

CEOMPH Strategic Planning Kickoff Survey

1. Does this statement reflect CEOMPH's mission accurately?

- **Yes: 70**
- **No: 2**
- **Comments:**
 - i. Too lengthy and detailed.
 - ii. I am guessing the language "for the working professional" was to express a need to develop the program to be accessible to those working in various health and health care fields. If this is the case it might be time to consider offering the program in a completely online format - with perhaps a few in person requirements that could be scheduled to meet the needs of students.
 - iii. Perhaps this is semantics. I believe that the program can produce competent professionals and the program can produce professionals that can be respected professionals. However, I do not believe that the program can produce respected professionals.
 - iv. This statement might be broadened to reflect that not all students in the program are currently working, but some are full time students.
 - v. This may be an accurate reflection, but the real question is if a change is needed within the CEOMPH Program that would require a change in their mission statement?
 - vi. I think the mission statement is overall very good. It may be beneficial to add somewhere in the mission statement that the program is aiming to combine academic and experiential learning for their students.
 - vii. I would prefer to change "It does this..." to "It accomplishes this..."
 - viii. Since I don't teach within the program, my knowledge will be limited. The wording seems weak (that is a bad word) "strives" is the word that sticks out.
 - ix. Particularly now that I am in an academic sph CEOMPH did a great job of giving applicable skills rather than only book learning.

2. Do these statements reflect CEOMPH's values accurately?

- **Yes:72**
- **No: 0**
- **Comments:**
 - i. If there is a current value specifically targeting environmental health issues, shouldn't there be a value(s) looking at other public health issues? I think it is either a bias to include environmental health or an oversight not to include topics such as epidemiology, health care management, etc.
 - ii. Yes, this is an accurate reflection. But like the previous comment, is a change in the Program needed that would need to be reflected within the values cited?
 - iii. No comments
 - iv. 1. Address social disparities and promote health equity in our community 2. promoting academic excellence
 - v. But there's nothing about policy, evidence. Should the values include some wording about enhancing and using evidence? Responsibility for helping to frame positive policies at the local and national level?
 - vi. For consistency and smooth reading, I think the last bullet should be "Committing to lifelong learning"
 - vii. Under second statement might want to reiterate that collaborations model and educate, yes- but also contribute to discovery of new information that can be applied to current practice.

3. *Goal 1: Provide and MPH program that fosters diversity through collaboration among academicians, researchers, public health practitioners, and students from each member institution and the Northeast Ohio community. Does this statement reflect a goal that the CEOMPH should have?*
 - **Yes: 70**
 - **No:2**

4. *Goal 2: Provide graduates with a foundation of public health skills and knowledge, including community assessment methods, research strategies, program implementation, evaluation, and policy development. Does this statement reflect a goal that the CEOMPH should have?*
 - **Yes: 69**
 - **No: 1**
 - **Skipped: 2**

5. *Goal 3: Provide students with opportunities to apply public health concepts and skills to assess and improve the health status of residents of Ohio through research and service. Does this statement reflect a goal that CEOMPH should have?*
 - **Yes: 71**
 - **No: 1**

6. *Goal 4: Foster ongoing professional development of faculty and students, and the advancement of public health practice in the community. Does this statement reflect a goal that CEOMPH should have?*
 - **Yes: 72**
 - **No: 0**

7. *Goal 5: Conduct at least an annual evaluation of overall program activity to assure that it continues to meet the needs of both students and the Northeast Ohio community, and is based on the most current concepts and skills in public health research and practice. Does this statement reflect a goal that CEOMPH should have?*
 - **Yes: 67**
 - **No: 5**

8. *Comments (27 total):*
 - Does Goal 3 need to specify Ohio residents? I have known a few graduates who have left the state and thereby help more than just Ohio residents and of course there are some graduates who are employed in nearby Pennsylvania..
 - Goal 1: it is not clear to me how you foster diversity through collaboration as described. This also seems to exclude individuals who can be considered "non-diverse." Perhaps it should say: Provide an MPH program that fosters student growth and success through collaboration with academicians, researchers, public health practitioners, and other students from each member institution and Ohio communities. (I have also removed NE Ohio as this doesn't include Ohio University) Goal 5: Suggest removing NE Ohio.
 - Annually may be too frequently.
 - In regard to item #7 [Goal5]: The goal is fine, but an annual evaluation appears to be a bit excessive. Is it time to consider expanding the program so that it's goals remain to service more than the Northeast Ohio Community?
 - Goal number 3 also appears limiting. Research may not improve health status but increase general knowledge Goal number 4, I would include alumni and/or community public health professionals since professional development should continue once they are no longer students.
 - Goal number 2 should be re-worded to reflect public health core-competencies. Alternatively, if goal 2 remains unchanged, it should include references to data analysis, informatics and health outcome inequities.

- Perhaps add HOW the program will foster ongoing professional development of faculty and students.
- Need more faculty development opportunities to meet Goal 4 as stated above. Annual evaluation of the program seems too frequent, consuming too much time and too many resources.
- Goal 5, while relevant, is a bit broad. What will be used to determine the needs of students and the community? What will the concepts and skills be based off of or modeled after?
- Goals one and five are limiting by the Northeast Ohio community when there are students in the program from the Southeast Ohio community as well.
- Instead of "Northeast Ohio", Eastern or Ohio, in general would be more applicable. Especially for a program that is for working professionals that may not even be located in Eastern Ohio.
- Goal 3 should be revised to '.... improve the health status of residents of Ohio and/or those states served by the students through Why limit the opportunities available to students to that within Ohio only?
- Further advancing the available curriculum of the program to exceed the goals above.
- I wish there is something for the international students and people outside Ohio.
- I think what is in place is excellent. Sorry I cannot attend the meeting.
- Should the first goal say Eastern Ohio instead of Northeastern, since Ohio University is not in the NE area?
- Well done, very achievable
- While I agree that an emphasis on the Northeast Ohio community is important, the program's reach can, and sometimes does, extend beyond the this community. For example, those at Ohio University may serve Southeast Ohio, West Virginia, Kentucky, or other communities. Those of us who move from Ohio take our public health skill set to other communities as well.
- Increase collaboration with clinicians to incorporate more preventive efforts for the community on health problems of the highest interest and priority.
- Perhaps in Goal 4 add the professional development of PH practitioners?
- Wonder if we should be explicit that we expect the students to receive their certification in public health?
- Progressive and concise. I see nothing missing.
- Goal #7 seems somehow unduly specific in comparison to the others. Perhaps something more general about the importance of regular program evaluation. Might also add something to the effect that the program will be updated/enhanced as suggested by the evaluation.
- Both Goal 1 and Goal 7 mention "Northeast Ohio", but the name of our program consortium uses the term "Eastern Ohio". Shouldn't we be consistent?
- 1: why not clinicians too? 2:: why not "resource procurement"
- I think there is a real lack of research methods courses. If you are interested in Biostats or epi you do not have enough options for methodological grounding. The classes available give a 10000 ft. view but at least one course for each should be methods rather than experientially based.

9. *Strengths of program competencies (21 responses):*

- I don't feel competent in my understanding of the following areas to address the remainder of the questions.
- The Program actively involves all students, faculty and community in all aspects of public health.
- Excellent
- Classes, accreditation
- Epidemiology competencies appear to be addressed in the course.
- They mirror CEPH competencies
- I have insufficient experience with program graduates to assess the competencies of the program.
- The program uses the graphic model for 5 core classes to teach competencies.

- Faculty Flexibility Diversity
- The coursework in the classes reflects great care in addressing the public health competencies. Assignments are thoughtfully designed to incorporate the competencies with validity and not superficial attention.
- The competencies are broad based and allow for students to focus on public health as a whole along with areas of interest.
- Organized and focused.
- In-depth and detailed.
- Many competencies that cover a wide variety of public health topics.
- Courses provide competencies over all areas using multiple teaching/learning strategies.
- While I did not read all 42 pages, I did browse through the major points and found nothing that was missing.
- The program is accredited and very well structured.
- These competencies seem to comprehensively address the necessary skill sets for students, and should always assess to assure that they are current with the fast pace of technological, societal and funding changes that are currently shifting public health in dynamic and accredited directions.
- The program competencies at CEOMPH are comprehensive and at the same time practical. The coverage of all the competencies during the training for public health gives confidence to students and maintains the thoroughness of the training. 1. I suggest that some of the competencies be made more goal directed based on how much practical application that will have for a public health professional.
- Good - emphasizes who it is geared towards
- I feel fully competent as an MPH and our classes are extremely similar to those being offered at larger spy.

10. Strengths of program addressing diversity (16 responses):

- One of the primary strengths is that this program values not only diversity of culture/race but diversity of ideas.
- Good mix of students.
- Program appears to strive for diversity among the student body. Not sure about the faculty.
- Diversity is critical in public health to ensure that we plan and implement programs that meet the needs of a given community.
- I have insufficient experience with the program to assess the strengths of the program diversity.
- The program has a mix of students from an array of backgrounds.
- Assembly of diverse knowledge base, competencies and experience Fosters interactions: cross-integration and translation of health knowledge.
- The program brings together professionals in the public health field, both academicians and those practicing in the field, to teach and work with the students. Research and collaboration with the professionals is also encouraged in the program.
- Applicable and relevant to public health.
- The program sets the stage for beginning to understand diversity in both the workforce and population health.
- Classmates! Amazing diversity!
- I feel that I have had many opportunities to interact with classmates of diverse backgrounds, which has enhanced my learning experience. I have met and engaged in thoughtful discussions with people of various ages, race/ethnicity, nationalities, professional backgrounds, etc.
- Inclusive. Necessary responsibilities and goals were detailed.
- I am taking a culture & health care class right now and I absolutely love it. Maybe it would be beneficial to add it to the core curriculum?

- Well covered.
- The CEOMPH program is diverse to begin with. Diversity comes from the background of students in this program. The professional backgrounds include physicians, dentists, sanitarians, health departments nurses etc. which gives learning a new perspective because input from each student enhances learning for another with a different background. I don't have any suggestions in this regard.

11. Strengths of program advising and career counseling (12 responses):

- Not very familiar
- Skills and knowledge acquired in the public health program and essential in succeeding in the career endeavors
- I have insufficient experience with the program to assess the strengths of the program advising and career counseling
- The program has open communication with advisors. Everyone is approachable and willing to share knowledge.
- I have received very little program advising or career counseling.
- MPH office is always available, and very passionate and willing to help students.
- Did not use, so I cannot comment.
- I appreciate hearing from professionals in the field in some of the classes, and it is nice to have job postings sent to us from program graduates.
- I see this getting better every year, especially with using local govt. entities as potential academic centers.
- The advisors of the program are very passionate about public health. They are also very dedicated to making sure our experience with the program is the absolute best that it can be.
- Has always been a strength. Interaction with students a plus.
- 1. The advising and career counseling need to be streamlined based on their interests. 2. There is a need to invite more mentors and preceptors to participate with advising and career counseling. 3. A career fair should be organized annually with professionals from different sectors of public health be invited to advise students.

12. Strength of program research opportunities for students (10 responses):

- Good, but would like to see a connection with the colleges that are represented offer more opportunities for research.
- Research is necessary to ask new questions and improve existing strategies.
- I have insufficient experience with the program to assess the strengths of the program research opportunities for students.
- Strong offerings and collaborations throughout community. Well organized.
- Many options for collaboration.
- The capstone project as well as some of the other classes and the option for independent study allow for multiple opportunities to engage in public health related research.
- I do not have enough information to provide more detail on this subject.
- A wide variety of opportunities for students given the wide range of institutions and connectivity/collaborations with partners and local health departments.
- Excellent
- People know people but I think in specific areas (epi) there are not enough.

13. General program strengths (17 responses):

- Having majority of classes online and on Saturdays. The professors and lecturers are great and have real experience in the field.

- Has been able to adapt to changes in public health issues and changes in consortium institutions. Still maintains a practical bent to public health practice. Incorporating actual public health practitioners into the teaching to demonstrate the applicability and "real-life" issues affecting public health practice.
- Enhance diversity; develop research skills; interact with local communities.
- As I understand the program format, a general strength would be that courses are offered on-line and in person.
- Diverse Faculty Focused goals and objectives pertaining to community health care diverse student body.
- This program helps foster broader connections in the Ohio public health field as the students and faculty are living and working in many different regions of the state. Having this breadth leads to greater understanding of the diverse nature of problems that those in public health are called to address. Communications to the students from the program center are usually thorough and timely. Expectations and instructions are presented clearly. The thoroughness is very helpful. The technology use makes the consortium a reality, fitting the needs of students and instructors from the various regions.
- Overall the program is great for professionals - it allows for career development, ongoing education and provides many opportunities for growth.
- Organized, excellent mentors, skilled and enthusiastic members.
- Opportunities for networking; works with a flexible schedule.
- Course scheduling is perfect for working professional (online, Saturdays, etc.), program advising is always available--the program staff have a sense of caring and passion for every student.
- Flexibility, being taught all sides of public health.
- Flexibility around work schedules, accessible and approachable faculty.
- Because the program is flexible by offering the core courses on Saturdays and offering many online elective options, students are able to work full time while completing the program. I think that there is enormous strength in being able to learn alongside students who are already public health professionals, as they are able to provide insight from their professional experiences.
- Well rounded faculty, heavy use of adjunct members, use of OGA's.
- The program is very well structured and definitely benefits from having 5 universities all within one program. I love that we can take classes at other schools, it really helps us get the best learning experience possible.
- Utilization of field practitioners in the teaching model.
- Diversity of skills, persons, and learning opportunities. Also fits a working persons schedule and generally is flexible to life constraints.

14. Weakness of program competencies (14 responses):

- Not many research opportunities.
- Not sure how the electives for the students are evaluated. Not familiar with the competencies and courses other than epidemiology.
- The research methods course needs to have one or two foundational courses to ensure that students have a mastery of research methods process. Offering one research methods course is not adequate to ensure mastery of research methods process or engage in research opportunities.
- I have insufficient experience with program graduates to assess the competencies of the program.
- Much of the course work is geared toward issues found in urban centers. Ohio does have rural populations with their own unique public health problems; more effort should be placed on trying to prepare professionals for working with these particular populations too.
- Too detailed/specific.
- There are so many competencies that it may feel watered down at times.

- I believe environmental and administrative law would be beneficial to those in the PH field that have to deal with enforcement activity. Incorporating reviews of actual case studies would be beneficial in this area.
- From my experience, Health Services Administration did not meet all of its intended competencies. This course was not as rich as I would have liked.
- I do not have enough information to provide more detail on this subject.
- N/A
- Not a weakness, but an encouragement for students to seek out additional management and leadership competencies if they are thinking of promotional opportunities that use the benefits of their MPH.
- None
- I think another course in epi and bios methods for people who want them would be useful. Also I think a class on professional writing, particularly how to write a manuscript and how to critically think through the process.

15. *Weakness of program addressing diversity (8 responses):*

- Would like to see more md students
- Am not familiar with how pervasive diversity issues are incorporated into the individual classes or lectures. I have never received any instructions about including diversity into presentations.
- None.
- I have insufficient experience with the program to assess the weakness of the program diversity.
- The program addresses diversity but I think it would be really helpful for students to take it a bit further as in looking into some present day social determinants of health that they may see in their community or personal/professional lives with a diversity lens.
- I do not have enough information to provide more detail on this subject.
- N/A
- The program is more diverse than the area (NE Ohio) so I don't know what you could improve.

16. *Weakness of program advising and career counseling (16 responses):*

- Weakness- but could have great opportunities with the diversity of employees as students to connect with their place of employment
- Website is confusing in classes scheduling.
- Not very familiar.
- None.
- The program is designed for the "working professional" seeking an academic degree. It is appropriate that the academic competencies as developed by ASPH be a focus but for the "working professional", the competencies developed by the Council on Linkages are likely to provide greater guidance as to the expected working and decision-making skills and the criteria by which they are likely to be evaluated as a professional.
- I have insufficient experience with the program to weakness of program advising and career counseling.
- I believe this area is a bit weak in that aside from sending out emails related to open jobs in the area (and country), there is not much advising or career counseling on an individual level. I felt very lost when finishing the program as far as where to go next in the field.
- Need more upfront and continued guidance in choosing electives and areas of study to enhance area of needs in workforce. Public Health is generally interesting and many who get involved are interested in all areas but jobs are scarce and it would be good to focus on areas which can lead to employment.
- From across Ohio at times, not face to face conversations.

- As far as career counseling, it might be helpful for students that are entering the public health field to get a better understanding of types of positions in a health agency (i.e. what is a registered sanitarian/training, same with epidemiologist, and administration, etc.)
- Did not use, so I cannot comment.
- I would like even more professional development/career counseling. Perhaps this could be done as part of Capstone 1 or as part of the exit presentation.
- I do not have enough information to provide more detail on this subject.
- N/A
- Can the program be engaged more in encouraging students to reach into high schools to promote public health and career opportunities?
- I never felt that I ever was advised after my first semester on classes or career paths. I felt that I had to do that on my own.

17. Weakness of program research opportunities for students (12 responses):

- The CEOMPH site has outdated suggestions for Capstone projects.
- Not enough from academia offered.
- Not many research opportunities.
- Not very familiar except for individual opportunities that may arise from capstone experiences. Do not know if there are any opportunities for students to participate on faculty projects. Most local health department/community faculty may not be very knowledgeable about research practices.
- Research opportunities for students can only make sense to them if they have a good foundation of the research process. Hence, as indicated above, students need more than one research methods course.
- I have insufficient experience with the program to assess the weakness of research opportunities for students.
- I feel there could be more emphasis and connections for students available here. I realize it is a challenge, however if it were possible to provide a bank of open opportunities or agencies for students to contact that would be helpful. Also, an MPH poster day would be nice!
- Lack of strong research background.
- Link students to research opportunities as part of their capstone project.
- I do not have enough information to provide more detail on this subject.
- N/A
- I don't think there were enough opportunities for epi research. It seemed as though there were a lot of opportunities for workplace/ soc beh but not much for epi.

18. General program weaknesses (15 responses):

- The website needs to be updated and has outdated material on it. Some of the contact info still has @neoucom.edu emails or is from 2009 and no longer applicable. There should be a better, more accurate and updated lists for electives. The program mission states for working professionals, but then Capstone I requires weekday, work hours presentations
- Too general, possibly should have direct paths to certain disciplines.
- Would like to see more volunteering.
- Structural barriers e.g. students who cannot drive have challenges getting to NEOMED Conditional admission of international students - very expensive for those students given that some of them take foundational courses that don't count towards their degree credits.
- With nearby universities devoting significant funds and efforts into the development of schools, departments and colleges of public health it appears that the CEOMPH program is less resourced and not truly a focus of the school.

- Although the use of technology makes this program a reality, there is less cohesion and interaction among classmates.
- Lack of specializing for employment.
- Gaps in research methods knowledge.
- Help students direct their electives (like a concentration) to become a stronger student in a particular area (i.e. if a student has an interest in epidemiology--advising may help them focus that interest through elective courses).
- Can be too much of a "generalist" MPH program if student is unsure of PH focus.
- There are no specific "tracks" or specialty areas in the program for students to designate as a "major".
- The current size (i.e., class sizes) of the program is a weakness. Not many people in the community seem to know about the program. Many people have asked me if it is even accredited. The website does not look professional and is hard to navigate, and many people, including prospective students, are turned off by this.
- I think NEOMED could embark on a program without being part of a consortium and leading the change including various other tracts such as emergency management, public administration, and homeland security.
- Sometimes information from professors can be misunderstood or gone unnoticed due to part of the program being online from home. This has not happened often, though.
- Preparing students to professionally write and I don't think you could go from our program to an epi PhD without a steep learning curve.

19. General program opportunities (these should be opportunities external to the program):

- To add specialty tracks.
- Aging public health workforce that may increase some job opportunities because of personnel retirements.
- Within the network of local public health agencies in the northeast region of the state, there are significant opportunities for students to gain meaningful practical experience.
- Columbus Public Health Department; rural Ohio initiatives.
- As funding continues to be cut, health departments may benefit from having more student interns --in turn the collaboration between academia and practice could be strengthened.
- Each of the individual institutions could be resources to help promote the program. Emphasize the flexibility of the program (compared to other schools of public health in the region). The program could partner with a computer science/IT department at any of the institutions to improve the website.
- DrPH or PHD in public health
- The program leads to many career opportunities upon graduation, such as becoming a college professor, corporate wellness director, working in a health department, administrative health-related positions, etc.
- Excellent!!

20. General program threats (these should be threats external to the program):

- Kent State's program. Decreased funding.
- employers not regarding the Master degree as relevant for growth
- Competition from other local MPH programs Governmental public health work force cutbacks that may limit job opportunities. Keeping up with the changes in public health issues and focus.
- Competition from the ever-increasing number of public health programs.
- Public health funding decreasing, thereby decreasing opportunities to work directly in the public health field.
- Lack of funding and competition.

- Ohio State and Kent State's public health programs and upcoming DrPH programs; ever changing technology.
- more mph programs available
- Competing schools of public health in the region.
- Other universities getting the jump on NEOMED / consortium universities with new program development and subjects.
- Other MPH programs: KSU, Case Western, OSU.
- Competition form the emergence of public health schools and a potential saturation of PH graduates where not enough opportunities are available, but this program works with working professionals so may not be a threat.

21. *Are you or do you know anyone interested in enrolling in a DrPH program? (44 responses):*

- **Yes: 15**
- **No: 29**
- **Skipped: 28**

22. *What other future directions would you like to see for the CEOMPH program? (20 responses):*

- I would like to see CEOMPH start specialization programs in the diverse disciplines of public health practices.
- more defined programs like epi, animal science etc
- I would like to see the program offer the DrPH and/or a PhD if needs indicate it could be successful. With other schools/programs offering the DrPH is the MPH becoming a lesser choice for students?
- Global health
- A Health education focus and an epidemiology focus.
- Concentrated areas and the inclusion of the DrPH
- I would love to see the CEOMPH offer a DrPH program. It is something that I am actively looking into pursuing and having had such a good experience with the MPH program, would love to go through again for the DrPH!
- Expand grant writing, research, securing funding to staff and expand research, community service and public health workforce.
- Continue with alumni collaboration
- DrPH, specialty tracks
- I have had a very positive experience with the program. I feel that provides a practical way for public health and other professionals to continue their education and strengthen the public health workforce.
- DrPH or PHD in public health
- I am excited to learn as much as possible during this program. I would love to have the opportunity to intern or have an independent study. I tend to benefit more when it comes to learning about public health when I am out in the field, opposed to in a classroom.
- Connection with preventive medical residents to strengthen PH and Medical collaborations.
- It's been awhile since I've been part of this program and don't feel up-to-date enough on program goals and structure to comment on items 9-20.
- I think the name is a hindrance to acceptance and reputation as we move forward. It is bulky and non-specific. I would like to see the program associated with an institution that is less ambiguous.
- I don't feel I have enough information to respond helpfully to the questions above.
- It has been 10 years since I graduated so I am not sure how the course offerings have changed-- one thing that I think would be very helpful (based on my ancient experience) is to develop career tracks. For example, when I attended there was only one epidemiology course offered and no electives from partner institutions to augment that one course. So Epidemiology as a career track, Environmental

Health as a career track, etc. Also, I wondered if there is any Public Health Preparedness coursework being offered?

- Given the increasing competition in this program area, we need to focus on recruiting and improve cost effectiveness to remain competitive.
- Continue the way things are going!