum, has subsequently been resolved. A revised practicum agreement form has been developed now requiring documentation that the experience aligns with competencies. The college is in the process of developing a new database for the practicum that will allow for a competency attainment agreement to be established between the preceptor and the student.

The BSPH program has maintained high graduation rates exceeding the required 70% threshold since academic year 2009-2010, with rates ranging from 74%-100%. Students in the MPH program have up to six years to complete their degree. The MPH program has also met and exceeded the required 70% for graduation rates by achieving a graduation rate of 84% in academic year 2010-2011. Doctoral students have up to 10 years to complete the PhD degree. Though the PhD program has not reached the required threshold for graduation rates, students have not reached the maximum allowed time to complete the degree and are still progressing through the program.

Job placement data is collected via an online alumni survey, which is sent out once a year. The employment rate for the BSPH was 93% for students who graduated through December 2013; 6% of students were actively seeking employment. MPH students had a 98% placement rate, with only one

student actively seeking employment. There was only one graduate from the PhD program and that student was employed.

The college sent out an employer survey in April 2014 to the Northeast Ohio health commissioners. The survey included questions regarding competencies that employers feel are most important in the field, competencies that employers feel the college should incorporate into their program, and employers' perceptions of alumni ability to perform competencies in the workforce. The employer survey captured feedback from 30 Northeast Ohio health commissioners. Employers ranked three of the core competencies to be extremely important including the following: mitigate the direct and indirect human, ecological and safety effects of major environmental health issues (63%); use collaborative methods and ethical standards for achieving organizational and community health goals (50%); apply epidemiological methods to assess the risk of communicable and non-communicable diseases (50%).

The concern relates to the need to complete the process of compiling and reviewing employer feedback in relation to the competencies. Though the program recently distributed a survey to the Northeast Ohio health commissioners and received an enthusiastic response, a systematic framework was not in place at the time of the site visit to solicit feedback from employers consistently. When asked about employer assessment of their graduates, faculty stated that they generally have cultivated relationships with some employers through service work in the community, and they have asked about their graduate's performance. Faculty relied on indirect measures of employer satisfaction, for example, requests by community organizations for student interns and volunteers. Program administrators stated on site that due to the small class of alumni, individual alumni would be easily identified based on responses from preceptors/employers; therefore formal employer surveys are not administered. However, in late July 2015, the college conducted a formal employer survey (online survey sent to employers listed by alumni of the school in a separate annual alumni survey). The employer survey has been provided to CEPH, and as of mid-August, data was still being collected. The employer survey will be conducted in July every two years.

During an on-site meeting, preceptors stated that in more recent years the college has made efforts to ensure that their students are prepared for both internship experiences and to begin careers in the field of public health. Overall, preceptors and employers expressed that graduates go into the field with a unique set of skills, and they are very well-rounded, competent and eager to learn.

2.8 Other Graduate Professional Degrees.

If the college offers curricula for graduate professional degrees other than the MPH or equivalent public health degrees, students pursuing them must be grounded in basic public health knowledge.

This criterion is not applicable.

2.9 Bachelor's Degrees in Public Health.

If the college 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 college, 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 met. The BSPH program provides comprehensive baccalaureate-level training in public health. The curriculum is divided into four major elements: the Kent core (36-37 credit hours), the BSPH core (39 credit hours), the BSPH concentration and general electives. The concentration and general electives classes vary by concentration.

BSPH students must complete 39 credits of core public health knowledge coursework. This coursework includes basic courses in the five core areas of public health, including two three-credit epidemiology courses, four three-credit general public health/interdisciplinary area, one three-credit hour biostatistics course, two three-credit hour courses in environmental health, two three-credit hour in health policy and management and two three-credit hour classes in social and behavioral sciences.

The college offers nine concentrations for the BSPH program. Concentration-specific courses vary across the different specialties, and cover a wide range of topics including natural and biological science, healthcare management and preventative approaches to public health problems.

All undergraduates in the BSPH program are required to complete the capstone course, which is usually completed in the final semester of the program. This course is designed to strengthen and enhance the

student's skills in leadership and teamwork, and continue to improve their professional skills through group work, reflective writing, and development of a portfolio.

BSPH students in environmental health and global health are required to complete an internship during the senior year. BSPH students in the other concentrations have the ability to do an internship that will count up to six credit hours; faculty members advise students to do internships and refer them to the career ambassadors. The internship is directed by the department chair and must be conducted at an approved site under the direction of a faculty member and a host agency representative. The intern must work a minimum of two hundred hours over a fourteen week period. Deliverables include weekly progress reports, midterm and final evaluations, evaluation of the internship objectives, an evaluation of the student by the student preceptor and a copy of the internship project.

The in-class capstone course recently underwent modifications to incorporate changes from faculty and student input. This redesigned course now includes interactive activities, a public health portfolio to help ensure that the students are able to track their understanding of the core and concentration competencies and meetings with community health leaders. Students also have to define a public health problem and develop a mitigation plan for that problem. The interactive activities may include developing and leading discussions, reporting fieldwork, applying course content/situations or completing small public health projects.

Though discrepancies in delivery were identified by the site visit team, the capstone course sections for online and in-class students were made consistent in fall 2015, eliminating previous experiential differences. The college will continue to monitor and refine this course's content.

2.10 Other Bachelor's Degrees.

If the college offers baccalaureate degrees in fields other than public health, students pursuing them must be grounded in basic public health knowledge.

This criterion is not applicable.

2.11 Academic Degrees.

If the college 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 met. The college offers academic degrees at the doctoral level, including a PhD in epidemiology, health policy and management and prevention science. The MPH core courses are prerequisites for all PhD students. These courses total 19 credit hours and include the following: a four-hour course in biostatistics, a three-hour course in epidemiology, a three-hour course in environmental health, a three-hour course in social and behavioral sciences and two three-hour courses in health policy

and management. This requirement ensures that there is a public health foundation to more research-oriented doctoral coursework.

Doctoral programs require students to complete a written and oral comprehensive examination that is taken after completion of coursework. All PhD students are also required to develop a written research dissertation concluding with an oral dissertation defense. These requirements provide an adequate level of rigor to evaluate the student's knowledge and abilities.

2.12 Doctoral Degrees.

The college shall offer at least three doctoral degree programs that are relevant to three of the five areas of basic public health knowledge.

This criterion is met. The college offers a PhD in public health with concentrations in prevention science, epidemiology and health policy and management. All doctoral students must prepare a written dissertation and corresponding oral defense. Review of the curricula verified that each discipline demonstrated an appropriate level of in-depth doctoral-level coursework.

All PhD students are required to complete twelve hours of core courses in research, thirty-six hours in their concentration and a minimum of thirty hours of dissertation research.

As of fall 2014, the epidemiology program has 11 students enrolled, three students have advanced to candidacy and three students who have completed coursework. The health policy and management program has 24 students who are enrolled, six who were newly admitted, two who have advanced to candidacy and four who have completed coursework. The prevention science program has 16 students enrolled, four students enrolled in fall 2014 and one student who has advanced to candidacy.

All full-time doctoral students are awarded a graduate teaching assistantship; there are currently seventeen students being funded. Each doctoral teaching assistant is assigned to a full-time faculty course coordinator to be mentored in teaching an undergraduate course (commitment of 20 hours per week). Opportunities exist across the college for graduate research assistantships. Further opportunities for support exist outside of the college and these opportunities are distributed on the doctoral student listserv. Available assistantships and campus jobs are regularly posted through KSU career services.

Within each department, faculty members are available to provide mentorship, training in advanced-level courses and research- and practice-related opportunities supporting advanced degree students. The college also provides professional development seminars for graduate students on topics ranging from teaching to professional writing. Additionally, there are Graduate Professional and Academic Development (GPAD) interdisciplinary workshops sponsored by graduate studies. The GPAD workshops

include topics such as technology tools, searching for grant funding, writing a literature review, working with the Blackboard system and negotiating a job salary/offer.

Admission to the PhD program in epidemiology was frozen for the last two years due to a state mandate limiting enrollment to only 10 FTEs. Since the time of the site visit, the college began accepting applications for fall 2015. The current state of this program is as follows: 12 full-time students enrolled, including three newly admitted students for fall 2015, one newly admitted for spring 2016, two returning to complete coursework and six who have passed comprehensive examinations and who are completing dissertations. The first dissertation defense in the epidemiology doctoral program was scheduled for September 10, 2015.

2.13 Joint Degrees.

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

This criterion is not applicable.

2.14 Distance Education or Executive Degree Programs.

If the college offers degree programs using formats or methods other than students attending regular on-site course sessions spread over a standard term, these programs must a) be consistent with the mission of the college and within the college'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 college and 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 college offers distance education or executive degree programs, it must provide needed support for these programs, including administrative, travel, communication and student services. The college 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 college 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 met. The college has three distance and online programs: the BSPH in health promotion and education, the BSPH in health services administration and a new MPH in health policy and management that was offered as a pilot in fall 2014. The college decided to offer the online undergraduate degrees to cater to the high percentage of Kent State undergraduates who are part-time working students. The online MPH in health policy and management was implemented in response to requests from working professionals who cannot attend face-to-face classes due to work constraints.

The content and curriculum of the online programs are virtually identical to the on-campus programs. The principal difference is that the online students receive an orientation folder for each course that substitutes for a course overview/orientation presentation. Each online course has a full-time faculty member who is responsible for monitoring the sections of each course and assuring that all the work is

completed by the student. The college employs a full-time PhD-trained instructional designer and a full-time master's-prepared educational technologist to assist faculty in developing the courses and implementing the program. These two individuals also are responsible for overseeing the quality of the offerings. Based on the outcomes, the grades for online courses are similar to their on-campus counterparts and the assessment of the courses made by students are almost identical between the two.

Faculty reported that students in the on-line program are often more interactive with the faculty than the on-campus students. Advising is done on a one-on-one basis either by phone or by skype. Many of the online students are students who are enrolled in the traditional degree programs but take online courses for the scheduling convenience. Students reported that the online courses are as rigorous as those offered on campus. The college validates each student's identity by providing a secure password for the logging in process, instructors also ensure that the writing style and abilities of each student remains consistent across their weekly discussions and assignments and conducts periodic check-ins via phone or e-mail with each student.

3.0 CREATION, APPLICATION AND ADVANCEMENT OF KNOWLEDGE.

3.1 Research.

The college 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 college engages in research with a strong community-based orientation, given that; more than 80% of the active and recently completed research projects list a collaborator with a local, state or national community-based organization. Faculty members during the past five years have been awarded grant funds from sixteen different federal agencies. Faculty have earned two seed awards that provide post-doctoral and undergraduate funds to support projects. There are currently fifteen active grants within the college but limited federal funding. A majority of the primary faculty published one to two peer-reviewed papers during the last three years and presented their research at one or more professional conferences.

The college's Office of Sponsored Programs oversees post-award accounting and reporting activities and also communicates funding opportunities, assures compliance for grant proposals and grant awards and offers grant development courses and research workshops. The majority of pre- and post-award grant support is provided by the university's Office of Research Services and Sponsored Programs. The college has one grant administrator that assists with many aspects of grant activity. The principal responsibility of this individual is to assist with grant administration once the grant is received. Should the research volume of the college grow as planned, the sufficiency of this campus support will need to be re-

examined. Discussions with campus leaders indicated that they intend to build the university research profile and are fully cognizant of the need to provide support for increased grant activity.

Extramural research funding (grants and contracts) has remained relatively consistent over the last three years, averaging \$1.1 million per year. At the time of the site visit, a large proportion of principal faculty were newly hired and in need of more time to develop their research portfolios.

Much of the college's primary emphasis has been on building academic programs. The college has many new faculty members and could benefit for a more formal mentoring programming about building an active research portfolio. The university policy manual states that a faculty member must show convincing documentation that proves the faculty member has achieved a significant body of scholarship. The direct tie to external funding expectations is not stated. As a new college, future focus is warranted around the promotion of interdisciplinary grant submissions across areas of the college or with other units on campus; and the funding of graduate research assistant positions, as submitted proposals are currently not required to include research and tuition support for graduate students. The dean and the department heads are committed to developing a culture of research and scholarship and making research expectations more explicit.

3.2 Service.

The college 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 college pursues active service activities, consistent with its mission, through which faculty and students contribute to the advancement of public health practice. Tenure-track faculty in the college are required to provide service to the profession and the community. Expectations vary due to the nature of the disciplines within the college and are outlined in the faculty member's workload letter. Public and professional service outside of university service is considered in reappointments, tenure and promotion and may differ in importance depending upon a faculty member's duties and responsibilities within the college.

The college has service agreements and provides service to the Center for Community Solutions in Cleveland, the Cleveland Clinic Foundation and local health districts, where faculty serve as staff to provide epidemiology and biostatistics support. Other faculty are involved with the northeast Ohio chapter of the Association of Ohio Health Commissioners, and faculty members have analyzed data and provided information on needs and barriers to marketing hand hygiene products in developing countries. The college has also directed a family planning program, overseen a public-private partnership to address HIV/AIDS, facilitated community action to integrate comprehensive sexuality education in colleges, prepared policy briefs and consulted on strategic planning and defining strategic initiatives.

The college's service goal is to promote public health in northeast Ohio through leadership, partnerships, innovation, and to promote successful models nationally. The self-study lists 15 funded service activities for six faculty since 2010; 11 of the 15 involve student participation. Twenty-nine faculty members have provided a significant amount of service over the past three years, and all primary faculty were engaged in at least one service activity each year.

Students who are a part of the Public Health Student Alliance have participated in an average of 14 service activities in the past three years. According to a November 2014 poll of graduate students (77 MPH and 46 PhD student respondents), 53% had performed some service activity in the past year. Students provided services to hospitals, clinics and other health care organizations, voluntary organizations, non-profit organizations, fund-raising activities, faith-based organizations, foundations, city government and county health departments. BSPH students are not required to complete an annual report of service activities at this time; the college is planning to collect that data starting in spring semester 2015. Also, 21 students have received funded graduate assistantships over the past four academic years. Graduate assistants provide 20 hours per week per semester, and work under the supervision of a faculty member and agency sponsor.

3.3 Workforce Development.

The college 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 college engages in activities other than its offering of degree programs that support the professional development of the public health workforce. The college's Office of Public Health Practice and Partnerships (OPHPP) manages all continuing education and workforce development needs. Prior to the establishment of the OPHPP, the college utilized data provided by a 2011 statewide workforce training needs survey which was conducted by the Ohio Public Health Training Center at The Ohio State University College of Public Health (OSUCPH). Those data indicated a need for training related to financial planning and management and community dimensions of practice, which the college provided in conjunction with the OSUCPH. In addition, the college spoke with members of the Northeast Chapter of the Association of Ohio Health Commissioners regarding their workforce development needs.

In 2014, OPHPP conducted a workforce training needs assessment via a survey completed by health commissioners, environmental health directors, nursing directors and other senior administrators from local health departments in northeast Ohio. The data indicated an interest in the following areas: health department accreditation (60.4%), using GIS and graphing to communicate public health messages (53.0%), implementing the MAPP model (40.8%), developing a strategic plan (38.7%), developing community health improvement plans (36.7%), Affordable Care Act and public health (34.7%) and grant writing (32.6%).

Faculty, graduate students and OPHPP staff have offered trainings in these areas starting in fall 2014. The college also offers online courses such as the following: the Registered Sanitarian Board Exam Prep Course, Public Health Accreditation Board Basics, grant writing for public health professionals and conducting community health needs assessments. During the summer 2015, the college expects to offer the following courses: Hazardous Waste Operations & Emergency Response (HAZWOPER 40-hour training), HAZWOPER 8-hour refresher training, OSHA 30-hour General Industry Outreach Training, OSHA 10-hour General Industry Outreach Training, Registered Sanitarian Board Exam Prep Course (online) and Biosafety & Biocontainment Training for BSL-3 Workers.

Faculty members collaborate with local and state public health organizations including Akron Regional Hospital, Ohio Department of Health, Ohio Municipal Clerks Association and Ohio Registered Sanitarian Board to offer continuing education programs. Kent State's College of Public Health and the Ohio State University College of Public Health's Center for Public Health Practice will be jointly conducting a statewide survey of workforce training needs, and they have invited each of Ohio's five accredited public health programs to participate.

The college offers an 18 credit hour, undergraduate certificate in public health that integrates key aspects of public health. The certificate is intended for non-public health majors and those interested in learning about public health or enhancing their skills. Since the 2011-2011 academic year, 166 individuals have enrolled in the undergraduate the certificate program.

The college offers a 20 credit hour, graduate certificate in healthcare facilities, designed for architects and health care managers. The courses cover emerging trends and latest technology in healthcare facility design. The program is offered online, consists of seven courses, and can be completed in one year. There are five students currently enrolled.

The university's collective bargaining agreement does not provide clear guidance on compensation for faculty engaging in continuing education. To date, participation has been viewed as service to the college, but it is not well supported within the merit or retention, tenure and promotion processes. The departmental faculty handbooks are expected to address the current lack of guidance for faculty engaged in continuing education. They will also address workload equivalencies during the academic year for faculty engaged in workforce development.

4.0 FACULTY, STAFF AND STUDENTS.

4.1 Faculty Qualifications.

The college 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 college's mission, goals and objectives.

This criterion is met. All faculty members have training and expertise in diverse disciplines and are qualified to support the college's academic and professional programs and its research and service activities. The college's faculty complement is robust in public health expertise. Faculty members are individually well-qualified and collectively offer a wealth of experience in relevant sub-disciplines of the field. These qualifications are augmented by a wide array of peer-reviewed publications, presentations and professional and community service activities.

Twenty-four of the twenty-six current principal faculty have a terminal doctoral degree. Of the current faculty, seven have either an MPH or MSPH degree from an accredited college of public health. The training of faculty reflects the college's stated broad interpretation of public health, including atmospheric and physical chemistry, medical microbiology, zoology, tropical medicine, sociology, criminal justice and psychology.

At the time of the site visit, 39% were tenured and 27% have a tenure-track position. Six secondary faculty had an MPH or DrPH degree, and others hold terminal degrees in disciplines such as toxicology, public administration and business administration. The adjunct faculty holds leadership positions in local governmental and non-governmental organizations and incorporates their public health practice experience into the classroom. Seven of the doctoral students in the college that have a teaching assistantship have an MPH or an MSPH from a CEPH-accredited college.

4.2 Faculty Policies and Procedures.

The college 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 college observes the university's policies for faculty recruitment, appointment, promotion and tenure as defined by the Collective Bargaining Agreement. The CBA is reviewed every three years

The college evaluates faculty competence and performance during annual reviews for promotion and tenure. Recommendations for initial faculty appointment are made at the department level by the relevant department chair and are reviewed and approved by the Promotion and Tenure Committee.

Each department is currently developing guidelines to specify the expectations for research, teaching and service in regards to retention, promotion and tenure. Currently, service to the university may be accepted in fulfillment of the service requirement, and all three elements are taken into consideration during reviews for promotion and tenure.

The Promotion and Tenure Committee use student course evaluations as a tool to assess the quality and effectiveness of faculty instruction. Students complete course evaluations at the end of each semester. As of 2014, the average student rating exceeded 3.6 on a four-point scale, where 1 indicates “poor” instruction and 4 indicates “excellent” instruction.

At the time of the site visit, not all departments had completed handbooks. In the absence of approved departmental handbooks, the Collective Bargaining Agreement served as a guide for promotion and tenure. Since the time of the site visit, the Department of Health Policy and Management has developed a handbook, which has received approval through the university process. Faculty members have the opportunity to provide input and contribute to the development of the final handbook within their department, and this newly completed handbook provides more consistency.

4.3 Student Recruitment and Admissions.

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

This criterion is met. The college has student recruitment and admissions policies and procedures designed to locate and select qualified individuals. The college's recruitment efforts have caused an increase in enrollment and the overall pool of applicants for both undergraduate and graduate programs. Undergraduate students are admitted through the university's admission's office. The college participates in undergraduate admissions events, marketing campaigns, and communication plans. For graduate students, recruitment is a coordinated effort between the college and the university's division of graduate studies.

The admission requirements for undergraduates set by the university, include a minimum GPA and SAT score. For the MPH, an undergraduate GPA of 3.0 is required and a GRE score that is deemed acceptable by the academic chair, who makes final admissions decisions. Admission to the PhD degree program is based on the recommendation of the doctoral committee in each academic department. Faculty on these committees review the application and conduct an interview with each candidate. According to the self-study, applications to the doctoral programs have been fairly consistent from year to year with each program accepting three to five students a year and enrolling an average of three in each

program. The one exception is the PhD program in epidemiology, for which admission has been suspended.

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. Undergraduate students are assigned a professional advisor within the college. A system is in place to assure that students are scheduled on a regular basis, including an individual phone call to remind them of scheduled appointments. Students also receive concentration-specific advising and career counseling from faculty. Each graduate student is assigned a faculty advisor in his or her department. Graduate students may request a change in faculty advisor through the department chair. All advisors receive training through the university's central advising group. Students at both the undergraduate and graduate levels expressed satisfaction with advisement and stated that professors go above and beyond to help students determine career paths that aligns with their interests.

Until recently, much of the career counseling has been done centrally by the university. Recently the college began providing career support. Two ambassadors have been hired to work with students. Both of these individuals are retired public health practitioners. One ambassador works three to four days per month and the other one or two days per week. These individuals meet with students and assist them with career decisions and placement. The students interviewed were satisfied with these individuals and have found it to be very helpful. Also, the college recently offered a career fair for potential internships and employment opportunities. The students found this to be useful and the college plans to do more in the future.

The college follows the university's student grievance process which is handled by Student Accessibility Services. There have been three academic complaints (related to grades) in the last four years.

Agenda

COUNCIL ON EDUCATION FOR PUBLIC HEALTH ACCREDITATION SITE VISIT

Kent State University

February 2-4, 2015

Monday, February 2, 2015

- 10:00 am Request for Additional Documentation
Sonia Alemagno
Kim Yodice
- 11:00 am Meeting with Core Leadership
Sonia Alemagno
Jack Graham
Ken Slenkovich
Jeff Hallam
Mark James
Jonathan VanGeest
Brent Christman
- 12:00 pm Break
- 12:15 pm Meeting with Faculty and Staff Regarding Research, Service, Workforce Development
Mark James
Chris Woolverton
Tara Smith
Jonathan VanGeest
John Hoorbeek
Ken Slenkovich
Willie Oglesby
Jeff Hallam
Eric Jefferis
Margot McGimpsey
Barb Fahrny
Peggy Stephens
- 1:30 pm Break
- 1:45 pm Meeting with MPH Faculty
Maggie Stedman-Smith
Melissa Zullo
Madhav Bhatta
Vinay Cheruvu
Ken Zakariasen
Willie Oglesby
Peggy Stephens
Tom Brewer
Lynette Phillips
Matt Stefanak
Jonathan VanGeest
- 3:00 pm Break
- 3:15 pm Meeting with Doctoral Program Faculty
Willie Oglesby
Melissa Zullo
Jonathan VanGeest
- 5:00 pm Adjourn

Tuesday, February 3, 2015

8:30 am Meeting with BSPH Faculty
Chuck Hart
Abbey Eng
Heather Beaird
Tom Brewer
John Staley
Tina Bhargava
Peggy Shaffer-King
Jennifer Miller
Sasi Benzigar
Bill Franks

9:30 am Break

9:45 am Meeting with Faculty Related to Faculty & Student Issues
Tina Bhargava
Peggy Shaffer-King
Jennifer Miller
Chris Woolverton
Eric Jefferis
Ken Zakariasen
Willie Oglesby
Madhav Bhatta
Ken Slenkovich
Matt Stefanak

11:00 am Break

12:00 pm Lunch with Alumni, Preceptors and Community Partners
Dev Pathak
Jim Arbogast
Barbara Broome
Bryan Caldwell
James Hardy
Bill Keck
Suzanne Krippel
Judy Peters
Doug Ribley
Norm Christopher
Gene Nixon
Michelle McCarroll
Frank Migliozi
Peter Ossai
Mark Salling
Chip Porter
Brian Caudwell

12:30 pm Break

12:45 pm Meeting with University Leadership
Beverly Warren
Robert Frank

2:00 pm Break & Executive Session

3:15 pm Meeting with Students
Alexandria Lesak
Arron Bankston
Carissa Bowlin-Smock
Daniel Mix
Dawn Presley
Diana Kingsbury
Gabi Boehm
Jenna Brinker
Jennifer Bryant
Lara Ward
Lauren Birmingham

Lorraine Odhiambo
Matthew Finnemeyer
Melissa Mirka
Paul Johnson
Paulette Washko
Ryan Tingler
Seyi Balogun
Steven Paciorek

4:15 pm Break

4:30 pm Executive Session

5:30 pm Adjourn

Wednesday, February 4, 2015

9:00 am Executive Session and Report Preparation

12:30 pm Exit Interview