

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.

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

The following is the mission statement of the CEOMPH program. This statement was revised after the previous mission statement was reviewed and modified by numerous committees and stakeholders. It was adopted by the Governing Council on November 25, 2014.

The mission of the Consortium of Eastern Ohio Master of Public Health program is to prepare current and future professionals through accredited education, research and service to improve the health of communities in eastern Ohio and beyond. The mission is accomplished through collaboration among its partner universities and agencies.

b. A statement of values that guides the program.

The following are the values of the CEOMPH program. The value statements were revised from the previous values that was reviewed and modified by numerous committees and stakeholders. It was adopted by the Governing Council on November 25, 2014.

- Improving the quality of life and health of the entire community.
- Engaging in collaborative behavior that models as well as educates.
- Achieving student excellence through applying evidence-based and or best practices.
- Fostering leadership, accountability and ethical behavior.
- Protecting the environment through education and being a role model.
- Advancing inclusiveness.
- Committing to lifelong learning.

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

The following are the goals of the CEOMPH program. The goals were revised after the previous goals were reviewed and modified by numerous committees and stakeholders. It was adopted by the Governing Council on November 25, 2014.

- Goal: Administration--To enhance the CEOMPH's overall capacity by providing programming that facilitates faculty, staff and student success.
- Goal: Education--To educate public health professionals to improve health and well-being in diverse communities.
- Goal: Research--To advance interdisciplinary research on environmental, social, and individual determinants of health.
- Goal: Service--To promote effective public health practice through collaboration with communities and service activities

d. A set of measurable objectives with quantifiable indicators related to each goal statement as provided in Criterion 1.1.c. In some cases, qualitative indicators may be used as appropriate.

Table 1.1.c. Program goals and objectives

GOAL 1: To enhance the CEOMPH's overall capacity by providing programming that facilitates faculty, staff and student success.
Objective A: .Each academic year, enrollment is at or above 30 qualified students per cohort. (NEW 2015)
Objective B: Each academic year, student demographics meet or exceed expected population projections in Ohio for Black/African American (12%), and Hispanic/Latino (3%) populations. (NEW 2015)
Objective C: Each academic year, information on diversity offerings from partner universities is sent at least once monthly on diversity events. (NEW 2015)
Objective D: Every two years (odd years), a diversity climate survey is conducted. (NEW 2015)
Objective E: Each academic year, faculty ratings are at least 3.0 out of 4.0 on core course evaluations.
Objective F: Each academic year, expenditures per FTE student at least \$20,000 per student. (REVISED)
Objective G: By the end of 2017, faculty/alumni/student engagement opportunities are available through the development of a mentoring program. (NEW 2015)
Objective H: Each academic year, at least five students present an oral presentation or poster at the Ohio Public Health Combined Conference, American Public Health Association, or Teaching Prevention or other conference. (NEW 2015)
Objective I: Each academic year, at least 90% of first year students belong to a public health association. (NEW 2015)
Objective J: Each academic year, at least three alumni sharing via webinar are implemented each semester. (NEW 2015)
Objective K: Each academic year, the graduation rate of the cohort that started 6 years prior is at least 70%.
Objective L: Within a year of graduation, 80% of graduates are employed within one year of graduation (students not desiring employment excluded).
Objective M: Each academic year, at least one opportunity to grow the program is investigated. (NEW 2015)
GOAL 2: To educate public health professionals to improve health and well-being in diverse communities.
Objective A: Each academic year, 100% core and generalist track courses achieve at least a 3.0 weighted average (out of a 4.0 scale) on all course learning objectives. (REVISED)
Objective B: Each academic year, students indicate that at least 80% of core and generalist track course competencies are attained.
Objective C: Each academic year, 90% of graduates achieve core course GPA of 3.0 or better.
Objective D: Each academic year, 80% of graduates mark their capstone experience at least 4 out of a 5 point scale on the capstone evaluation form.
Objective E: .Each academic year, graduates attain 80% of competencies (16 of 19 competencies). (UPDATED)
Objective F: Each academic year, three out of six core courses incorporate public health practitioners.
Objective G: Each academic year, 50% of core course directors/co-directors has formal public health training.

Objective H: Each academic year, at least four additional events per year are offered, featuring diverse speakers, for example, Black/African American, Hispanic/Latino, American Indian/Alaskan Native, LGBT, disabled, etc. speakers. (NEW 2015)
Objective I: Each academic year, all six core courses include discussion opportunities for diversity issues. (NEW 2015)
Objective J: Each academic year, two core courses include an hour in-class discussion, illustrating that diversity is integrated with public health core principles. (NEW 2015)
GOAL 3: To advance interdisciplinary research on environmental, social, and individual determinants of health
Objective A: Each academic year, at least two students are involved in faculty research.
Objective B: Each academic year, faculty research sharing via at least two webinars is presented to students. (NEW 2015)
Objective C: Each academic year, tenure-line faculty submits at least two articles and delivers three presentations at a conference.
Objective D: Each academic year, research dollars per primary FTE tenure-line faculty will increase by 5%. (REVISED)
Objective E: Each academic year, extramural funding will increase by 5% per primary FTE faculty. (REVISED)
Objective F: By the end of 2016, a system to track opportunities for research with diverse communities is developed. (NEW 2015)
GOAL 4: To promote effective public health practice through collaboration with communities and service activities
Objective A: Each academic year, at least 50% of graduates list service activities on resume. (NEW 2015)
Objective B: Each academic year, 60% of faculty participate in community/professional service activities in collaboration with community-based organizations. (NEW 2015)
Objective C: Each academic year, at least three workforce development opportunities are offered to community agencies by request or need.
Objective D: Each academic year, opportunities are offered for service to faculty or students from at least one additional or different agency. (NEW 2015)
Objective E: Each academic year, at least one program-sponsored service activity is offered. (NEW 2015)

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

In October 2013, the CEOMPH program held a strategic planning event, which included students, alumni, faculty, administrators, committee members, representatives of community partners and facilitators. As part of pre-event planning, an environmental scan and survey were sent to all stakeholders who were invited to the event. Those surveyed were queried about the current mission statement, values, goals, competencies, diversity statement, advising and career counseling, research opportunities for students and overall program strengths, weaknesses, opportunities and threats. On the first day, Donna Petersen, MHS, ScD, gave a presentation on "Framing the Future" to kick off the event. On the second day, four small group sessions were held. Topics addressed were advising, career counseling and mentoring led by Michelle Chyatte, DrPH, MPH, a faculty member from NEOMED; competency development led by Amy Lee, MD, MPH, MBA, the director of the CEOMPH program; diversity led by Walt Horton, PhD, graduate dean of NEOMED and Iris Meltzer, MA, MPH, a graduate of the CEOMPH program and accreditation consultant; and faculty issues led by Don Allensworth-Davies, PhD, MSc, a Cleveland State University faculty member and CSU program coordinator for the CEOMPH program and Tom

Albani, MPH, program coordinator for the CEOMPH program. Based on the 70 responses to mission statement evaluation and feedback, the mission statement drafted in 2009 was discussed and edited by committees that met throughout the remainder of 2013 and during 2014. In addition, feedback was obtained from students, alumni, faculty and administrators during classes and webinars.

Accreditation webinars were initiated in March 2014 to give students, alumni, faculty and committee members the opportunity to discuss key topics relevant to re-accreditation. Each webinar was presented twice (on different days of the week and at a different time) in order to increase the likelihood that invitees could participate in each topic area. The first of these addressed mission, vision, and values. After compiling and refining participants' comments, further revisions were made to the mission statement and it was presented to the Office of Public Health Practice for comment. The mission and values and goals were emailed to faculty, staff, administrators and alumni and feedback sought from those constituents. With each revision of these key components, stakeholders were again given the opportunity to comment and edit.

Subsequent webinars addressed diversity, competencies, goals, advising and career counseling, research, faculty and other resources, and evaluation. Participants included faculty, students, alumni, community partners, committee members and administrators. Each webinar was accompanied by both a PowerPoint presentation and a one-page explanation of the topic. Staff members and the accreditation consultant took notes during the webinars. The planning event and webinar information are posted on this web page <http://mph.neomed.edu/about-ceomph/accreditation>. The draft mission, vision, values, diversity statement and goals were presented to the MPH Governing Council at their November 25, 2014 meeting and approved. Although a vision is not a part of the accreditation criteria, stakeholders felt that a new vision was important, so it was developed and approved.

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

The mission statement, values, goals and objectives are reassessed and revised approximately every five years during strategic planning sessions. After approval, the mission statement, values, goals and objectives are posted on the website <http://mph.neomed.edu/about-ceomph/mission-statement-and-values>. These statements also appear in the student handbook and were posted to alumni on social media. The program also sent emails to students, alumni, faculty, and committee members after the final approval by the MPH Governing Council to let them know that the revisions were posted on the webpage.

The MPH office and committees monitor pertinent aspects of the goals and objectives during meetings at appropriate intervals (either annually or at the end of the semester). For example, the Curriculum Committee examines course evaluations, the Program Coordinating Council reviews annual surveys, the Faculty and Appointments Development Committee reviews faculty evaluations and the Governing Council reviews overall student data. The external advisory committee, the Office of Public Health Practice, also reviews the mission, vision, values, goals and objectives.

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

Met: This criterion is met. The involvement of a broad range of stakeholders using multiple communication channels to develop the mission, vision, values, goals and objectives and making them available for comment and review, has assured the relevancy and accuracy of these critical aspects of the CEOMPH program.

Strengths: All of the program constituents had the opportunity to participate in providing feedback on the program mission, vision, values, goals, and objectives. Meetings, email, webinars, and social media were used to solicit feedback and to share them.

Weaknesses: The consortium involves institutions, faculty and students throughout the eastern Ohio region. It is only on rare occasions that faculty and students occupy the same space. This means that the program has to rely on the less than ideal electronic communication to seek input from these stakeholders.

Plan: The program will routinely share its mission, vision, values, goals, and objectives with its stakeholders. As the program evolves, constituents will be asked for their feedback.